

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

School Committee Business Meeting AMENDED 6:30PM

Monday, May 19, 2025

SC Business Meeting Agenda May 19, 2025

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SC Business Meeting Agenda Notes May 19, 2025

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SC Warrant May 19, 2025

MOU Newburyport Teachers Association & Newburyport School Committee

Policy BEDF – Voting Method

Policy HB – Negotiations Legal Status

DESE Innovation Career Pathway Program Congratulations Letter

Northern Essex Community College - Whittier Tech. High School Collaboration Study

Dedication of 2nd Grade Classroom – Jean C. Kirkpatrick

Peace Prize Awards

Newburyport Public Schools
School Committee Business Meeting
Monday, May 19, 2025 at 6:30PM

Sr./Community Center, 331 High Street, Newburyport, MA 01950

Join Zoom Meeting

<https://us02web.zoom.us/j/84315782224?pwd=GuJwoTfaw5cXMPW7rRudXAZ3JrgPNm.1>

Meeting ID: 843 1578 2224

Passcode: 817340

The Mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who: - practice kindness and perseverance - celebrate each unique individual - value creativity; experiential, rigorous educational opportunities; scholarly pursuits; and life-long learning - provide the nurturing environments for emotional, social, and physical growth - understand and embrace their role as global citizens.

Please note: The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. The meeting will be televised locally live on Comcast Channel 9 & streamed via <https://ncmhub.org/share/channel-9/>.

School Committee Business Meeting Agenda (6:30PM)

1. Call to Order & Pledge of Allegiance
2. Executive Session (6:30 - 7:00 PM) – Vote
Pursuant to M.G.L. c. 30A, Section 21 (a) (3) for the purpose of discussing strategy as it relates to collective bargaining with the AFSCME Union, as an open meeting may have a detrimental effect on the bargaining position of the Committee, as declared by the Chair.

School Committee Business Meeting Agenda - Continued (7:00PM)

1. Call to Order
2. Public Comment
3. *Warrant – possible Vote
4. Student Representative Report
5. *Collective Bargaining Agreement between Newburyport Teacher Union and Newburyport School Committee for period September 1, 2025 – August 31, 2028 – possible Vote
6. Newburyport's Whittier School Committee Rep – Check in
7. Whittier Regional Vocational Technical High School Building Informational Update - Mayor Reardon
8. Innovation Career Pathways Grant Update – NHS Principal Andy Wulf & Dr. Erin Hobbs
9. Newburyport High School Community Dialogue / Cell Phones In Schools - Sarah Hall
10. Subcommittee Updates
 - a. Finance Subcommittee – Brian Callahan
 - b. Policy Subcommittee – Kathleen Shaw
 - c. Communications Subcommittee – Sarah Hall
 - d. Teaching & Learning Subcommittee – Breanna Higgins
 - e. Superintendent Evaluation Subcommittee – Mayor Sean Reardon
11. Superintendent's Report: *Waterfront Music Festival, ADL Breakfast, Jean Kirkpatrick Room Dedication Ceremony, City Council Budget Dates (Budget & Finance June 5th, City Budget Hearing June 18th), Peace Prize Awards*
12. New Business

* Possible Vote

Adjournment

** The School Committee reserves the right to call **executive session**, as provided under Chapter 30A, Section 21(a)(2), of the General Laws to discuss strategy sessions in preparation for negotiations, collective bargaining and/or potential litigation.

Newburyport Public Schools
School Committee Business Meeting
May 19, 2025 at 6:30PM

Sr./Community Center, 331 High Street, Newburyport, MA 01950

AGENDA NOTES - AMENDED

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School Committee Business Meeting Agenda - Continued (7:00PM)

3. *Warrant – *possible Vote*
4. Student Representative Report: *The high school student representative will provide the report.*
5. *Collective Bargaining Agreement between Newburyport Teachers Association (NTA) and Newburyport School Committee for period September 1, 2025 – August 31, 2028 – *possible Vote*
On May 7, 2025 the NTA voted to ratify the Memorandum of Understanding (MOU) for the period September 1, 2025 – August 31, 2028. Tonight the School Committee will discuss the agreement and vote to ratify the Memorandum of Understanding (MOU) between the Newburyport Teachers Association and the School Committee for a collective bargaining agreement for the period September 1, 2025 – August 31, 2028, in accordance with Policy BEDF – Voting Method and HB – Negotiations Legal Status. (attached)
6. Newburyport's Whittier School Committee Rep – Check in
Mary DeLai, Newburyport's representative on the Whittier Regional School Committee, will provide an update regarding recent school business.
7. Whittier Regional Vocational Technical High School Building Informational Update - Mayor Reardon
Mayor Sean Reardon will discuss the recent feasibility and planning study completed by the University of Massachusetts Donahue Institute (UMDI) that explores the potential for a shared campus between Northern Essex Community College (NECC) and Whittier Regional Vocational Technical High School.
8. Innovation Career Pathways Grant Update
NHS Principal Andy Wulf & Dr. Erin Hobbs will provide an update regarding the Innovation Career Pathway programs at the high school.
9. Newburyport High School Community Dialogue / Cell Phones In Schools - Sarah Hall
School Committee member Sarah Hall will provide an update regarding the recent Community Dialogue held to allow students, educators and community members an opportunity to engage in meaningful conversations about cell phones by sharing their experiences, listening to others, and thinking critically about the role technology plays in our learning environment.
10. Subcommittee Updates
 - a. Finance Subcommittee – Brian Callahan
 - b. Policy Subcommittee – Kathleen Shaw
 - c. Communications Subcommittee – Sarah Hall
 - d. Teaching & Learning Subcommittee – Breanna Higgins
 - e. Superintendent Evaluation Subcommittee – Mayor Sean Reardon

continued – next page

11. Superintendent's Report: *Waterfront Music Festival, ADL Breakfast, Jean Kirkpatrick Room Dedication Ceremony, City Council Budget Dates (Budget & Finance June 5th, City Budget Hearing June 18th), Peace Prize Awards*
12. New Business

* Possible Vote

FYI: Upcoming Dates:

- ✓ FINCOM meeting: Thursday, May 21 @ 8:00AM
- ✓ Bresnahan School Council meeting: Tuesday, May 27 @ 8:10AM
- ✓ Communications Subcommittee meeting: Thursday, May 29 @ 5:00PM
- ✓ School Committee Business meeting: Monday, June 2 @ 6:30PM
- ✓ Nock School Council meeting: Friday, June 6 @ 8:15AM

School Committee Warrant

FY25-WARRANT 8149

A-Warrant

May 19, 2025

Warrant 8149	\$ 464,007.82
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A Warrant	\$ 17,630.68
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Total of Warrant	\$ 481,638.50
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**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE NEWBURYPORT TEACHERS ASSOCIATION
AND THE
NEWBURYPORT SCHOOL COMMITTEE**

This **MEMORANDUM OF UNDERSTANDING** is entered into by and between the Newburyport School Committee (hereinafter referred to as “the Committee”) and the Newburyport Teachers Association (hereinafter referred to as “the Association”).

WHEREAS, the Committee and the Association entered into a collective bargaining agreement for the period September 1, 2022 through and including August 31, 2025; and

WHEREAS, duly-authorized representatives of the Committee and the duly authorized representatives of the Association have met, pursuant to Massachusetts General Laws, Chapter 150E, to negotiate a successor agreement; and

WHEREAS, said representatives of the Committee and the Association have, subject to ratification by the membership of the Committee and the Association, agreed that the following additions and modifications shall be incorporated into and made a part of the Collective Bargaining Agreement which expires on August 31, 2025. All proposals presented by the parties not specifically addressed herein, have been withdrawn by the parties;

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties hereto agree as follows:

1. Prior Agreement

The Collective Bargaining Agreement in effect for the period September 1, 2022 through and including August 31, 2025, shall be in full force and effect for the period of September 1, 2025 through and including August 31, 2028, except as modified by this **MEMORANDUM OF UNDERSTANDING**.

2. Housekeeping

The Parties agree to the following housekeeping changes when drafting the integrated CBA:

1. Correct typographical errors;
2. Eliminate performed/expired dates;
3. Make all terms and pronouns gender neutral.

3. **Article VIII – Period of Employment**

Amend to read as follows:¹

Effective with the 2006-2007 contract year, if the first Monday in September falls on the 5th, 6th, or 7th, the Superintendent shall have the option of starting the work year one week before Labor Day. In the event that the Superintendent exercises this option, all provisions of the Agreement to take effect on that September 1 shall take effect with the first workday. Teachers shall be notified by ~~February 28~~ **March 31st** of the calendar for the next school year. In the event that the Superintendent exercises this option, no work or school will be scheduled on the Friday immediately preceding Labor Day.

4. **Article IX, Section A – Teacher Work Year**

A. **Section 1** – Amend to read as follows:

The work year shall consist of no more than 184 days.

- a. ~~—The Professional Development Council shall plan the training program for the two, eight hour days within the 184 day work year.~~

B. **Section 2** – Amend to read as follows:

The Superintendent shall propose and the School Committee shall adopt a calendar for each school year not later than ~~June 1~~ **March 31st** immediately preceding the school year.

C. **Section 5** – Add the following new section:

- a. ***There is hereby created a joint study committee comprised of three (3) representatives designated by the Association President and three (3) representatives designated by the Superintendent which shall meet to review and develop recommendations on the start of the teacher work and student school year to bring forward to the bargaining teams prior to September 1, 2027.***
- b. ***During their negotiations for a successor collective bargaining agreement for the period commencing September 1, 2028, the Parties will review and consider the recommendations of the joint study committee.***

¹ Changes to existing contract language depicted as follows: insertions with ***bold italics***, and deletions with ~~strikethrough~~ font.

5. **Article IX, Section A.3 - Nurses Work Year**

Amend as follows:

3. Nurses shall work three (3) days during the week ~~summer~~ prior to the start of the ~~student-school~~ *teacher work* year at their per diem rate of pay, ~~with the exact days to be determined by mutual agreement of the nurse and the building principal.~~

6. **Article IX, Section D – Extra Help Sessions**

Amend as follows:

D. ~~Extra Help Sessions~~ *Hour*

1. Both parties acknowledge that extra help/support before or after the regular school session is an integral part of the faculty member's work. For this reason, each faculty member will determine with the approval of the principal the schedule and content of one (1) hour of ~~student contact~~ time which will benefit their classroom, caseload, or building, provided that no member is required to remain outside the regular school session more than ONE day each week up to one hour. An initial schedule will be provided by ~~September 15~~ *October 1* by members to the building principal. Any schedule changes needed by the member will be submitted to the principal for approval as soon as the member is aware of the change.
2. *The Parties agree to form a joint study committee, with an equal number of representatives of their own choosing, to study and collaborate on the creation of guidelines for the types of work and activities which educators may perform during the extra hour set forth at Section A above. This joint study committee will begin meeting no later than January 15, 2026 and will report out their recommendations to the Superintendent and Association President. Should changes to existing practices or contract language be recommended, the bargaining representatives of the Committee and the Association will reconvene.*

7. **Article IX, Section F - Evening Meetings**

Amend to read as follows:

Faculty members will attend four (4) evening events, per school year, as determined by the principal, each of which will be not more than two (2) hours in length, or an equivalent of eight (8) hours per year. If a faculty member's presence is not required at an evening event, an alternative evening event will be mutually agreed upon by the member and principal. *Where the building principal and an educator are unable to reach mutual agreement regarding appropriate alternative evening*

events, the Superintendent and Association President will meet pursuant to Article VII of this Agreement. No such event will take place on an evening prior to non-school day or anytime during the weekend without the agreement of the faculty member. Identification of the four (4) evening events *and alternatives* will be provided to members by September 15, or as soon thereafter as possible with a minimum of 30 days' notice. ~~Any other school-related evening events beyond the~~ aforementioned four (4) evening events or eight (8) hours per year are voluntary events.

8. **Article IX, Section N – Special Educators and Related Service Providers**

Insert a new Section N to read as follows:

- A. *Special Education staff may utilize the Extra Hour set forth at Article IX, Section D.1 for completing progress reports, evaluations, IEP development or other related responsibilities.*
- B. *Special Education staff will be provided with one (1) hour of time during an early release day selected by the Superintendent or their designee for work related to progress reports, evaluations, IEP development or other related responsibilities.*
- C. *The Superintendent or their designee will explore professional development and other supports to assist special education staff with managing report writing and related duties.*
- D. *There is hereby created a standing Student Services Joint Labor Management Committee ("the Student Services JLMC") to address and engage in collaborative problem solving relative to specific needs and issues of special education teachers and service providers.*

The Student Services JLMC shall consist of up to ten (10) members and be comprised as follows:

- (1) *the Superintendent, the Director of Student Services, and such building principals or other District administrators the Superintendent deems appropriate, up to a total of five (5) members; and,*
- (2) *the Association President and a special educator from each school building designated by the Association; up to a total of five (5) members.*

The Student Services JLMC shall be cochaired by the Association and the District.

The Student Services JLMC will meet monthly during the school year and report out to their respective bodies as needed.

Annually, before June 1st, the Student Services JLMC shall consider the District's space needs and any reasonably anticipated changes. Following this discussion and prior to the end of the school year, where possible, affected individuals will be notified by the building administration or their designee of reasonably anticipated room/space assignment location changes. For changes after the school year ends, reasonable notice will be provided.

