



Overview of the 2016-2017 CommUniverCity at Lynn Activities

The following report outlines the details of work under the CommUniverCity at Lynn. These areas included the following:

- Early College Dual Enrollment Activities in Lynn Public Schools and Lynn area. Major Partners: Lynn Public Schools, North Shore Community College
- Gateway to College in Lynn Public Schools. Major Partners: Lynn Public Schools, North Shore Community College
- Information Technology Guided Academic Pathway Subcommittee of the Early College effort: Lynn Public Schools, North Shore Community College, Salem State University, NS Workforce Investment Board, North Shore Technology Council, Technology Employers (Ellucian, NSK, Inc.)
- Early Childhood Education Pathway Subcommittee of the Early College effort: Lynn Public Schools, North Shore Community College, Salem State University, Impact Lynn/LEO, Inc.
- Supportive Services Committee: Lynn, Children’s Friend and Family Services, Gregg Neighborhood House, Girls, Inc. of Lynn, Lynn Community Health Center, Lynn Economic Opportunity, Inc., Lynn Housing Authority & Neighborhood Development, Lynn Housing Authority & Neighborhood Development, Lynn Public Schools, Lynn YMCA, North Shore Career Center, North Shore Community College, My Brother’s Table, Project Cope, Bridgewell, Salem State University, The Food Project, and The Haven Project
- Activity levels and support of NSCC students by the co-located North Shore Workforce Investment Board. Partners: North Shore WIB, North Shore Community College

The goals for FY2017 were set at an October 14, 2016 meeting by the Partner Leadership Team and include the following:

- Continue the work in the various areas already moving ahead (Early College, Social Services, Career Services, and Academic Pathway development with LPS, NSCC, and SSU faculty)
- Work to correlate what we are doing more closely with the new Impact Lynn initiative, which grew out of the shared impact work of Working Cities Challenge Grant and Congressman Moulton’s Federal Promise Zone proposal work.
- Focus on the Early Childhood part of the birth to career pipeline this year. Initiate a sub-committee, charge task group and begin to coordinate work among partners.

In this year, we extended our shared impact work by aligning with the Impact Lynn initiative being spearheaded by LEO, Inc. This shared impact collaborative derived from CommUniverCity at Lynn partner participation in the grant-funded planning effort of Working Cities Challenge Grant (2015-2016). This was especially fruitful in the Early Childhood Education Pathway work.

During this past year, two of our partner leaders indicated they would be retiring from their positions – Dr. Patricia Maguire Meservey, SSU, and Lori Berry Abrams, LCHC. We applaud their collaborative efforts and presented both with a commemorative framed portrait of our CommUniverCity at Lynn logo and major partner logos as a thank you. We look forward to working with new SSU President John Keenan and new LCHC Chief Executive Officer Kiame Mahaniah, MD.

Early College Dual Enrollment Activities

Committee Charge: Funded by a ‘braiding’ of public and private grants, Early College @ Lynn continues to evolve its model to promote a college-going culture in Lynn and surrounding communities with the goal of improving access and supporting progress-to-completion of low-income, first-generation students, students of color, and other populations that are underrepresented in post-secondary education. With a focus on developing student awareness of factors that contribute to college achievement and creating learning opportunities that bring students and families onto the college campus, we strive to clarify expectations and pave pathways from K-12 through higher education.

Committee Membership:

- ◆ Lynn Public Schools: Shannon Bansfield (Assistant Director/Instructional Technology), Shannon Gardner (Assistant Director/Humanities), Catherine Latham (Superintendent), Kimberlee Powers (Executive Director/Curriculum & Instruction), Patrick Tutwiler (Deputy Superintendent)
- ◆ North Shore Community College: Susan Curry (Director/Early College Partnerships), Andrea DeFusco Sullivan (Dean/Liberal Studies), Patricia Gentile (President), Karen Hynick (VP/Academic Affairs), Laura Rubin (Dean/STEM & Education), Jill Thornton (Dean/Strategic Partnerships), Jermaine Williams (VP/Student Affairs)

Committee Actions:

1. Review of practice, challenges and successes of FY2016.
2. Collaboration to improve strategies for outreach and recruitment, course selection, application/screening process, orientation, data collection, funding.
3. Discussion and decisions regarding key policies:
 - Additional measures for demonstrating course pre-requisites – PSATs, articulated high school courses
 - College courses fulfilling core high school requirements
 - Expansion of the partnership to include other north shore districts
 - Redesign to expand beyond exclusive cohorts and reserve seats in regular course sections
4. Analysis of student data to monitor success.
5. Examination of course offerings in IT, Business and Early Childhood Education pathways.
6. Evaluation of policy and practice to ensure continuous improvements.