9. **Parental Leave**

Amend the Articles and Sections set forth below as follows:

A. **Article XIV, Section A – Sick Leave**

Amend the second paragraph to read as follows:

An employee shall be entitled to use up to fifteen (15) sick days each year in case of emergency, illness or injury in the immediate family which requires an employee to care for or to make arrangements for necessary medical or nursing care. Immediate family shall mean spouse, children, parents, siblings, mother-in-law, father-in-law, and a member of their immediate household. *This provision shall not apply to leave taken for purposes of parental leave, which is addressed at Article XV, Section I.*

B. **Article XV, Section I – Parental Leave of Absence**

Amend to read as follows:

1. A parental leave of absence shall be granted upon request to any qualifying employee for the purpose of ~~giving birth to and/or rearing a newly born infant or for the birth, adoption or court ordered~~ placement of a child under the age of 18, or under the age of 23 if the child is disabled, ~~for adoption or foster or court ordered placement.~~
 - a. The employee must have completed one full academic year of continuous service as a unit employee, except as stated at section b.32, below.
 - b. The employee shall notify the Superintendent or their designee, in writing, at least 45 school days prior to the anticipated date of departure and the employee's intention to return, or provide notice as soon as practicable if the delay is for reasons beyond the individual's control. At the time of the notification, the employee shall select, in writing, one of the following options:

~~1. Extended leave without pay for up to one (1) year — A member taking leave under this provision who has accrued sick leave benefits under Article XIV of this Agreement may use these benefits under the same terms and conditions which apply to other temporary disabilities for the period of their disability as certified by the member's health care provider. Up to the first twelve (12) weeks of such leave shall be considered leave pursuant to the Family Medical Leave Act (FMLA), depending upon the employee's eligibility.~~

~~A. An employee on an extended leave pursuant to Section C(1) may return to work at the beginning of a school year or the beginning of the second semester.~~

~~21. Leave of up to twelve (12) weeks duration pursuant to the Family Medical Leave Act 1993 (FMLA leave), depending upon the employee's eligibility under the provisions of the FMLA and District policy: — A member taking leave under this provision who has accrued sick leave benefits under Article XIV of this Agreement may use these benefits under the same terms and conditions which apply to other temporary disabilities for the period of their disability as certified by the member's health care provider.~~

~~A. An employee on a FMLA leave has the right to return to work at the conclusion of up to twelve (12) weeks FMLA leave.~~

~~B. For leave taken under the FMLA, any two (2) employees of the District shall only be entitled to twelve (12) weeks of parental leave in the aggregate for the birth or placement of the same child.~~

~~32. Leave of up to eight (8) weeks duration pursuant to the Massachusetts Parental Leave Act, depending upon the employee's eligibility: An employee who has not completed one full academic year of full time service *or is otherwise not eligible for leave under the FMLA*, but who has completed more than three (3) months of service, may be granted up to eight (8) weeks of leave of absence pursuant to M.G.L. c.149, §105D, the Massachusetts Parental Leave Act ("MPLA"). A member taking leave under this provision who has accrued sick leave benefits under Article XIV of this Agreement may use these benefits under the same terms and conditions which apply to other temporary disabilities for the period of their disability as certified by the member's health care provider.~~

~~A. An employee on leave pursuant to the MPLA shall provide the Superintendent of their designee with at least two (2) weeks' notice of the anticipated date of departure and the employee's intention to~~

return, or provide notice as soon as practicable if the delay is for reasons beyond the individual's control.

B. An employee on a leave pursuant to *M.G.L. c.149, §105D* has the right to return to work at the conclusion of a leave of up to eight (8) weeks.

C. For leave taken under the MPLA, any two (2) employees of the District shall only be entitled to eight (8) weeks of parental leave in the aggregate for the birth or placement of the same child.

3. ***Additional Child-Rearing Unpaid Leave of up to one school year: An employee may choose to extend their parental leave by an unpaid childrearing leave of up to a total of one school year.***

A. *Any childrearing leave beyond the period of the MPLA/FMLA leave shall be without pay.*

B. *An employee on an extended unpaid childrearing leave may return to work at the beginning of a school year or the beginning of the second semester.*

c. ***District Paid Parental Leave Benefit for Birth/Adoption/Placement Occurring After September 1, 2025: The following District paid benefit shall be available to employees for the birth, adoption or placement of a child pursuant to court order (hereinafter referred to as "birth/adoption/placement") occurring on or after September 1, 2025. For birth/adoption/placement occurring on or before August 31, 2025, the terms of the 2022-2025 Collective Bargaining Agreement shall apply.***

1. *Employees on an approved MPLA or FMLA leave for purposes of the birth/adoption/placement of a child pursuant to court order shall be granted the following Paid Parental Leave Days, not to be deducted from accrued sick or personal time, provided the employee has been employed for a full academic year prior to the commencement of leave:*

- *Effective for leaves commencing on or after September 1, 2026 – up to a total of five (5) days; and*
- *Effective for leaves commencing on or after September 1, 2027 – up to a total of ten (10) days.*

This provision shall not apply to Unpaid Child Rearing Leaves taken under Section 1.b.3, above.

2. *In order to be eligible to use these Paid Parental Leave Days, the employee shall provide the Superintendent or their designee with appropriate documentation demonstrating that a child has been born, adopted or placed in their household.*
 3. *In order to utilize such Paid Parental Leave Days, leave must begin at the time of the birth/adoption/placement of the child and may not be used on an intermittent basis.*
 4. *Where both parents are employed by the District, the two employees are not required to take their leaves simultaneously. One employee shall begin leave at the time of the birth/adoption/placement of the child and the other employee must complete their leave within one year of the birth/adoption/placement of the child and the anticipated dates of leave must be provided to the Superintendent or their designee at the time the employees provide notice of the leave request pursuant to Section 1.b, above. However, Paid Parental Leave Days must be used prior to any accrued sick leave pursuant to Section 1.d, below.*
 5. *In order to access Paid Parental Leave Days for a subsequent time, the employee must have returned from their prior leave and worked a full academic year prior to the commencement of the next leave.*
- d. *Use of Accrued Sick Time Without Documentation of Disability for Birth/Adoption/Placement Occurring After September 1, 2025:* *The following benefit shall be available to employees for the birth, adoption or placement of a child pursuant to court order (hereinafter referred to as "birth/adoption/placement") occurring on or after September 1, 2025. For birth/adoption/placement occurring on or before August 31, 2025, the terms of the 2022-2025 Collective Bargaining Agreement shall apply.*
1. *Employees on an approved MPLA or FMLA leave for purposes of the birth, adoption or placement of a child pursuant to court order may use their own sick leave accrued pursuant to Article XIV, following the use of Paid Parental Leave Days under Section 1.c, above, without submitting documentation of disability provided the employee has been employed for a full academic year prior to the commencement of leave, as follows:*
 - *Effective for leaves commencing on or after September 1, 2025 – up to sixty (60) days;*
 - *Effective for leaves commencing on or after September 1, 2026 – up to fifty-five (55) days; and,*

- *Effective for leaves commencing on or after September 1, 2027 – up to fifty (50) days.*

This provision shall not apply to Unpaid Child Rearing Leaves taken under Section 1.b.3, above.

2. *In order to be eligible to use such accrued sick time, the employee shall provide the Superintendent or their designee with appropriate documentation demonstrating that a child has been born, adopted or placed in their household.*
 3. *In order to utilize such accrued sick days, leave must begin at the time of the birth/adoption/placement of the child and may not be used on an intermittent basis.*
 4. *Where both parents are employed by the District, the two employees are not required to take their leave simultaneously. One employee shall begin leave at the time of the birth/adoption/placement of the child and the other employee must complete their leave within one year of the birth/adoption/placement of the child and the anticipated dates of leave must be provided to the Superintendent or their designee at the time the employees provide notice of the leave request pursuant to Section 1.b, above.*
 5. *Where the employee returns from MPLA/FMLA leave prior to the end of the school year and has exhausted all of their accrued sick time, they may request up to five (5) paid sick days from the Sick Bank if it is necessary for them to be absent due to their own personal illness or the illness of an immediate family member.*
 6. *In order to access accrued sick time without documentation of a disability for a subsequent time, the employee must have returned from their prior leave and worked a full academic year prior to the commencement of the next leave.*
- e. *If the City of Newburyport accepts the provisions of the Massachusetts Paid Family Medical Leave Act (M.G.L. c. 175M), the parties shall meet and bargain over the impact of such acceptance.*
- ef. *An employee on leave shall retain all rights held prior to such leave. However, they shall not advance in increment unless they taught at least ninety (90) school days in the school year in which the leave commenced.*
- g. *While an employee is on the FMLA leave, the Committee shall continue its contribution toward the employee's health insurance premium, provided that the employee makes timely payment of their contribution toward the*

health insurance premium. An employee on an unpaid, non-FMLA leave of absence may continue their insurance coverage during the leave of absence provided that they pay 100% of the monthly premium.

eh. Notice of Return to Work

1. ~~Extended~~ **Child Rearing** Leave: An employee on an ~~extended~~ **child rearing** leave pursuant to Section 1(c)(1) above shall notify the Superintendent or their designee by March 1 (if they were scheduled to return at the beginning of the school year) whether or not they are going to return to work at the beginning of the school year. An employee on an extended leave pursuant to Section 1(~~eb~~)(~~13~~) above shall notify the Superintendent or their designee by September 1 if they were scheduled to return to work at the beginning of the second semester whether or not they are going to return to work at the beginning of the second semester.
2. **MPLA/FMLA** Leave: An employee on **MPLA/FMLA** leave shall notify the Superintendent or their designee at least four (4) weeks prior to their scheduled date of return from leave whether or not they intend to return to work.

- ~~2. The Parties agree to create a joint committee comprised of the District's Business Administrator and Human Resources Manager and the Association President and another member designated by the Association President to review the benefits available to members requesting parental leave and to develop a written guide/handbook to identify the benefits available to members and the process for accessing such benefits. The Parties will use their best efforts to complete this guide/handbook by Fall 2022. The draft guide/handbook recommended by the joint committee will be brought back to the negotiating teams for finalization before being distributed to staff.~~

10. Article X, Section B – Preparation Periods

Add a new subsection 8, as follows:

8. Missed Preparation Periods/Lunch

When a member is unable to take their contractual lunch or prep time due to the scheduling of IEP meetings, special education evaluations, the rescheduling of student services or a lack of personnel to provide coverage, the following process will apply:

- a. Members will notify their building principal in writing in advance when possible. In the event the reason for the missed prep/lunch is unforeseeable,

then the member will notify the principal in writing within five (5) school days of the event;

- b. The building principal will respond to the notification in writing within five (5) school days of receipt.

11. Article XV, Section B – Bereavement Leave

Amend to read as follows:

B. ~~Funeral~~ *Bereavement* Leave

B. Funeral Leave

For a period not exceeding five (5) days, full pay will be granted in the case of death of an employee's husband, wife, *spouse*, partner, child, parent, grandchild, or other relative living in the household *or in the event of pregnancy loss*. Three (3) days of leave will be granted in the case of death of the employee's grandparent, brother, or sister. In-laws or step-relatives will be included in the appropriate tier. An employee will be allowed absence for a single day with pay to attend the funeral of a friend or a distant relative. *Additional leave may be granted in the discretion of the Superintendent or their designee.*

12. Article XIX – In-Service, Professional Development and Course Reimbursement

Amend the Sections set forth below to read as follows:

B. Professional Development Council

1. There shall be a Professional Development Council (PDC) composed of the Instructional Leadership Team (ILTs) and the Collaborative Education Leaders (CELs); three (3) administrators or supervisors; the Assistant Superintendent. ~~The PDC will be co-chaired by a representative of the teachers and a representative of the administration.~~ *The Assistant Superintendent will meet with PDC members at least annually to ensure educator professional development needs are being met and to review feedback on professional development programs. The Assistant Superintendent may choose to meet with each school-level group (NHS ILT, middle CEL, upper elementary CEL, elementary CEL) and the administrators at their regularly scheduled meetings rather than convening a district level meeting.*

2. The Professional Development Council shall have the following duties:

a. ~~The PDC will plan, organize, and review the Professional Development activities of the school system.~~

b. ~~The PDC will recommend to the Superintendent an annual budget for professional development.~~

Following this discussion and prior

e. ~~The PDC will review all requests for in-service credits and make a recommendation to the Superintendent. The guidelines and procedures will be developed as stated in Section C.~~

d. ~~On an annual basis, the PDC will receive a list of the courses for which teachers received reimbursement according to D. Tuition Reimbursement.~~

e. a It shall be the responsibility of PDC members to communicate the training needs of the teachers within their buildings, especially the training needs related to new or existing curricula.

f.b. Prior to the implementation of new curriculum, the PDC will be informed and given the opportunity to provide feedback regarding professional development to support the new curriculum.

D. In-Service Program

2. Professional development activities are recognized through the salary schedule and by means of reimbursement for tuition costs upon recommendation by the ~~Professional Development Council~~ *Assistant Superintendent* and approval of the Superintendent.