Outcomes:

1. Revised, streamlined application/registration process for returning students.
2. Progress toward alignment of high school and college curriculum to expand pre-requisite options and ensure that dual enrollment courses are fulfilling core district graduation requirements.
3. Consideration of revisions to high school transcripts to code dual enrollment credit.
4. Saturday on-campus orientation sessions for students and families each semester.
5. Expansion of Early College staff to include an Early College Career Pathways Coach.
6. Professional development sessions with high school guidance departments.

7. Inclusion of students from additional districts: Revere, Salem, Chelsea, Peabody, ETHS.
8. Fall 2016: 68 students registered in 4 course sections – 58 (85%) successfully complete.
9. Spring 2017: 122 students registered in 9 course sections – 90 (74%) successfully complete.
10. Summer 2017: 94 students in 10 sections – 78 (83%) successfully complete.
11. Student survey collects data to inform program improvements.
12. State and private donations braided to fund program activity.
13. Gateway to College added to the Early College portfolio.

Next Steps:

1. Continued assessment of success-to-date and refinement of processes.
2. Application for MA DESE/DHE Early College School Designation.
3. Further engagement of families in on-campus workshops to de-mystify college and encourage attendance.
4. More intentional recruitment of 1st generation/low income status of students.
5. Further scrutiny to course offerings to ensure maximum transferability.
6. Continued inter-institutional curricular conversations to align learning outcomes for reverse articulation.
7. Expansion of the model to Business and Early Childhood Education Pathways.
8. Identification of additional private and public grant funds to support the initiative.

Gateway to College

The launch of the NSCC-led Gateway to College (GtC) is anticipated for fall semester 2017. A partnership, formalized through MOUs, have been formed with NSCC, Lynn Public Schools and area school districts to re-engage at-risk or out-of-school youth in a full-time college-based dual enrollment program that allows students to complete graduation requirements while earning substantial college credits.

Funding comes through district contribution of a portion of per-pupil dollars until the student has earned sufficient credits to graduate from high school. Then the students is helped to apply for federal financial aid dollars to continue their post-secondary college education goals.

Currently, MOUs include NSCC, Lynn, Danvers, Revere and Salem Academy school districts. The Gateway to College program is designed to re-connect youth to educational opportunities. We identify those who are academically capable but drifting off course for a number of reasons:

- Super seniors who are significantly behind in credits
- Students with high absenteeism/chronic truancy
- Pregnant or parenting teens
- Students who are court-involved
- Students with social/emotional barriers

The Gateway student is enrolled in a course of study on the NSCC Lynn campus that allows them to re-invent themselves with rigorous intentional supports. Everybody wins - districts retain/recapture per-pupil funding and increase graduation numbers while students make academic progress in a new environment.

Anticipated enrollment for the partnership's inaugural semester is a cohort of 15 students on the Lynn campus– to be followed by additional cohorts on NSCC's Lynn and Danvers campuses in Spring 2018.

First-semester students will be in a cohort for three classes – First Year Experience (3 credits), Composition 1/Composition 1 Seminar (6 credits), and Mathematics Literacy (3 credits). In subsequent semesters, course choice will be customized to learner needs, with student course selection mapped back to courses required to graduate from high school and determined with a priority for completing high school graduation requirements simultaneous with receipt of College credit toward a certificate or degree.

IT Pathway Committee

The CommUniverCity at Lynn IT Pathway Committee has worked diligently through the year. Partners included NSCC, SSU, Lynn Public Schools, and IT employers. Articulation agreements have been updated and finalized among the education institutions.

As a result of the subcommittee's input and an extensive internal program review on the Computer Programming Degree (CPD) pathway and the Web Development Certificate pathway at NSCC, there was a revision and update of the CPD pathway and the decision to phase out the Web Development Certificate as the credential was not sufficient for labor market demands. The Web Development program courses that remain relevant have been incorporated into the CPD pathway.

The Commonwealth Commitment that includes partners NSCC and SSU as well as the Mass Transfer Pathway resulted in the updating of the Liberal Arts program pathway requirements. This alignment of the liberal arts pathway to the 'Mass Transfer Foundation (formerly referred to as the Mass Transfer Block) opened the door for NSCC faculty to review the current LAT. The decision to implement a series of more flexible LAT degree requirements passed through NSCC's College governance early in the spring of 2017 semester. As a result, the NSCC Computer Information Systems degree (which is based on the A.A. degree) was updated to reflect these changes positively impacting the CIT degree in that it allowed Early College and NSCC students to take more computer science related courses and also allowed them to customize their humanities and social science electives to best suit their interests. The students will be able to determine exactly what courses will transfer best to SSU and/or another public 4-year institution of their choice.

The Mass Transfer Pathway Initiative also convened computer science faculty from across the state to discuss and determine the common curriculum for the 2-year Computer Science Transfer degree. The work of this committee translated into NSCC's CST degree program being heralded as a model shaping the requirements of the state-wide program.

As a result of conversations with CommUniverCity colleagues as well as Advisory Board members, the NSCC Computer Science department began the development of a Database and Security focused degree program. This program aims to prepare students to become database analysts; a job for which the labor market is very favorable. This high demand/high wage occupation is slated to increase 11% in the next 10 years (bls.gov). The new program will go through NSCC's internal process and invite external industry review before seeking to have BHE approval in FY 18.

STEM Starter Academy:

Further work on the IT pathway was done under the umbrella of the NSCC STEM Starter Academy. Contextualized First Year Experience courses were offered that focused on the Computer Science and IT pathways (during the second summer session of 2016 COM 100 IT pathway and COM 100 STEM were offered). These free courses were offered to the Early College population as well as to incoming NSCC STEM students. Both courses were highly successful (pass rates \geq 80%).

Early Childhood Education/Impact Lynn

After identification by CommUniverCity at Lynn leadership as a FY2017 goal, the partners called together a meeting of NSCC, SSU, Lynn Public Schools, and Lynn Impact Early Education Leaders. The meeting was hosted at NSCC and helpful in clarifying needs and gaps that both the CommUniverCity at Lynn initiative and the Lynn Impact group could collaborate on.

As a result, CommUniverCity partners have been working closely with the Pathways to Education Subcommittee of Impact Lynn. The subcommittee is currently designing a pathway for potential Early Childcare providers and educators from Lynn to earn Lead Teacher or CDA credential. These two tracks are available to current students taking ESOL classes contextualized to Early Childhood educators at Pathways Adult Education and Training of Lynn. Students will then be able to take ECE courses at NSCC to work toward Lead Teacher certification for those students who would like to work in schools or child care centers or the CDA to run a family run child care center.

The relationship between NSCC, NS Career Center and the Pathways Adult Education has the potential for revitalizing Teacher education programs to help fulfill Impact Lynn's mission that children will be prepared to attend Kindergarten by providing opportunities for Lynn residents to become early childhood educators and providers. Work continues into this next academic year.

Social Services Committee

Purpose: Within the CommUniverCity at Lynn initiative, an urban education-workforce development collaboration that will provide effective and affordable educational pathways from pre-school to graduate school and into the workforce, we seek to develop a plan to bring together community partners to improve and facilitate student success. This will be accomplished by creating a systematic approach to identifying the needs of students and providing access to services by building collaborations with existing social services agencies.

Leadership: This CommUniverCity subcommittee is chaired Jermaine Williams, Vice President of Student Affairs at North Shore Community College.

Meetings: Seven meetings occurred between July 2016 and June 2017 (FY17). Meetings were held at different agencies within the City of Lynn.

Active Participants: Joy Richmond-Smith, Site Director for Lynn, Children's Friend and Family Services; Cynthia Christ, CEO, Gregg Neighborhood House; Kelly O'Connor, Director, Gregg Neighborhood House; Deb Ansourlian, Executive Director, Girls, Inc. of Lynn; Deborah Smith Walsh, Development Community Relations Coordinator, Lynn Community Health Center; Birgitta Damon, CEO, Lynn Economic Opportunity, Inc.; Lilian Romero, Chief Program Officer, Lynn Economic Opportunity, Inc.; Ruth Njorgoe, Accounting Director, Lynn Economic Opportunity, Inc; Lysa Newhall, Lynn Housing Authority & Neighborhood Development; Brenda Womack, Federal Housing Manager, Lynn Housing Authority & Neighborhood Development; Shannon Gardner, Program Specialist, Lynn Public Schools; Audrey Jimenez, Executive Director, Lynn YMCA; Marilyn Foster, Director of Career Center Program, North Shore Career Center; Bonie Bagchi Williamson, Dean of Students, North Shore Community College; Debbie Campbell, Senior Academic Counselor, North Shore Community College; Brianne Duff, Coordinator of Student Health Services, North Shore Community College; Nadira McDonald, Director of Gateway College, North Shore Community College; Jill Thornton, Assistant Dean of Strategic Partnership, North Shore Community College; Jermaine Williams, Vice President of Student Affairs, North Shore Community College (chair); Dianne Kuzia Hills, Executive Director, My Brother's Table; Mark Kennard, Executive Director, Project Cope; and affiliate of Bridgewell; Chris Sullivan, Director of Student Advocacy, Salem State University; John Wang, Regional Director, The Food Project; Gini Mazman, Executive Director, The Haven Project; and Emily Urbina, Program Director, The Haven Project

The information below represents the major items of discussion, the established next steps that occurred during the year, and outcomes. The group will meet in August 2017 and discuss goals for the 2017-2018 year.