3. Program for In-Service Credit

This program will provide in-service credit to be awarded on an annual basis and used for horizontal movement on the salary schedule for activities based upon the criteria described herein.

a. The teacher seeking such credit shall submit a proposal on the Individual or Group In-Service Credit Proposal Form, and forward such form to their building principal. Principals will indicate their recommendation regarding the proposal and forward the form to the ~~Professional Development Council (PDC)~~ *Assistant Superintendent*, who will indicate an initial approval of the proposal.

b. In-Service Credit may be offered to groups or individuals, by the school system, for courses or projects with system-wide impact. In those cases the Assistant Superintendent will ~~present~~ *approve or deny* the proposed

course or project to the Professional Development Council for their ***based on*** review against the criteria described.

c. All in-service credit must meet the following:

1. In-service credit will be awarded based on 12 hours equaling one (1) in-service credit and must be similar in quality and/or rigor to graduate level course work.
2. In-service credit must be related to one or more of the following:
 - District and school goals
 - Individual recertification needs
 - Newburyport Public Schools curriculum and the Massachusetts Curriculum Frameworks and may be completed in the following ways:
 - Courses/workshops
 - Individual or committee work
 - Study groups
3. All work must be accomplished outside of the teacher's regular work-day and such time must not be compensated for in any other manner.
4. The Professional Development Council (PDC), *Assistant Superintendent* will determine final approval based on completion of a final product, as outlined on the In-Service Credit Proposal form and will forward their recommendation for the awarding of in-service credit to the Superintendent or designee.
5. A course for which both in-service credits and graduate credits are offered and which is identical in content and rigor to a graduate level course, as determined solely in the discretion of the ~~Director of Curriculum~~ *Assistant Superintendent*, shall be eligible for horizontal movement on the salary schedule and for tuition reimbursement. The teacher has to present evidence that the course is identical in content and rigor to the graduate level course and the institution granting such graduate credit is an accredited institution.
6. ***Online PD Courses for Graduate Credit: Online professional development (PD) courses taken for graduate credit are eligible for tuition reimbursement and may be utilized for purposes of lane advancement, provided the following conditions are met:***

- i. No more than nine (9) online PD credits may be used per lane change. (This is not to include traditional graduate classes that are taught in an online format.)
- ii. All online PD courses taken for graduate credit must meet the following requirement to be used for lane advancement:
 - a. The course is directly connected with the Educator's professional development plan through content and pedagogy as demonstrated by a statement provided by the Educator;
 - b. For every one (1) credit, the student has a minimum of fifteen (15) contact hours in class;
 - c. The course requires multiple (three (3) or more) forms of assessment (e.g., written paper, project, exam, observation, lesson implementation, skill-based product);
 - d. The course includes regular interaction with peers and instructor;
 - e. The course is graded (on an A – F scale). Pass/fail is not accepted;
 - f. The member must earn a B or better for the course/credits;
 - g. The course syllabus is provided by the Educator and includes evidence of:
 - 1. instructor name;
 - 2. contact hours;
 - 3. peer/instructor interactions;
 - 4. multiple forms of assessment;
 - 5. grading policy;
 - 6. high quality instructional resources; and,
 - 7. a start and end date.

6.7. Teachers may be required to explain the relationship of their proposal to their Individual Professional Development Plan, ~~but will not be required to submit a copy of that Plan to the PDC.~~

7.8. Denial of any approvals required hereunder shall not be subject to challenge. However, the reason(s) for such denial will be provided to the teacher.

E. Tuition Reimbursement

A teacher shall be reimbursed fifty percent (50%) of the tuition cost of courses taken at an accredited college or university subject to the following conditions:

1. The course must be approved in advance by the Superintendent or their designee.
2. The course must be part of a planned program to enhance the competence of the teacher in their present position, and normally one that would be part of a degree program. Other courses may be approved at the discretion of the Superintendent or their designee.
3. The teacher must achieve a grade of at least B or its equivalent and shall submit a record of the grade to the Superintendent or their designee.
4. ***In order for an Online PD Courses taken for Graduate Credits to be eligible for tuition reimbursement, the criteria set forth at Subsection D.6, above, must be met.***
- 4.5. The teacher shall pay the entire tuition fee and shall be reimbursed on the successful completion of the course as provided herein. A received copy of the tuition bill shall be submitted to the Superintendent or their designee as evidence of the cost of the course.
- 5.6. To be eligible for tuition reimbursement as provided in this article a teacher shall be planning to continue their employment in the Newburyport Public Schools during the year following the year in which the course was taken. Payment for courses taken during a summer session will be made only to teachers who return in September.
- 6.7. Reimbursement for tuition will be limited to eight hundred dollars (\$800) per contract year, per teacher. All requests for the first course reimbursement will be met prior to a teacher receiving any additional reimbursement.
- 7.8. The Committee agrees to budget the sum of fifteen thousand dollars (\$15,000) for tuition reimbursement as provided in this Article.
- 8.9. Monies for tuition reimbursement shall be split equally among summer, first semester and second semester coursework. Monies that are not used in one triad will be carried forward and used as part of the next triad. Any money remaining at the end of the third triad will first be used to reimburse members whose first course was not paid due to a lack of available funds in a given triad. Any monies remaining after those payments will then be evenly distributed among unit members who took more than one course. A tally of the monies expended for each section shall be sent to the Association president.

13. **Appendix A, Section 3 - Credit Towards Salary Advancement – Horizontal Salary Increase**

Amend to read as follows:

Section 3:

- ~~a. The starting point for credits earned shall be taken from Form 48 of the Superintendent's office; i.e., the Professional Credits Information Form dated September 1968.~~
- ~~a~~b. Only credits earned in a graduate program in an accredited college or University will be used in moving a teacher from one salary category to another. Undergraduate course credits may be applied to advancement within the teacher's salary category, only if evidence is presented that no graduate courses are available in the same subject and the course is approved in advance by the Superintendent. In all cases, the Superintendent's decision is final and is not subject to grievance.
- be. The determination of the number of credits a teacher may use for salary\increments shall begin with the number of credits stated by the teacher on their application form and verified through the presentation of appropriate credentials.
- c. *Following initial employment and placement on the salary schedule, a teacher may advance a lane on the schedule pursuant to the provisions set forth herein. All credits utilized for lane advancement must be approved by the Superintendent or their designee. Approval of credits for reimbursement under the provisions of Article XIX does not satisfy the requirement that credits be approved for lane advancement. These are two separate approval processes.*
- d. *Teachers may only advance one lane per contract year, with the exception that if a teacher has 13-14 credits at the end of one school year and over the summer months earns sufficient credits, then, with the permission of the Superintendent, the teacher may advance the two lanes.*
- e. *Online PD Courses for Graduate Credit*

Online professional development (PD) courses taken for graduate credit may be utilized for purposes of lane advancement, provided the following conditions are met:

- i. *No more than nine (9) online PD credits may be used per lane change. (This is not to include traditional graduate classes that are taught in an online format.)*
- ii. *All online PD courses taken for graduate credit must meet the following requirement to be used for lane advancement:*
 - a. *The course is directly connected with the Educator's professional development plan through content and pedagogy as demonstrated by a statement provided by the Educator;*
 - b. *For every one (1) credit, the student has a minimum of fifteen (15) contact hours in class;*
 - c. *The course requires multiple (three (3) or more) forms of assessment (e.g., written paper, project, exam, observation, lesson implementation, skill-based product);*
 - d. *The course includes regular interaction with peers and instructor;*
 - e. *The course is graded (on an A – F scale.) Pass/fail is not accepted;*
 - f. *The member must earn a B or better for the course/credits;*
 - g. *The course syllabus is provided by the Educator and includes evidence of:*
 - 1. *instructor name;*
 - 2. *contact hours;*
 - 3. *peer/instructor interactions;*
 - 4. *multiple forms of assessment;*
 - 5. *grading policy;*
 - 6. *high quality instructional resources; and,*
 - 7. *a start and end date.*

d.f. A teacher obtaining the approved credits, or a Master's degree, will be placed in their proper classification when their next increment would normally take place. Certified credentials must be in the hands of the Superintendent by September 1. Credits not to be completed until August will be honored contingent upon evidence of satisfactory completion before the beginning of the new school year.

e.g. For Physical Therapists where there is no Master's Degree available, initial placement shall be determined based upon credits in their field of study earned beyond the

Bachelor's Degree. Thereafter, the Physical Therapist will move laterally on the salary schedule based upon graduate credits earned in their field of study or to enhance educational practice.

- h. In order to assist with budget planning relative to anticipated lane advancement, the Human Resources Director will survey Association members in March each year as to anticipated lane changes for the coming school year. This survey shall be non-binding and shall not serve as a substitute for the submission of any notice or documentation required by this Section 3 or any other provision of this Agreement.*

14. **Article X, Section M – Additional Class/Intervention Support Pilot Voluntary Program**

Amend to read as follows:

- A. The Parties agree to implement the following voluntary program as a pilot during the term of the 2022-2025 Collective Bargaining Agreement.
- B. ~~The provisions of this pilot program will terminate effective June 30, 2025, unless the Parties agree otherwise. Any agreement to continue this pilot, or any modified version thereof, shall be subject to ratification by the Committee and the Association members.~~
- BC. It is the intention of the Parties that this opportunity will be available in all schools across the District. The Superintendent or their designee will determine the specific opportunities available.
- CD. *Opportunities to teach* ~~Members who are interested in teaching~~ an additional class or ~~providing to provide~~ intervention support under this pilot program *shall be posted for a period of one (1) calendar week, except in an emergency situation and with notice to the Association President. The posting will include information describing the teaching or intervention opportunity. Members interested in teaching an additional class or providing intervention support* must submit an application of interest by June 1st of each year *in response to the posting and within the posting period*, in the form set forth below:

Application to Teach One Additional Class/Intervention Support

Name: _____

Certification Area: _____

Per the Agreement with the Newburyport Teachers Association, Unit A members may volunteer to teach one (1) additional class for the _____ school year, subject to the following:

1. Unit members may volunteer to teach one (1) additional class or intervention support above the five (5) classes per semester or regular work day schedule during non-instructional time determined by the Principal. Where possible, the Principal will utilize prep/duty time for this purpose.
2. To be eligible a teacher must have good references and must have completed teaching one full school year in the Newburyport Public Schools.
3. The Superintendent and the Principal will consult with the Association President relative to applicants and the need to add the additional class/intervention support with the operational schedule.
4. The compensation for teaching an additional class/intervention support (based on the equivalent of a year or half year course) throughout the District shall be as follows:
 - ~~5 credit course/full year class/intervention support equivalent~~
\$7,500.00;
 - ~~2.5 credit course/half year class/intervention support equivalent~~
\$3,750.00;

	2025-2026	2026-2027	2027-2028
5 credit course Full year class/intervention support equivalent	\$7,500.00	\$8,000.00	\$9,000.00
2.5 credit course Half year class/intervention support equivalent	\$3,750.00	\$4,000.00	\$4,500.00

5. *A teacher selected for an additional class/intervention support opportunity may decline the offer.*

Note: Please return this form to the building Principal by June 1st within the posting period. Tentative course and instructor status will be announced after the student course selection/intervention programming/schedule has been completed during the summer months or where the opportunity and posting occurs after the start of the school year, as soon as possible.

15. Article XXIV, Section A - Contracted Hourly Rate/Summer Program Rates

Amend Section A.1 as follows:

1. Only positions with a term of at least one (1) year will be reviewed in the context of the Matrix. Short-term assignments for which a stipend is paid

are not included in the Matrix. However, summer curriculum work throughout the school year may be included within the Matrix.

- a. Such short-term assignments shall be paid at a rate of not less than thirty-five dollars (\$35.00) per hour, referred to herein as the "Contracted Hourly Rate". *Effective September 1, 2026, the Contracted Hourly Rate shall increase to forty dollars (\$40.00) per hour.*
- b. *Effective September 1, 2025, educators appointed to work in the Extended School Year, Lit Camp, and EL Camp programs shall be paid at a rate of fifty dollars (\$50.00) per hour.*

16. **Appendix A – Compensation**

A. **Section 1.a**

Amend to read as follows:

- a. The salary schedule set forth below at Appendix A, Section 9 shall become effective September 1, ~~2022~~ **2025**.

B. **Section 9 - Salary Schedules**

Increase the FY25 Salary Schedule as follows:

1. Effective September 1, 2025:
 - Steps 1-10 by 3%
 - Step 11 – add \$350.00, then increase by 3%
 - Steps 11A-E – calculate according to the formulas set forth in the FY25 Salary Schedule, ie:
 - Step 11A – Step 11 plus 2.5%
 - Step 11B – Step 11 plus 5%
 - Step 11C – Step 11 plus 7.5%
 - Step 11D – Step 11 plus 10%
 - Step 11E – Step 11 plus 12.5%
2. Effective September 1, 2026:
 - Steps 1-10 by 3%
 - Step 11 – add \$500.00, then increase by 3%

- Steps 11A-E – calculate according to the formulas set forth in the FY25 Salary Schedule, ie:
 - Step 11A – Step 11 plus 2.5%
 - Step 11B – Step 11 plus 5%
 - Step 11C – Step 11 plus 7.5%
 - Step 11D – Step 11 plus 10%
 - Step 11E – Step 11 plus 12.5%

3. Effective September 1, 2027:

- Steps 1-10 by 3%
- Step 11 – add \$500.00, then increase by 3%
- Steps 11A-E – calculate according to the formulas set forth in the FY25 Salary Schedule, ie:
 - Step 11A – Step 11 plus 2.5%
 - Step 11B – Step 11 plus 5%
 - Step 11C – Step 11 plus 7.5%
 - Step 11D – Step 11 plus 10%
 - Step 11E – Step 11 plus 12.5%

Salary schedules incorporating the above increases are attached hereto as Exhibit A.

17. **Appendix D – Coaches Salary Schedule**

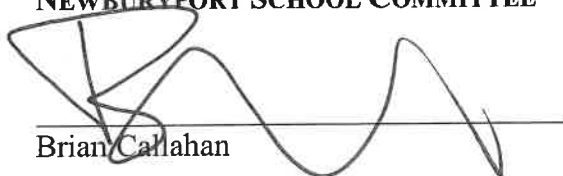
- A. Effective September 1, 2025, delete the salary schedule appearing at Appendix D and replace with the schedule attached hereto as Exhibit B.
- B. Effective September 1, 2026, increase the Coaches Salary Schedule by 3%.
- C. Effective September 1, 2027, increase the Coaches Salary Schedule by 3%.

This Memorandum of Understanding is subject to ratification by the Committee and the Association. The Parties agree to use their best efforts to obtain ratification by their respective bodies.

This Memorandum may be signed in counterparts, which together shall constitute an original. The Parties agree that electronic signatures or signatures by fax and/or scanned and sent via email are acceptable as originals.