1. Examine variables and essential needs impacting student access and achievement

- a. Established next steps:
 - i. Administer Community College Survey of Student Engagement (CCSSE) in the Spring 2017 (receive results in late spring).
 - ii. NSCC will explore the possibility of incorporating U.S. Department of Agriculture's Six-Item Food Security Model.
 - iii. Group will review results and offer suggestions for enhancing student achievement.
- b. Outcomes:
 - i. Administration of CCSSE completed late Spring 2017 and reports are being produced.
 - ii. USDA instrument was administered in Fall 2016
 - 1. Results were reviewed and shared widely.
 - 2. Signed MOU's with food banks.
 - 3. Working with local agencies to decrease food and housing insecurity (e.g., mobile food markets being implemented in Fall 2017 at both campuses).

2. Explore possibilities of working with NSCC's Student Health Services to incorporate education regarding benefits screening

- a. Established next steps:
 - i. NSCC Student Health Services will continue to collaborate, and/or build new partnerships, with Lynn Community Health Center and other agencies to enhance awareness of benefits screening opportunities and how to receive benefits.
 - ii. Focus on repurposing NSCC Community Health Fair.
 - 1. The Spring 2017 fair was not held due to a lack of personnel.
 - 2. Encouraged to have the fair from 10-Noon instead of all day in Spring 2018.
- b. Outcomes:
 - i. Worked with My Brother's Table to secure an MSW student for the next academic year to focus on eligibility, screening, access, and other benefits related concerns.
 - ii. The MSW student will start in August 2017.

3. Examine student withdrawal information

- a. Established next steps:
 - i. NSCC will explore the creation of a form that will help identify why students are withdrawing from courses.
 - ii. Group will review results and offer suggestions for enhancing student achievement.
- b. Outcomes:
 - i. NSCC created a mechanism that alerts the respective student and certain staff of withdrawals.
 - ii. NSCC staff can reach out to the student.
 - iii. The student receives a communication confirming they would like to withdraw and information to contact a staff member if they would like to discuss the implications.
 - iv. This data needs to be culled and can be shared with the CommUniverCity subcommittee next year.

- 4. Create a college preparedness survey or "Top 10 items needed to be successful"**
- a. Established next steps:
 - i. NSCC will create and integrate into the matriculation process.
 - ii. Group will provide feedback on instrument.
 - iii. Group will provide insight regarding how we can utilize the information to support student achievement.
 - b. Outcomes:
 - i. An instrument, "Student Readiness Instrument" was created, with subcommittee feedback, and offered to all students admitted for Fall 2017.
 - ii. The tool and results will be utilized to guide conversations between advising and other NSCC areas and students.
 - iii. This data needs to be culled and can be shared with the CommUniverCity subcommittee next year.

North Shore Career Center/North Shore Community College Access Point

There were 1,028 customers using the NSCC Lynn Campus Access point during FY2017, of which 81 self-identified as students of NSCC. Of the student population, 16 different types of services were provided outlined below. Most of the applicants have used the resource room with staff assistance or self-directed. Out of the 81 applicant 10 reported back to the Access Point that they had found employment. (Reporting back on job placement is not commonly done by career center customers, unfortunately!)

The same statistics are available for members of the General Public who used this Access Point as well, although this would be very time-consuming to compute. The MOSES data base provides a summary report with examples of these statistics, which are included below for general comparison purposes.

	General Public	NSCC Students (self-identified)
Total Count	1028	81
Service Type		
1. Assessment/Testing	632	34
2. Case Management		33
3. Counseling	709	19
4. Follow-up (including WIOA Title I)		7
5. Job Development	37	6
6. Job Development Referral	139	3
7. Job Referral		15
8. Job Search	732	280
9. Math Test		2
10. Orientation		45
11. Other Test		6
12. Outcome/Enhancement		2
13. Receiving a Career Center Service		2
14. Reading Test		2
15. Referrals to non CC Services	6	5
16. Resource Room	1189	211
17. Supportive Services		12
18. Training - Entered	22	2
19. Workshops	491	N/A
Reported finding employment	199	10