Signed by the duly authorized bargaining representatives on the dates set forth below:

NEWBURYPORT SCHOOL COMMITTEE



Brian Callahan

Date:

4/15/25

NEWBURYPORT TEACHERS ASSOCIATION



John Gangemi, President

Date:

4/15/25

APPENDIX A – SECTION 9 – SALARY SCHEDULES

NTA FY26 Salary Schedule									
Step	B	B15	M	M15	M30	M45/CAGS	M60	M75	M90
1	55,148	56,510	59,233	60,595	61,958	63,318	64,953	66,995	69,038
2	57,001	58,408	61,224	62,631	64,040	65,445	67,136	69,247	71,358
3	58,916	60,371	63,281	64,737	66,191	67,644	69,390	71,573	73,755
4	60,897	62,399	65,408	66,911	68,414	69,917	71,723	73,979	76,233
5	65,604	67,224	70,464	72,084	73,704	75,323	77,266	79,696	82,127
6	67,808	69,482	72,830	74,505	76,180	77,855	79,864	82,375	84,885
7	70,087	71,818	75,279	77,009	78,738	80,469	82,546	85,143	87,738
8	72,442	74,231	77,808	79,597	81,384	83,175	85,320	88,003	90,686
9	75,803	77,673	81,417	83,290	85,161	87,033	89,278	92,087	94,895
10	78,350	80,284	84,153	86,087	88,023	89,956	92,279	95,180	98,083
11	83,153	85,184	89,247	91,279	93,310	95,342	97,779	100,832	103,873
Longevity Steps									
11A	85,232	87,314	91,479	93,561	95,643	97,725	100,223	103,353	106,470
11B	87,311	89,443	93,710	95,843	97,975	100,109	102,668	105,873	109,067
11C	89,389	91,573	95,941	98,124	100,308	102,493	105,112	108,394	111,664
11D	91,468	93,702	98,172	100,406	102,641	104,876	107,557	110,915	114,261
11E	93,547	95,832	100,403	102,688	104,973	107,260	110,001	113,436	116,858

Steps 11A through 11E reflect the following longevity payments based upon the completion of the identified years of service in the Newburyport Public Schools.

Step 11A- upon the completion of ten years, step 11 plus 2.5%

Step 11B- upon the completion of fifteen years, step 11 plus 5%

Step 11C- upon the completion of twenty years, step 11 plus 7.5%

Step 11D- upon the completion of twenty five years, step 11 plus 10%

Step 11E- upon the completion of thirty years, step 11 plus 12.5%

EXHIBIT A

NTA FY27 Salary Schedule									
Step	B	B15	M	M15	M30	M45/CAGS	M60	M75	M90
1	56,803	58,205	61,010	62,413	63,816	65,218	66,901	69,005	71,109
2	58,711	60,160	63,061	64,510	65,961	67,409	69,151	71,324	73,499
3	60,683	62,183	65,180	66,679	68,177	69,674	71,472	73,720	75,968
4	62,724	64,271	67,370	68,918	70,466	72,015	73,875	76,198	78,520
5	67,572	69,241	72,578	74,246	75,915	77,583	79,584	82,087	84,591
6	69,842	71,566	75,015	76,740	78,465	80,190	82,260	84,847	87,432
7	72,190	73,972	77,537	79,319	81,101	82,883	85,023	87,697	90,371
8	74,615	76,458	80,143	81,985	83,826	85,670	87,880	90,643	93,407
9	78,077	80,004	83,860	85,789	87,716	89,644	91,957	94,850	97,742
10	80,701	82,693	86,678	88,670	90,663	92,655	95,047	98,036	101,025
11	86,163	88,255	92,440	94,532	96,624	98,717	101,227	104,372	107,505
Longevity Steps									
11A	88,317	90,461	94,751	96,895	99,040	101,185	103,758	106,981	110,192
11B	90,471	92,667	97,062	99,259	101,455	103,653	106,289	109,590	112,880
11C	92,625	94,874	99,373	101,622	103,871	106,121	108,819	112,200	115,567
11D	94,779	97,080	101,684	103,985	106,286	108,589	111,350	114,809	118,255
11E	96,933	99,286	103,995	106,348	108,702	111,057	113,881	117,418	120,943

Steps 11A through 11E reflect the following longevity payments based upon the completion of the identified years of service in the Newburyport Public Schools.

Step 11A- upon the completion of ten years, step 11 plus 2.5%

Step 11B- upon the completion of fifteen years, step 11 plus 5%

Step 11C- upon the completion of twenty years, step 11 plus 7.5%

Step 11D- upon the completion of twenty five years, step 11 plus 10%

Step 11E- upon the completion of thirty years, step 11 plus 12.5%

EXHIBIT A

NTA FY28 Salary Schedule									
Step	B	B15	M	M15	M30	M45/CAGS	M60	M75	M90
1	58,507	59,951	62,841	64,285	65,731	67,174	68,908	71,075	73,242
2	60,473	61,965	64,953	66,445	67,940	69,431	71,225	73,464	75,704
3	62,504	64,048	67,135	68,679	70,222	71,764	73,616	75,931	78,247
4	64,605	66,200	69,391	70,986	72,580	74,175	76,091	78,484	80,876
5	69,599	71,318	74,756	76,473	78,192	79,910	81,972	84,550	87,129
6	71,937	73,713	77,266	79,042	80,819	82,596	84,728	87,392	90,055
7	74,356	76,191	79,863	81,699	83,534	85,369	87,573	90,328	93,082
8	76,854	78,752	82,547	84,445	86,341	88,240	90,516	93,363	96,209
9	80,419	82,404	86,376	88,362	90,348	92,333	94,715	97,695	100,674
10	83,122	85,174	89,278	91,330	93,383	95,434	97,899	100,977	104,056
11	89,262	91,417	95,728	97,883	100,038	102,194	104,77	108,018	111,245
Longevity Steps									
11A	91,494	93,703	98,121	100,330	102,539	104,749	107,39	110,718	114,026
11B	93,726	95,988	100,514	102,777	105,040	107,303	110,01	113,419	116,807
11C	95,957	98,274	102,908	105,224	107,541	109,858	112,63	116,119	119,588
11D	98,189	100,559	105,301	107,671	110,042	112,413	115,25	118,820	122,369
11E	100,420	102,844	107,694	110,118	112,542	114,968	117,87	121,520	125,150

Steps 11A through 11E reflect the following longevity payments based upon the completion of the identified years of service in the Newburyport Public Schools.

Step 11A- upon the completion of ten years, step 11 plus 2.5%

Step 11B- upon the completion of fifteen years, step 11 plus 5%

Step 11C- upon the completion of twenty years, step 11 plus 7.5%

Step 11D- upon the completion of twenty five years, step 11 plus 10%

Step 11E- upon the completion of thirty years, step 11 plus 12.5%

APPENDIX D – COACHES SALARY SCHEDULE

1. Placement on the coaches' salary schedule shall be at the discretion of the School Committee, except that an assistant coach, other than a football coach, currently employed in the system, who is elected head coach in the same sport, may be placed on salary schedule no lower than two steps below their present placement.
2. Coaches shall have the option of receiving their pay either in a lump sum at the end of the season or payments in equal sums throughout the year.

Effective September 1, 2025²				
POSITION	STEPS			
	1	2	3	4
Head Football Coach	7,820	8,568	9,504	10,776
Asst. Football Coach	3,925	4,486	5,045	6,451
JV Football Coach	3,925	4,486	5,045	5,731
FR. Football Coach	3,364	3,925	4,486	5,045
Head (Varsity) Coaches of Baseball, Basketball, Soccer, Ice Hockey Field Hockey, Softball, X- Country, Spring Track Coordinator, Volleyball, Ski	3,925	4,486	5,603	7,678
Asst. (JV, FR) Coaches of Baseball, Basketball, Track, Ice Hockey, Field Hockey, Softball, Soccer, Volleyball	2,989	3,552	4,111	5,383
Head Coaches of Tennis, Golf, Indoor Track, Cheerleading, Ski Team	3,125	3,713	4,298	5,628
Asst. (JV) Coaches of Indoor Track, X-Country Golf, Tennis	1,450	1,739	2,079	2,690
Strength & Conditioning	4,202	4,784	5,913	8,025
Varsity Lacrosse, Boys	3,925	4,486	5,603	7,678
JV Lacrosse, Boys	2,989	3,552	4,111	5,383
Varsity Lacrosse, Girls	3,925	4,486	5,603	7,678
JV Lacrosse, Girls	2,989	3,552	4,111	5,383

² Per Section #17 of the above MOU, this scale shall be increased as follows: Effective September 1, 2026 by 3% and effective September 1, 2027 by 3%. Scales incorporating these increases will be included in the integrated CBA document.

EXHIBIT B

<u>Middle School</u>				
Track, Cross Country, Field Hockey	1,806	1,944	2,084	2,222
Asst. Track, Cross Country & Field Hockey	1,181	1,250	1,319	1,389

1. No Head Coach will be placed on a step lower than any of their coaches' salaries.
2. The Head Coach will not be paid at a lower rate than any of the assistant coaches in that sport.
3. The School Committee reserves the right to place a coach further up the schedule than their experience allows, for meritorious service or experience.

VOTING METHOD

Section B: School Committee Governance and Operations	File: BEDF
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Open Meeting

Votes of the School Committee will be taken by voice vote or a hand count and shall be recorded in the minutes. If the vote is unanimous only that fact need be recorded. No vote taken at an open session shall be by secret ballot.

All actions will require a majority vote of all members present and voting except as state law, Robert's Rules of Order, Newly Revised, or policies of this Committee require a larger majority. "Majority vote", when used in connection with a meeting of a multiple member body shall mean a majority of those present and voting, unless another provision is made by ordinance or by its own rules.

A majority of the members of the School Committee will constitute a quorum.

A two-thirds vote will be required to suspend parliamentary rules of order.

Executive Session

A majority of the members of the School Committee must vote to enter into executive session, with the vote taken by roll call and recorded in the official minutes.

All votes taken in executive session will be recorded roll call votes, and will become part of the minutes of executive sessions. General Law provisions related to any vote to meet in "executive session" shall always require a majority of members of the body.

Any votes taken to ratify employment contracts or collective bargaining agreements shall be taken in open session.

Remote Participation and Voting:

The CITY COUNCIL of the City of Newburyport hereby authorizes remote participation in meetings held by all City of Newburyport public bodies subject to the Open Meeting Law and pursuant to 940 CMR 29.10. For the purposes of this order, remote participation shall be permitted under the following terms and conditions:

Media:

Telephone, internet, satellite enabled audio/video conferencing, or other similar technology may be used for remote participation provided that the participant and all in attendance can hear each other. If videoconferencing is used, the member participating remotely must be visible to all in attendance.

Quorum:

A quorum of the public body, including the chair or, in the chair's absence, the person authorized to chair the meeting, must be physically present at the meeting location before an absent member may participate remotely.

Votes:

If any member of the public body is participating remotely, all votes of the body, including those taken in open session, are required to be by roll call and the results of the roll must be recorded in the minutes.

Status:

A member participating remotely may vote, and is not deemed to be absent from the meeting, including for purposes of MGL Chapter 39 Section 23D.

Reasons:

Acceptable reasons for participating remotely include one or more of the following: personal illness, personal disability, emergency, and military service or geographic distance. A member cannot participate remotely for convenience.

Notification:

A member who will not be present at a meeting must notify the chair as far in advance as possible. The chair must announce at the beginning of the meeting the name of the person participating remotely and the reason. The categories listed above under Reasons may be used for this announcement such that a member's privacy rights are protected, especially with respect to illness or disability.

Technical Issues:

If technical issues arise with the media connection, the chair must decide how to address them. Deliberations shall be suspended while the difficulties are addressed. If the remote member is disconnected during the meeting, the minutes must reflect this fact.

Use of Plans and Other Visuals:

The chair or, in the chair's absence, the person authorized to chair the meeting, shall distribute to remote participants, in advance of the meeting, copies of all relevant documents, exhibits, and presentation materials used during the meeting. If a member of the public body is remotely participating in a public hearing relative to the issuance of any permit involving a site plan or architectural drawings, that member must utilize video conferencing such that all maps, plans or other presentation materials used or referenced during the meeting are visible. This requirement for video conferencing is not necessary where the member has already received a copy of all relevant maps, plans, or other presentation materials and no new materials are introduced during the meeting.

Executive Session:

There shall be no remote participation in any executive session including, but not limited to, any vote to go into or out of said executive session.

Actions Requiring Special Voting Treatment:

Contracts and Collective Bargaining: Any votes taken to ratify employment contracts or collective bargaining agreements shall be taken in open session.

Policy Formulation and Adoption: Adoption of new policies, or modification of existing policies, shall be the sole responsibility of the full School Committee. Policies will be adopted by affirmative vote of a majority of the School Committee when such action has been scheduled on the agenda of a regular or special meeting. Except under emergency conditions, proposed policies will be presented in two meetings, the first one of which is for information, discussion and redrafting purposes. The second meeting for discussion, adoption or rejection.

Retirement of Facilities: While considering the criteria, The School Committee realizes that no school may be closed and surrendered to the city without the affirmative vote of a majority of the school committee, and only after a public hearing has been held, and the parents of the students involved have been notified by mail by the Office of the Superintendent of Schools at least two weeks prior to the date of the public hearing of the proposed closing.

Sources:

Newburyport City Charter

MASC

LEGAL REFS.: M.G.L. 3 30A:18-25; 71:42; 71:50

Robert's Rules of Order, Newly Revised

Version Control

Action	Date
First Reading	7/22/2016
Second Reading	9/6/2016
Adopted	9/6/2016

HB: NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Sections 1 and 2 of that chapter, as follows:

“In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives.” (Section 1)

" shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve." (Section 2)

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

LEGAL REF.: M.G.L. 150E:1 et seq.

Adopted: November 6, 2017

Revised: October 2, 2023



**Whittier Tech @ NECC:
A Shared Vision for Career
and College Readiness
Municipal Working Group
April 9, 2025**



Northern Essex
Community College

Agenda

- **Final UMass Donahue Institute Report**
- **Key Benchmarks/Accomplishments**
- **MSBA Letters & Deadline**
- **Next Steps/Open Discussion**

Key Shared Campus Benchmarks

- April 2025: UMass Donahue Report Finalized
- April 2025: Municipal Working Group Press Release Published
- Jan. 27, 2025: First Municipal Working Group Meeting
- Dec 13, 2024: MSBA Preliminary Approval
- Nov 22, 2024: Whittier Tech Communities Sign MOA to Work Together on Shared Campus Proposal
- April 4, 2024 Healey/Driscoll Administration Announces Support for WT-NECC Shared Campus Proposal

Northern Essex Community College-Whittier Technical High School Collaboration Study

February 2025



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Public Policy Research

Conclusion

The UMass Donahue Institute's initial feasibility and planning study exploring the potential for a shared campus between Northern Essex Community College (NECC) and Whittier Regional Vocational Technical High School on NECC's Haverhill campus develops detailed data aimed at helping inform the continued exploration of and decisions around a shared campus model for Whittier Tech and NECC.

To inform the potential for a shared campus between NECC and Whittier Tech, UMDI deployed a mixed method research approach combining quantitative data on regional workforce, industry, demographics, and labor market information with qualitative data from interviews with community members, to ensure all relevant pieces of data help inform decisions and considerations towards the feasibility and planning of a shared campus.

Through analysis of data collected from demographic and economic benchmarking, interviews with community members, labor market scans, literature review of funding sources, similar cases of shared campus models and recommended best practices for successfully navigating such collaborations, it is clear that a NECC-Whittier Tech shared campus model would be an innovative move and would be one of the first of its kind within the United States.

From UMDI's scan of relevant academic literature and case study analysis of similar instituted shared campus models across the nation, a blended campus model between NECC and Whittier Tech is recommended. In this, both institutions would be housed in the same physical location, sharing resources with each other, while maintaining separate missions. Several of this project's case study examples have managed to accomplish a blurred campus model successfully, with students enrolled in programming that helps meet regional workforce needs. Future considerations for this proposed shared campus should examine examples of merged institutions outside of higher education, such as the Texas Medical Center, which is currently the largest medical complex in the world.

In conclusion, the innovative opportunity for NECC and Whittier Tech to develop a blended campus model would be an opportunity to develop a modern, innovative learning environment that will benefit students, communities, and regional workforce needs for generations to come.

Addressing critical needs for both schools while expanding opportunities for students.



Rising demand for **career and technical education**



Financial challenges for building new facilities.



Increased focus on **early college and workforce readiness**



A growing need for a **skilled workforce** in career technical labor.



Whittier Tech at NECC | Whittier Regional Vocational Technical High School

A Chance to Innovate and Create Efficiencies



A pioneering model blending career tech education with college and career readiness.



Growing demand for career technical education and early college programs.



Expanded access to free associate degrees through MassEducate and MassGrant Plus.



Shared campus offers a modern, efficient, and affordable solution.

Whittier Tech at NECC | Whittier Regional Vocational Technical High School

What **"Whittier Tech at NECC"** Means



**A safe, modern facility
for all students.**

**Expanded access to
career technical training
and early college
programs.**

**Opportunities for every student
to graduate:**

On time.

**With on-the-job
experience.**

**With a valuable
workforce
credential.**

Whittier Tech at NECC | Whittier Regional Vocational Technical High School

Preparing Every Kind of Learner



Academic Programs:

- State-of-the-art technology and infrastructure.
- Hands-on job experience.



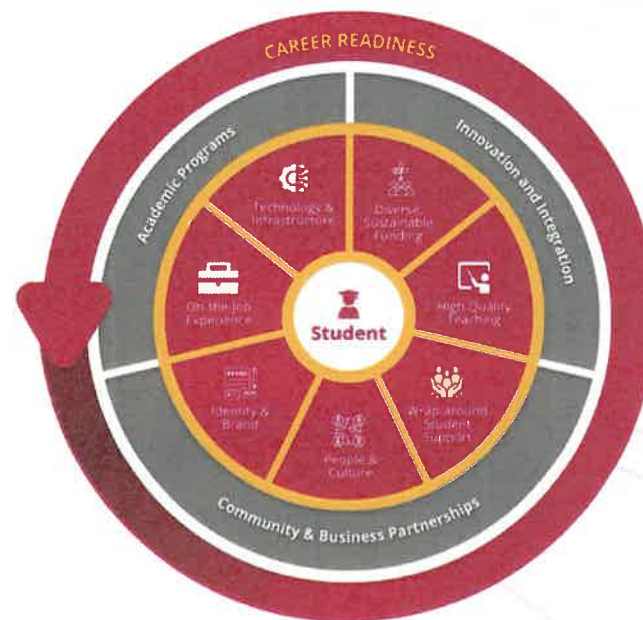
Innovation & Integration:

- Unified identity and brand.
- Sustainable funding models.
- High-quality teaching and instruction.



Community & Business Partnerships:

- Job training and hiring through local industries.
- Comprehensive wraparound student support services.



Levels of Collaboration



Two Schools, One Campus

- Whittier Tech and NECC remain two completely separate entities
- Parcel of land sold, leased, or conveyed from Commonwealth of Massachusetts to Whittier Tech

Two Schools, Shared Space & Services

- Whittier Tech and NECC remain two completely separate entities
- Parcel of land sold, leased, or conveyed from Commonwealth of Massachusetts to Whittier Tech
- WT & NECC share some space
- WT & NECC share some services (e.g., security, maintenance)

Two Schools / One Common Identity + Shared Space & Services

- Whittier Tech and NECC remain two completely separate entities
- Parcel of land sold, leased, or conveyed from Commonwealth of Massachusetts to Whittier Tech
- WT & NECC share some space
- WT & NECC share some services (e.g., security, maintenance)
- One common identity is created

Fully Integrated School Model

- NECC & Whittier Tech merge into a single, newly created entity (e.g., "Essex Polytechnic" or the "Northeast Career Readiness Center")

Whittier Tech at NECC | Whittier Regional Vocational Technical High School

Key Considerations for **Success**



How will we adapt to new vocational school admissions policies?



What are the goals for Early College on this campus?



Which industries should drive planning and how?



How will this impact Whittier Tech's Regional Agreement?

A Chance to Innovate and Create Efficiencies



Convened
Municipalities
Working Group
for stakeholder
collaboration:
January 2025



Completed
Donahue Institute
Preliminary
Shared Campus
Vision Study: April
2025



NECC: Complete
Jones Architecture
Space Utilization
Study.



NECC, WT, DCAMM:
Determine land use
arrangement (based
on decided shared
campus model).

Building the Foundation



WT: Explore additional/alternative funding for five-year capital needs plan (e.g., MassWorks, MassDevelopment, etc.)



Continue moving Early College classes onto campus and exploring other shared space opportunities.



NECC & WT: Plan for \$2.5M shared Clean Lab construction and academic programming.



Identify funding sources for study, construction, capital plan and operations.

Whittier Tech at NECC | Whittier Regional Vocational Technical High School

Potential Funding Sources



- Whittier Tech
- NECC
- Municipalities
- State earmarks
- Federal earmarks
- Foundation grants
- Higher ed capital
- Shared space
- Sale of current assets
- MSBA
- MassWorks Infrastructure Program
- MassDevelopment Investment
- Chapter 70
- Higher ed appropriations

The Path Forward



Create updated governance and funding model agreement that reflects roles of communities, state, NECC, Whittier Tech, etc.



Secure MSBA project approval and complete study.



Build new school.



Evaluate future use of Whittier Tech's current campus.

Whittier Tech at NECC | Whittier Regional Vocational Technical High School

Massachusetts School Building Authority

Deborah B. Goldberg
Chair, State Treasurer

James A. MacDonald
Chief Executive Officer

Mary L. Pichetti
Executive Director / Deputy CEO

December 13, 2024

Ms. Maureen Lynch, Superintendent
Whittier Regional Vocational Technical School District
Superintendent's Office
115 Amesbury Line Road
Haverhill, MA 01830

Re: Whittier Regional Vocational Technical School District, Whittier Regional Vocational Technical High School

Dear Superintendent Lynch:

I am pleased to report that the Massachusetts School Building Authority (the "MSBA") Board of Directors has voted to invite the Statement of Interest (the "SOI") for the Whittier Regional Vocational Technical High School, serving grades 9-12, in the Whittier Regional Vocational Technical School District (the "District") into the MSBA's Eligibility Period.

The 270-day Eligibility Period formalizes and streamlines the beginning of the MSBA's grant approval process and benefits the District by providing a definitive schedule for the completion of preliminary requirements, assisting with the determination of financial and community readiness, and identifying needs for planning and budgeting. Successful completion of all activities in the Eligibility Period will allow the District to be eligible for an MSBA invitation to Feasibility Study.

Invitation into the Eligibility Period is *not* an invitation to Feasibility Study. Moving forward in the MSBA's process requires collaboration with the MSBA, and an invitation to Feasibility Study will require a further vote of the MSBA Board of Directors. Communities that "get ahead" of the MSBA without MSBA approval will not be eligible for grant funding. Additionally, the District's vote by the Board of Directors approving of a potential invitation to Project Scope and Budget will be no sooner than July 1, 2027. To qualify for any funding from the MSBA, local communities must follow the MSBA's statute and regulations, which require MSBA partnership and approval at each step of the process.

Please note, the MSBA and the District previously collaborated to conduct a Feasibility Study to address issues identified in the Statement of Interest submitted by the District for a project involving the Whittier Regional Vocational Technical High School, and pursuant to the Feasibility Study Agreement dated July 21, 2021, the District was reimbursed by the MSBA for the MSBA's share of approved, eligible costs. Therefore, the District is not eligible to request reimbursement for any costs related to or incurred in connection with a Feasibility Study resulting from this invitation for the Whittier Regional Vocational Technical High School.

December 13, 2024

Whittier Regional Vocational Technical High School Eligibility Period Board Action Letter

The District's Eligibility Period is scheduled to commence on Friday, August 1, 2025, and conclude on Tuesday, April 28, 2026. In order to proceed into Eligibility Period on August 1, 2025, the District must provide the following information to the MSBA prior to July 1, 2025.

A letter signed by the local chief executive officer of each member community of the Regional School District evidencing that each of the eleven-member communities are prepared to:

- Amend, as may be needed, the existing Vocational Regional School District Agreement;
- Support the District during the feasibility study phase to examine both the existing site of the Whittier Regional Vocational Technical High School and the possible relocation of the Whittier Regional Vocational Technical High School to the Haverhill campus of Northern Essex Community College, as described in the SOI; and
- Proceed with the understanding that a Feasibility Study conducted in connection with this Eligibility Period invitation will not be eligible for MSBA reimbursement and that 100% of the cost of such Feasibility Study will be borne by the District.

A Bold Step for the Future

Whittier Tech and
NECC can redefine
education **together**.

This shared campus
offers an
**innovative,
cost-effective
solution.**

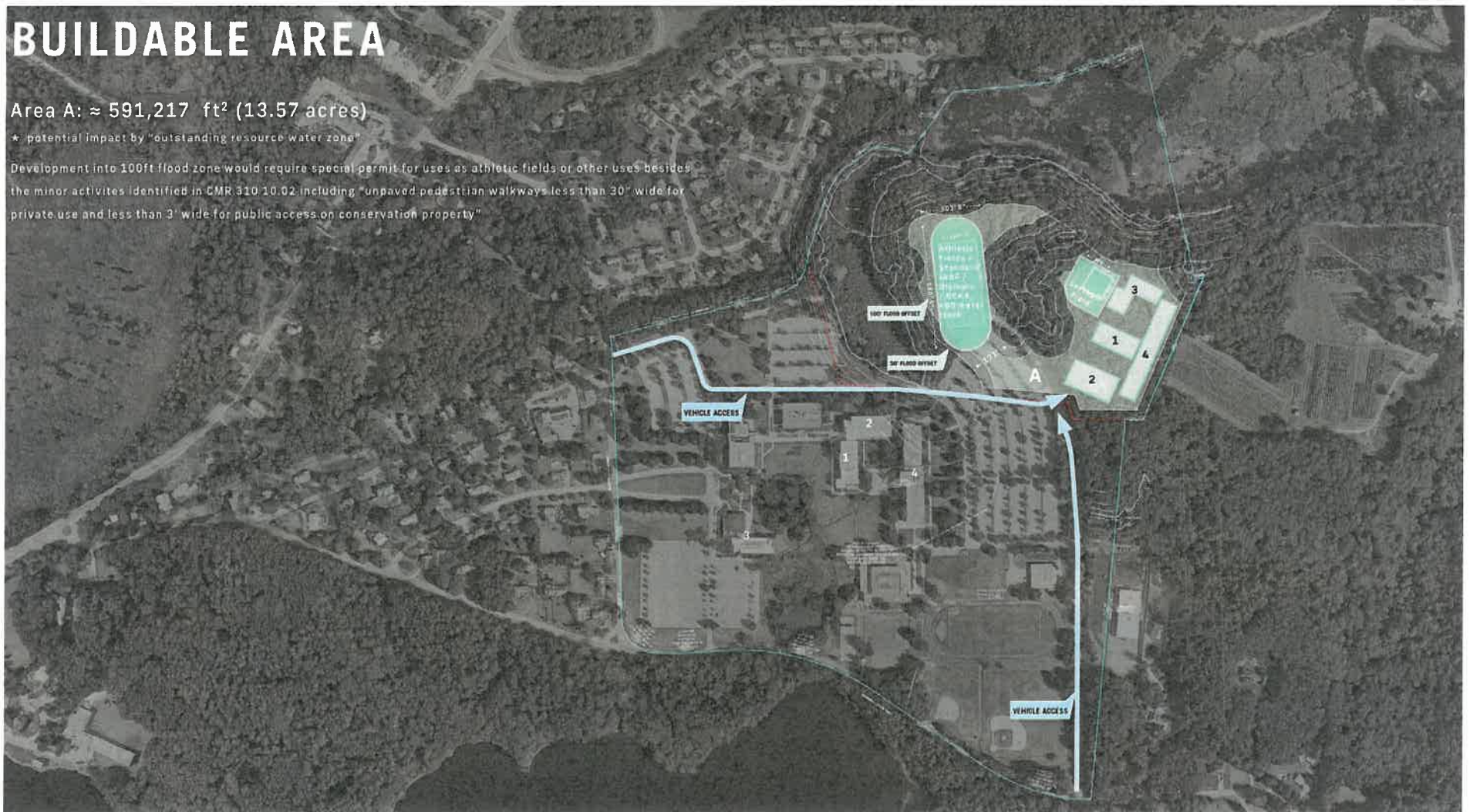
Together, we can prepare students for
success in **education, careers, and life.**

BUILDABLE AREA

Area A: $\approx 591,217$ ft² (13.57 acres)

* potential impact by "outstanding resource water zone"

Development into 100ft flood zone would require special permit for uses as athletic fields or other uses besides the minor activities identified in CMR 310.10.02 including "unpaved pedestrian walkways less than 30" wide for private use and less than 3' wide for public access on conservation property"



Northern Essex Community College-Whittier Technical High School Collaboration Study

Prepared by the UMass Donahue Institute's Economic & Public Policy
Research Group

Project Leader

Ember Skye Kane-Lee, Research Manager

Research Assistants

Allison Lucas

Maxwell Williams

Project Staff

Kazmiera Breest, Research Analyst II

Lily Harris, Senior Research Analyst

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Mark Melnik, Director of
Economic & Public Policy
Research

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The Institute's Economic & Public Policy Research (EPPR) group provides clients in Massachusetts, New England, and beyond with impartial analyses on economic and other policy matters. EPPR is at the front lines of action-oriented public policy research examining the social determinants of health and work, as well as broad issues of inequality, equity, community vitality, economic opportunity, and upward mobility. Featuring mixed methods research approaches including economic modeling, population projections, geospatial analysis, surveys, interviews, focus groups, and secondary data analysis, EPPR helps clients make informed decisions about strategic policy, planning, and investment priorities. Since 2003, EPPR has been the officially designated State Data Center for Massachusetts and serves as the state's liaison to the Population Division of the U.S. Census Bureau. Additionally, EPPR produces *MassBenchmarks*, an economic journal that presents timely information on the performance and strategic direction of the Massachusetts economy.

Executive Summary

The University of Massachusetts Donahue Institute (UMDI) has completed an initial feasibility and planning study exploring the potential for a shared campus between Northern Essex Community College (NECC) and Whittier Regional Vocational Technical High School on NECC's Haverhill campus, on behalf of NECC and Whittier Tech in Essex County, Massachusetts. To explore the potential for a shared campus between Northern Essex Community College (NECC) and Whittier Regional Vocational Technical High School on NECC's Haverhill campus, and to examine what types of mixed campus models would be a good fit for both schools, UMDI deployed a mixed method approach. This research approach combines qualitative data from interviews with community members and quantitative data on regional workforce, industry, demographics, and labor market information to help ensure all relevant pieces of data are made available, to help inform decisions by NECC and Whittier Tech as they consider important considerations regarding the overall planning of a shared campus.

The concept of a shared campus between NECC and Whittier Tech has been in the public discourse for the last few years, with some level of controversy over the initial proposal of this project. Broadly, members of the community acknowledge the potential benefits of a shared campus model because of recognition for the need for a new physical space for Whittier Tech that is cost saving, and a recognition of the importance of CTE trades and programs offered at these schools to both students and the regional workforce. That said, interviewed members of the Essex County community frequently describe having a vague understanding of the details behind NECC and Whittier Tech's proposed shared campus, and many noted they need more information about the proposal, to develop support for it. To help relay information around a collaborative shared campus model between NECC and Whittier Tech, and in this relay the value of career technical education (CTE) training for students and regional workforce demands, UMDI recommends both schools increase transparency towards the general community around the project. This could be accomplished through actions such as working with a public relations firm to help relay project goals, and describe the overall value, importance, and needed expenses of CTE training. Increasing communication regarding the shared campus' objective and relevant logistics with both the public and local community leadership is an effective approach observed in UMDI's research on best practices and has been frequently recommended by members of the community during interviews and listening sessions.

Financial concerns remained salient to the community members UMDI spoke with. Though the overall price is an issue noted by those interviewed, many specifically expressed apprehension towards how the project's cost will be distributed among communities and taxpayers. Community members recommend addressing financial concerns by quantifying individual costs, breaking down the reality of paying for a new Whittier Tech building emphasizing the value of the shared campus for all community members, and by searching far and wide, especially through the state, for funding sources.

Based on the research UMDI has completed, and at the suggestion of many interviewed community members, we recommend that NECC and Whittier Tech consider a *collaborative shared campus model*

where both schools share some amount of physical space and services such as security and maintenance. In this recommendation, Whittier Tech and NECC could continue to have two separate identities, maintaining their own unique institutional missions.

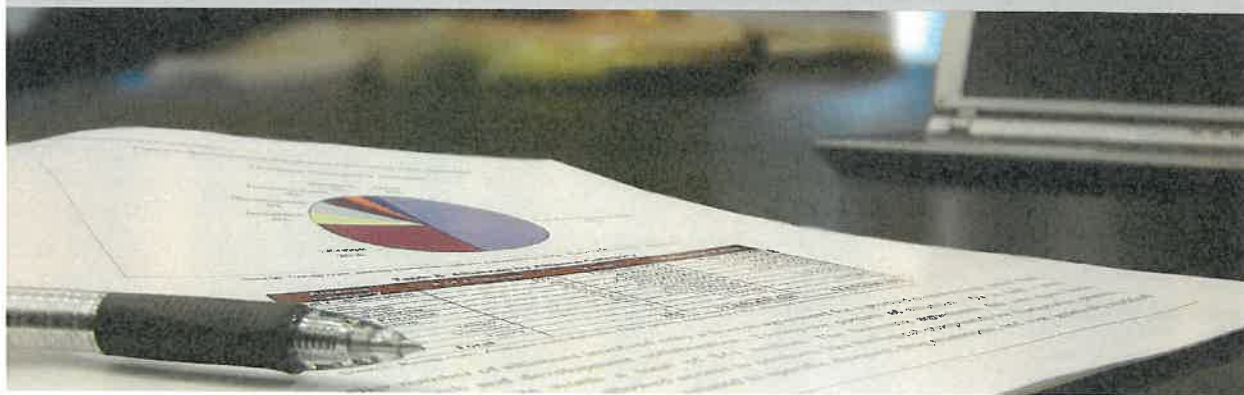
Important to note, research has also shown that a Fully Integrated School Model in which both schools merge into a single, newly created entity can also be beneficial to the community, students and regional labor market, in that it fills needs within the regional workforce. This would likely involve more rounds of planning and coordination than UMDI's primary recommendation of the collaborative shared campus model, it would involve merging all school identities, missions and resources together. Examples of successful models of fully integrated schools may be reviewed in the report's literature review section.

From this report's findings, data shows that the student population (15 to 29-year-olds) in Essex County is projected to shrink from 18.7 percent in 2020 to 15 percent in 2050. Reflecting the larger trend of a shrinking working population and a growing 65+ population, workforce development challenges will be exacerbated as more of the population moves to non-working ages. Additionally, UMDI's data shows that Health Care and Social Assistance is the largest industry by employment in Essex County with 67,212 jobs in 2024. Health Care and Social Assistance is also a priority industry according to the Northeast Massachusetts Regional Labor Force Blueprint 2023-2027. If NECC and Whittier Tech were to consider UMDI's recommendation for a collaborative shared campus model, ensuring programming continues to meet regional workforce needs now and, in the future, will be more important than ever. Additional information on the current and future regional labor market trends as well as data on regional economic and demographic benchmarking can be accessed in the report's following sections.

To conclude, the objective of this report has been to provide NECC and Whittier Tech with information and guidance on an overarching vision of a potential shared campus, offer best practices for approaching campus collaboration, provide relevant information and considerations around the regional labor market, highlight community concerns, and suggestions towards a possible shared campus model. From our data analysis, NECC and Whittier Tech should consider a shared campus model in which both schools maintain their own unique identities but share some resources together. For more information on the data that has led to this recommendation, the following sections in this report may be reviewed.

Northern Essex Community College-Whittier Technical High School Collaboration Study

February 2025



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Donahue Institute
Economic and
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Acknowledgments

We are deeply thankful to all those who contributed to this research project. The UMass Donahue Institute would like to acknowledge the following people for generously sharing their time, assistance, and expertise: NECC President Lane Glenn, Whittier Tech Superintendent Maureen Lynch, Christopher Sicuranza, Linda Buckley, Elizabeth L. Bennett, Frank Bonet, Senator Bruce Tarr, Marjorie Ringrose, Erika Giampietro, Orlando Pacheco, Mayor Kassandra Gove of Amesbury, Nancy Hoffman (Jobs for the Future), Allison Dolan-Wilson, Dominic Endicott, Robert LePage (Massachusetts Executive Office of Education), Juan Gallego, Louis Mandarini Jr. (Massachusetts AFL-CIO), Benjamin Forman (MassINC), Robert Schwartz, Shawn Regan, Kara Kosmes, Michael McCarthy, Heidi Riccio, Justin Bartholomew (Pentucket Superintendent), George Moriarty, Haverhill City Councilor John A. Michitson, Randall Lyons (Mass Marine Trade Association), Adam Couturier, Joe Bevilacqua (Merrimack Valley Chamber), Senator Pavel Payano, Representative Andy Vargas and Neil Harrington. We would like to thank all the community listening session and interview participants who graciously volunteered their time to speak with our research team.

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Introduction

Northern Essex Community College (NECC) serves approximately 8,000 students throughout Essex County and the surrounding region. Offering over 60 certificate and associate degree programs, NECC helps students gain skills needed to advance in the workforce or transfer to a four-year university or college. Whittier Regional Vocational Technical High School (Whittier Tech) serves approximately 1,250 students from across 11 cities and towns¹, offering students the opportunity to choose a major from one of 22 vocational-educational tracks and gain the skills and specialized training necessary to graduate with both a high school diploma and industry certifications.

As the physical building of Whittier Tech has continued to serve students over the years, its aging has created numerous issues structurally, causing the high school's leadership to examine potential options that address these challenges. One innovative path forward involves exploring the potential for a shared campus between NECC and Whittier Tech on NECC's Haverhill campus, a move which has been done only a handful of times between community colleges and technical high schools across the United States. To better understand the feasibility and planning for this proposed shared campus, NECC and Whittier Tech engaged the expertise of UMass Donahue Institute's Economic and Public Policy Research unit.

NECC and Whittier Tech commissioned this report from the Donahue Institute with the aim of informing an initial feasibility and planning study that examines the potential for a shared campus between NECC and Whittier Tech on NECC's Haverhill campus, which is in its exploratory stage. To accomplish this, a mixed methods approach was deployed, with both qualitative and quantitative forms of data collected and analyzed. To develop this report, UMDI conducted:

1. Community listening sessions and one-on-one interviews with key stakeholders within the local community, to collect direct feedback, concerns and recommendations towards the proposed shared campus.
2. A literature review of best practices, case studies and potential funding sources for shared campuses.
3. A labor market scan of Essex County that examines the current state and demands of the regional labor force.
4. Demographic and economic benchmarking of Essex County and the 11 communities served by Whittier Tech.

The sections that follow analyze data from the four primary components described above and will discuss all findings from each component, in turn.

¹ Whittier Regional Vocational Technical High School serves a district comprised of eight towns and three cities: Haverhill, Newburyport, Amesbury, Georgetown, Ipswich, Groveland, Merrimac, West Newbury, Newbury, Rowley, and Salisbury.

Community Feedback on the Proposed Shared Campus

From October and November of 2024, the Donahue Institute facilitated a total of four confidential community listening sessions, open to participation from all community members who wish to participate. Participants may sign up for any or all three offered listening session dates using a short online survey, which was advertised widely by NECC and Whittier Tech across their social media networks and platforms to encourage community participation. For ease of participant access, all listening sessions took place over Zoom, and reminder emails with the meeting's zoom link were sent out to all participants one week from their session date, as well as the morning of their scheduled listening session. Listening session discussion questions focused on topics that examine participant's general support, thoughts, questions toward and concerns around the proposed NECC-Whittier Tech shared campus.

Additionally, UMDI conducted 10 one-on-one interviews with key stakeholders within the local community, as identified by the NECC-Whittier Tech planning group. While listening sessions are an effective way to gather a large volume of qualitative community feedback, not everyone may be comfortable speaking freely among a large group. Conducting one-on-one interviews allow UMDI to include the input of key stakeholders who may not feel comfortable expressing their thoughts openly. All participants are guaranteed confidentiality, allowing them to speak freely. This in turn addresses research concerns for response bias.

Both listening sessions and one on one interviews used the same interview guide, which focused on topics which examine people's general support, thoughts, questions toward and concerns surrounding the proposed NECC-Whittier Tech shared campus.

The following section on community feedback is broadly organized into the three following subsections: Community support for the shared campus, community concerns surrounding the shared campus, and recommendations from the community. Each topic will be discussed in turn, using analyzed data from all listening sessions and interviews. For more information on interview methodology, see Appendix A.

Community support

During both interviews and community listening sessions, many members of the community expressed their support for Career Technical Education (CTE) and the proposed shared campus between Whittier Tech and NECC. Participants pointed out the potential for long term cost saving and strengthening of programs for both schools on a shared campus. Many community members also emphasized the importance of trades and programs offered at these schools to both the students and the local community. As one participant comments:

It's gonna cost a lot of money...But what the end product is, you will be comfortable.
The kids will be comfortable. You will have a positive experience when you're here, your

students will have a positive experience. The ability for your students to grow and develop and to continue to give back to their community, because this exists, will keep on going. And I think when you look at all the trades that get offered, all the skill sets that can offer between both Northern Essex and Whittier, you're covering a workforce for generations. If this is done well and is put on the same campus and the industry, the amount of industry that you grow out of this would be huge.

The two salient reasons behind community member support of the proposed shared will be discussed below, in turn.

Recognition of the need for a new physical space that is cost-saving

There are several benefits focus group and interview participants highlight regarding the proposal for a shared physical space between Whittier Tech and NECC. Some community members argue it would be cost effective to use the same physical space for both institutions, particularly because Whittier Tech's building is in poor physical condition. Other benefits mentioned include saving costs on operations and administration, increasing enrollment capacity for admitting students at Whittier Tech, the ability to have a modernized and larger facility, and potential synergies between programming. One participant stated, "I think having (Whittier Tech) on that shared campus is a big selling point for the adult community as well. And so, it becomes...a good 12-to-15-hour day at of utilization of the building for the entire community, not just high school." This participant notes that a shared campus has larger benefits for the wider community to utilize. A resident of the local area adds:

A huge public benefit is the concentration of both capital and operational resources for two institutions at one campus. Pay for it once, not twice with limited resources, it would be much better to have world class facilities and educators at one location, rather than merely adequate at two.

This comment emphasizes the potential for lower cost and providing higher quality education for both institutions if the campuses were combined.

Value of investing in Career Technical Education:

Community members frequently voiced their support for Career Technical Education as a concept, and specifically how it could interact with community college programs. Participants in focus groups and interviews mentioned the need for workers in industries related to CTE, the value to students of having the choice to immediately enter the workforce or continue their education, and the potential for CTE students to have access to community college programs and resources. During one of our community listening sessions, a parent observed:

The trades are very physical work, and to have the opportunity to learn, perhaps an office side or something that (participant's teenage son) can fall back on, should he not be able to perform the physical work required in a trade. And I think having a collaboration with the college could introduce him to that.

The vision of a more balanced education coming from a shared campus was a sentiment shared by other participants as well. Many participants emphasized the shared campus as a way to strengthen both vocational education at Whittier Tech and college education at NECC due to pooling resources and making each of them more accessible by increasing enrollment and allowing more students to receive education. Another participant framed this in terms of workforce development, stating, "A larger, more comprehensive institution can attract stronger industry relationships, leading to more internship, apprenticeship, and job placement opportunities for students. This can foster better alignment with local workforce needs." It was a common sentiment that CTE, and specifically the shared campus model, is valuable for students, industry, and the local community. There was also a widely shared emphasis in the focus groups and interviews that the trades and programs students are trained for through CTE are highly valued and necessary to local communities and will continue to be needed in the future.

Community concerns and questions surrounding the shared campus

This subsection describes concerns towards the proposed NECC-Whittier shared campus described by community members during interviews and listening sessions. The following includes specific questions respondents request they receive answers to, in order to develop a more informed opinion towards the topic.

OPERATIONALIZING A 'SHARED CAMPUS'

A major concern that was shared frequently by participants was that they felt unclear about what the shared campus would look like logistically. They said that they did not have a clear idea of what the plan was for integrating the schools, how it would be operationalized, and what the benefits were. Participants shared that they had trouble expressing support for something that they did not have enough concrete information on to make an informed decision. During one listening session, a participant asked:

Are we talking about structurally moving a building, and are we talking about having Whittier on the campus, adjacent or together? Is it combined-structural and curriculum? I mean, think they're kind of two separate conversations, but they also require very much information that we so we can answer your questions in an educated way.

This comment highlights a few different topics of concern that came up a number of times throughout conversations with the community. Participants were unclear about the physical building structure of the

shared campus. They did not know if the current Whittier Tech building would still be used in addition to the new space on the NECC campus. Another concern was about the curriculum and whether this would change marginally or drastically. One community member asked, “What is the curriculum going to look like? What is the plan like? Are these kids going to be taking college classes? Are they going to take classes uniquely designed for each of their trades? Are they going to take general classes?” Participants were not sure if the same classes currently at Whittier would continue or if the classes would be mixed across high school and college programs. A related concern was about school definition between Whittier Tech and NECC. One comment, noted by a parent within the area was:

My biggest concern, as a (parent), would be the setup and how to keep a cohesive school unity and school pride within the class. You know, it's like, I've heard some ideas floated around that perhaps one building might be shops and the other would be like the academics. And so, if it was split up like that, my concern would be that not knowing a whole half of your peer group.

This person voices concern about how school identity might be affected by a shared or split campus. These concerns all describe a lack of clarity around how the shared campus plan will work in practice. As one participant asserts, “right now, it's just a topic, and we need a plan.”

PROGRAMMING CONCERNS

There were concerns highlighted by the focus group and interview participants about the programming and curriculum for Whittier Tech on a shared campus. There were concerns from individuals with a professional background in education towards the logistics for student enrollment and resources. There were other concerns from the perspective of parents and community members about access and programming for high school and college students and how the two schools might interact on a shared campus. Stakeholders for the cities and towns whose students enroll at Whittier Tech expressed worry about how increasing capacity might affect their districts. One community member described this concern for how the proposal could impact surrounding districts:

I think a shared campus with NECC is a wonderful idea. But it's also really scary for administrators of the cities and towns and schools in terms of how attractive that's going to be to a greater number of students who are looking at wanting a vocational technical education...it's also opening a lot of avenues to them, and the schools are already struggling at trying to keep students in their district.

This concern about the sustainability of smaller districts losing students to a larger Whittier Tech was shared by several participants. There was also concern about keeping true to the mission of Whittier Tech and how a potential change in mission might affect the experience for students. Some participants were concerned about a lack of clarity about what classes might look like for the students in terms of whether

they would be taking college and general education and if the trade specific classes would continue. Others were concerned that a merged campus might dilute the focus on vocational education, as one community member observes:

A community college's broader academic scope might reduce the focus on vocational and technical programs, potentially leading to less specialized training for trades students. The culture and needs of trade-focused students may become secondary in a larger, more generalized academic environment.

People were broadly concerned about mixing an academic and CTE environment that one might take precedent in terms of resources and focus over the other. There were related concerns about access as admission to Whittier Tech has historically been more restrictive than NECC. One participant said, "I have questions around enrollment to Whittier and how that might affect the Northern Essex model of taking all the kids that apply." With a shared campus, community members and stakeholders worried that NECC might become more exclusive and traditionally underrepresented students or those with disabilities might have less access to either program. A participant expressed their frustration during a listening session:

Some people clearly say Whittier and other vocational schools are selecting students of a higher potential, whatever the right word is, than in the past, and it is left out a lot of students who would have benefited from a vocational education...I think we have to be very cognizant of that and anticipate how to deal with that and make sure we have the mechanisms that allow us to, you know, make sure that that's not really happening.

The question of equitable access was also raised in relation to enrollment by the community. Many participants emphasized that larger enrollment in general for Whittier Tech was needed. Others pointed specifically at the smaller communities within the area. One person said in regard to the previous proposal, "If you look at each community and how many students, they allowed versus how many slots they use, if they were using them up to their maximum, you probably would have gotten a different kind of vote." The sentiments of larger enrollments being beneficial are at odds with the perspective of stakeholders presented in the beginning of this section that sending more students would be difficult for local districts. This difference in perspective from educational professionals and community members is important to note. Parents and community members are speaking to providing the most choice for students to find an educational structure that works for them, while educational professionals also have to consider the operational implications for their districts.

Another programming concern voiced was about how Whittier Tech and NECC programs might interact with each other. Participants were concerned about the high school to college pipeline and how that would work. One participant stated:

Some vocational schools may have highly specialized, industry-specific programs that don't easily align with community college systems. This could result in complications in transferring credits or maintaining the relevance of certain courses. Merging institutions might lead to delays or challenges in updating course offerings to meet evolving industry standards.

Participants wanted to know how they might share physical space and resources while keeping their distinct identities as a vocational high school and a community college and also protecting the interests of their students.

ENVIRONMENTAL AND LOCAL NEIGHBORHOOD IMPACTS

Participants brought up several concerns about the impact of building a new Whittier Tech building or a larger NECC campus on the surrounding area. Participants express concern that these campuses may have a negative effect on the nearby residential neighborhoods, the utility infrastructure, and the land it is built on. Some participants brought up the fact that both the Whittier Tech and NECC campuses are near to the water supply for the city of Haverhill. One participant added:

Both campuses are on watershed areas. Both campuses, when they were being constructed, had a great deal of opposition, well as particularly Whittier, because of where it was. If you try to expand the Haverhill campus on the primary drinking water source of the city of Haverhill, there's going to be a bunch of issues.

This person brings up concerns shared by others about how an expanded campus would impact the watershed it is located on and potentially the water supply for the city. Some participants were also concerned about overdevelopment in general. Participants mentioned increased traffic as a concern for the area. One person said, "I don't think that that region can sustain the traffic that will come with people coming and going in droves and putting a strain on the neighborhoods as well." This is a common concern to do with the effect on the residential nearby neighborhoods of adding a large number of students and staff to one campus. These concerns are summarized generally by this question from a participant, "What can we do with the campus to make it acceptable for the residential neighborhoods that surround it?"

Financial concerns

One primary concern that arose during every listening session and interview was about the financial aspects of the proposed shared campus. Frequently, community members questioned how the project's total cost would be delegated among communities. Community members often asked researchers whether funding sources aside from taxpayers would be utilized. For those who had reservations about supporting the proposed shared campus, financial concerns were often the main reason for these hesitations.

Broadly, financial concerns voiced by participants revolved around general details on the actual cost breakdown of the proposed shared campus. Participants wondered how much of the cost would fall on

individual towns in the community, and further, what portion would be allocated to individual taxpayers. Others also wondered how the cost of this proposal compares to the earlier shared campus proposal. Wary of undertaking such a costly project, one interviewee with political expertise observed, “I think we need to figure out what the cost drivers are and the cost benefits of doing this.” Community members with knowledge on the administrative and overhead costs in education warned about the upfront costs with this kind of project related to integrating systems, infrastructure, and faculty. “Maintaining both trade-specific programs and general education courses could lead to administrative complexity and increased operational costs,” one participant added, “which may not be immediately offset by increased revenue or efficiency.”

Diving into the cost breakdown for individual communities, community members and political leaders alike have major concerns on how the costs would be shared across towns and taxpayers. While the overall price tag was of concern to communities, one participant stressed “it's not just a total cost that is of concern to the communities, but also what proportion of that total cost each community would be responsible for.” Many community members referenced the regional agreement, which currently allocates funding responsibility, in their concerns for dividing up the cost of this project. One community member with a professional educational background acknowledged the concerns for the regional agreement that stands, commenting “There's such a small percentage of kids that go to school at Whittier from each town. So, their fight is always, ‘why do we want to fund something when we can't even fund our own school?’” Residents echo these concerns and warn of the previous proposal's failures, reminding the listening groups “if we don't solve that problem and get over that hurdle, whether we build a new facility on the existing campus or on a shared campus, I fear that we're going to go down the same road we went down before.” Other participants raised concerns about the willingness of some of the communities' cities and towns to agree to pay a portion of the cost while their own public-school systems need financial relief. One participant shared that they believe the only way to get buy in from some of the cities in towns is through funding from the state, adding “the incentive will be a significant cost contribution by the state of Massachusetts to alleviate the burden on the sending cities and towns.”

Overall, many participants stressed the degree to which cost concerns will be a deciding factor in the passing of the proposed shared campus. “My sense is that (a shared campus) would be, it would be supported by the communities...” one participant added, “the cost is the most critical element of getting to yes.” Not only do participants recognize cost as a critical element, but others also added that without more detail on how the cost will be financed, other points are essentially moot. “How will (NECC-Whittier Tech) address the financial concerns that community members and leaders have?” questioned one resident, adding “and until we address that, it's kind of hard to address other issues because the financing comes before the programming.” Those in the community with business backgrounds report similar sentiments from other groups, relaying the message “I'm on a new school building committee in (one of the towns served by Whittier) right now, and everyone is concerned about the cost of every educational facility. There's no doubt about that; cost is always an issue.” Participants with political background echoed the same, adding that “people will want to know at least roughly what this new

facility is going to cost.” As evidenced by these and many other comments, cost has been regarded as the number one issue for community members.

Beyond splitting costs among communities and taxpayers, participants raised concerns about other potential funding sources. Those who have expertise in the political side of things recognize that the full cost cannot fall on taxpayers, stressing that priority “number one is going to be exploring better financial pathways that would help lower the overall cost.” Exploring state funding further, participants have concerns about the percentage of funding that the state would cover if there were an agreement. “What level of, you know, state subsidy are we talking about here?” questioned one participant, “Are we talking about a few million dollars, 10s of millions of dollars, \$100 million? I have no idea, but I’m sure it will certainly be of interest to me [and] for everybody else to know what level of state financial commitment might be [...] forthcoming.” Among questions about the state’s level of input are inquiries as to whether or not the governor and her administration are actively working on financial projections for school funding. “I believe all the pieces currently exist to achieve all the goals of collaboration, cooperation, etc.” one participant added, “the only thing that’s missing is money to build an updated facility for vocational technical education in the area.”

Overall, financial concerns remain top of the list for the majority of the community members who participated in our study. Though the overall price is a concern, many expressed concerns about how the cost, whatever it may be, will be distributed among communities. Other financial concerns are in regard to taxpayers and lessening the burden for individuals in the community. Questions about state funding sources and amounts were surfaced in discussions, and a constant refrain to the severity of these concerns remained in all sessions, with participants urging NECC and Whittier Tech to address questions regarding finances first and foremost.

Building related concerns

Though many participants support the proposed shared campus in concept, logistical questions and concerns regarding the physical building that the school will operate from were presented. Some participants wondered if NECC and Whittier Tech intend to build any new buildings with this proposal, and others questioned what features the new campus would have or questioned how they would be used as well as what tentative plans for the current Whittier Tech building are.

In the broadest sense, building related concerns revolve around the question of whether or not the proposed shared campus includes any new buildings on NECC’s campus. Participants questioned whether or not the proposed shared campus would make use of any existing buildings at NECC, and if so, what the cost would be to update a preexisting building to meet new needs. If the plan does include new construction, others questioned how that might materialize, questioning if it would be more than one building as well as “Where such a structure would be built, on the NECC campus, and what exactly its functions would be?” In light of the messaging suggesting that the current NECC campus is underutilized,

residents have concerns about paying for new construction on an already underused campus, with one participant sharing:

I really don't understand what we're talking about here, as far as the underusage of the Haverhill campus, underusage in the sense that the buildings that exist are underused. If we're talking about open space being underused, then I'd like to know where they intend to build something because that's not clear.

Given that a new building is part of the plan, participants questioned whether or not there would be enough land to support the idea of a joint campus. In addition, participants raised concerns about how a new building on the NECC campus would change the configuration for students, especially in terms of the time it will take to traverse the campus to class. "The more you move people from one location to the other, you essentially get a built-in inefficiency in the process" one participant remarked, "as you move [the] student body from one building to another building, there is loss of time." Some participants questioned whether or not the NECC campus would be able to handle the influx of students that this shared campus model would bring. And others questioned if the NECC campus is the right place for this shared campus, asking "Is building on this campus a more efficient model than building [or] rebuilding where Whittier is because you have access to utilities and some other things that aren't on the existing site?" Other concerns regarding a new building were raised by those with knowledge of preexisting partnerships with NECC, such as the bid placed by the YMCA to utilize space on campus and how this new proposal would affect those efforts.

In terms of labs and shop spaces that the Whittier Tech building currently has, questions about how these spaces would exist on a new campus were raised. Some participants wondered if the Whittier Tech building would still be utilized in this plan, asking "Are they planning to try to refurbish the old Whittier tech or classrooms, and looking at just building their labs or work, workspace, training workspace here on this campus?" Considering a model that makes use of both campuses, questions about travel logistics were posed. Concerned participants asked, "Will the distance students need to travel from one class to another (and its impact on in class learning time) be considered if this proposal involves more than one building?"

Other concerns around building logistics focus on what will happen to the current Whittier Tech building in the event that the school relocates to the NECC campus. Generally, many participants wondered if the building would be abandoned once the school relocates. Concerned participants proposed making use of the building to avoid it becoming abandoned, recognizing:

Clearly it has been made evident that there are significant challenges with that building... I think it's really important to really plan for the buildings that are no longer going to be occupied [...], and what do you do with it. Because you don't want it to just

sit there for years and now you got to tear it down, or it could have served a better purpose.

In discussing the potential abandonment, participants reported community members having questions about who ultimately owns the building. Depending on ownership, questions about selling the property were raised, with one participant asking, “Another question would be, [...] if the property is abandoned and it's going to be sold, you know, could that money be used to help with the town's assessments in the future?”

Overall, concerns regarding building logistics built upon questions of the shared campus definition. Participants wondered if there would be new construction or new uses for existing buildings on the NECC campus. In imagining this new shared campus, some participants raised concerns regarding the impacts that a larger or spread-out campus would have on students and learning. Others still raised concerns about the fate of the current Whittier Tech building, and how the building's fate could be utilized to the school's advantage.

Additional Community Concerns

In addition to the concerns raised throughout this section, several concerns were raised during interviews and community listening sessions that do not fit explicitly within the themes previously addressed.

Concerns regarding the multi-town agreement, not directly related to cost as discussed above, have been raised in regard to how it may be impacted by the proposed shared campus. For example, the issue of landownership was raised, with additional concerns about how the proposed campus may change the governing body that oversees the finances of the project. The regional agreement was debated in multiple settings, with many community members raising concerns about re-drawing it and how the current district will be changed in doing so. Many assert amending the regional agreement is a priority, while others believe that the process to do so will need to be more involved, such as the concern raised by one participant who notes, “the regional agreement will likely have to be brand new, not “fixed”, with everyone at the table to re-draw it.” Amidst the concerns that were subsequently raised about the regional agreement, other participants warned “nitty gritty issues [like these] will derail the conversation without proper messaging”, as some participants felt that these policy or practice questions are beyond the vision of the shared campus but will ultimately need to be addressed before moving forward. “I think if this is going to move forward,” one participant added, “then the Whittier agreement has to be redrafted and to reflect the 2020s, not the 1970s...I'm all for vocational education, but the agreement has to be reasonable and fair and redrafted.”

Logistic and safety concerns arose in listening sessions when discussing the topic of having high school students on the same campus as young adults. The general concern, particularly raised by parents within the community, revolves around how these groups of students will be integrated, with one participant asking, “How can you ensure the safety of our students, some which could be as young as 14 years old,

you know, potentially mixing in some way, shape or form with someone who's in their 30s or 40s?" With the large age range of community college students, many parents who participated brought up this issue. One participant warned that "being able to have a cogent answer is going to go a long way in making sure that people realize that you know their number one resource, their children, are being thought of, and their safety is a priority." Given that safety is accounted for, others wondered what kind of interaction the students would have with one another. "How is this model going to operate on this campus?" asked one participant, "What are the interactions between these college students along with these high school students? And are there sort of parameters set around that?"

Participants recognize the major difference between the two campuses in terms of logistics is that Whittier Tech is a "closed" campus while NECC is presumably an "open" campus where anyone can be on campus regardless of their affiliation with the school. "You're going basically from a closed campus, which most high schools are, to what I assume at Northern Essex is an open campus," warned one participant, "And that's, that's not a small move, and it's, it's one that needs to be seriously considered." Some of these concerns could be addressed through a more detailed definition of the proposed shared campus and how it might be operationalized, though safety concerns are likely to remain no matter what the configuration may be.

In conclusion, many participants, especially those involved in local politics, raised concerns about the regional agreement while many others, especially parents, raised concerns about safety on a shared campus. Questions about land ownership, re-drawing the district agreement, and policy/practice inconsistencies were raised in regard to the regional agreement. Those who raised concerns about safety on the shared campus wondered how to keep students safe on a campus with a large age difference between the groups of students and voiced concerns about the logistics of the shared campus model given the differences in the current, separate models.

Recommendations and suggestions

This subsection details the recommendations community members have brought up during interviews and listening sessions towards the proposed NECC-Whittier shared campus. Recommendations include suggestions to help address common concerns people have towards the proposed shared campus, future considerations and desired features for the shared campus, and additional information about the community requests receiving from NECC and Whittier Tech regarding this proposal.

Dispelling Misperception about the Value of CTE training

Throughout our community listening sessions and interviews, community members brought forward concerns related to commonly held beliefs and misperception towards the value of CTE training. As many community members passionately asserted how truly valuable CTE training can be, several recommendations related to dispelling this information were proposed.

Generally, community members felt that educating the general public on how careers in trades are positive opportunities for students and in this, can give them a good quality of life and could achieve this goal. To do so, the consensus is that educating the community on the good things already happening at Whittier Tech and NECC is a good place to start. If the communities can understand the positive benefits NECC and Whittier tech have in the community and workforce, there would likely be more support for the proposal. For example, one member proposed “Why not start with creating a value argument for why it would be beneficial to have career education in the first place, why it's expensive to do it and then try to move forward?”. This participant has reason to believe that some community members may be uninformed of the role vocational technical education plays in the workforce, the nature of the programs, the value of the programs, and in this, may lack understanding of the students in these programs. Others echoed this sentiment with testimonials of the benefits of CTE and success stories of students who have made use of it already, such as one Whittier Tech alumni:

I am a tradesperson... Every single trade that I went through at Whittier prepared me for it,” added one participant, “and I think it's really a missed opportunity to continually say that trades people do not want education. It is [a part of] every single trade, every single union [with] apprenticeship programs where people have to study that for years and to be working on your apprenticeship credits at the same time as you're learning electrical skills per se, you know you're coming out leaps and bounds ahead of your peers who maybe just went into the trades. And so, I think that is a really golden opportunity.

Participants also recognized CTE as an accessible path for those who are not well suited for traditional academic training. The message of valuing CTE is explained by the following community member:

The experiences that they have in CTE programs are a way to engage students who oftentimes in traditional academic high schools are not engaged, and they find new ways to become engaged because of the hands-on learning opportunities that open up the opportunity for them that they never even considered before, if they were to attend a traditional academic high school.

Community support for the proposed shared campus would benefit from an expansion of approaches that are designed to reach community members from a wide range of backgrounds. The collaboration between NECC and Whittier Tech can further this messaging since the educational opportunities will only grow with both schools working in tandem. One participant stressed the extensiveness of programs that Whittier tech offers, commenting “normally they [students] do the traditional vocational jobs of like carpenter, electrician, all that, but they're getting involved in some unique ideas for jobs of the future. And I think that's what needs to be stressed.”

Focusing on those who may be involved in the school system, participants suggested increasing messaging and educational outreach directed towards parents and educational leaders. Generally,

community members suggested that these groups should be the target audience for messaging concerning the value of CTE. For example, one participant noted:

If [...] education[al] leaders at the local level don't value vocational technical education, and if the parents don't, the kids not going to end up going there. So that's one of the things you have to do. You have to be able to build a sense of value in the community for what's happening at the at the Voc tech school and at the community college.

Interviewed workforce development experts assert that there is not a shortage of students and parents who want to go into the trades, but rather that there is a lack of access to it. One suggestion to address this lack of access, and to bolster the messaging, is to provide workforce development specialists with data on the demand for enrollment, specifically parsed out by shops and programs, in order to target those who are interested in these fields. Several workforce development experts suggested that a local career fair could guide the message to the parents and community that students who graduate the school could be giving back to the community by working directly with local businesses. One interviewed workforce development expert recalled an experience in which they hosted a similar type of event, which was received successfully:

We hosted a career fair with the community college, hospital, trades, employers of all types in the area in one room. Parents and students show up and see the variance in opportunity, the potential for themselves if they take this route, and the real faces of people in their community which really helps.

Overall, participants argue that if more of the community understood the value of CTE, and specifically how a shared campus between Whittier Tech and NECC could enhance value by bringing the two groups together, then community support for this proposal would increase considerably.

Addressing financial questions and challenges

Financial questions and challenges were frequently discussed by community members both partial and impartial to the shared campus proposal. As a result, a range of recommendations were made during interviews and listening sessions, with the aim of addressing these financial questions and challenges.

Predominantly, participants suggested messaging to describe how the overall cost of the project will be absorbed in terms of by taxpayers, specific town, and by individuals. Many who described them as being in opposition to the project described feeling negatively surprised by the initial cost that was proposed, such as one community member who frustratingly recalled: “When you see hundreds of millions, there's sticker shock, and people don't really know what exactly does that mean for me in my pocketbook?” This same individual suggested that describing the cost in incrementally smaller units may help address this challenge: “boiling it [overall project cost] down to that monthly or even a weekly cost, I think is helpful.”

Community taxpayers gave their opinion on what might soften the blow of the sticker shock, with one participant adding “as a taxpayer, it'd be awesome for me to hear, hey, we're going to have this new Whittier school building that's going to be on Northern Essex campus by but with that campus on that's going to increase your taxes by about \$70 a month.” By breaking down the million-dollar number to explain what portion will trickle town to the taxpayers, and even how much taxes might go up per person, NECC and Whittier tech can help ease some of the financial concerns and pushback from the community.

Another recommendation raised during listening sessions is to further describe the cost required to fix the current Whittier Tech building, which will need to be repaired regardless of what organization may use it in the future and compare that to the cost of the shared campus. This messaging can help taxpayers understand that this is a cost that will have to be paid, but there could be ways to maximize the dollars invested, such as describing the value that the shared campus would provide for the community.

On the value of the shared campus to the community, participants suggested emphasizing how this shared campus can benefit anyone in the community, regardless of their direct involvement at either school. NECC and Whittier Tech can emphasize the benefit of having local students trained at NECC-WT, as suggested by a participant who described the benefits as “high demand, high salary, hands on training. The opportunity to own your own business, the flexibility that comes with that, etc.” In pursuing this argument, participants suggested meeting community members where they're at in terms of presenting arguments in favor of the project to the general public in a clear and straightforward manner that is easy to understand, regardless of educational background. The project is broad and packed with benefits, but community members are of the opinion that “I think it [project information] just needs to be basic language, you know, because it's going to be basic language that the taxpayer can understand”. This participant continued, adding that it is important to address these concerns head-on, “this is going to be very expensive proposition, and they need to understand how they [taxpayers] benefit directly.”

Finally, additional recommendations to address financial concerns focus on strategies for finding funding sources. Overall, participants recommend searching for and applying for many types of funding sources. Some suggest the state should be responsible for “chipping in” a portion of the funds, such as the participant who added, “I think the opportunity to build a new building for Whittier on the Northern Essex campus may afford the district the opportunity to take advantage of additional state funding, and if that's state funding is applied to the cost of the new building, it will reduce the net cost to the communities.”

Different perspectives for approaching the state were suggested. One participant recommended emphasizing and framing the Commonwealth as a potential leader in this kind of innovative education model. In this, NECC and Whittier Tech could reach out to state administration to “see what they can do

to help garner more grants, whether it's at the state level then federal level, to really put Massachusetts on the map for this type of vocational joint venture with Community Colleges.” Others suggested reaching out to the state to understand the school funding allocations through DESE and if it is possible to receive any “additional grants for this type of hybrid campus, because that's truly what it is.” Others suggested funding by way of the state’s budget for workforce training, given that the school will be supporting workforce training at the high school level.

Overall, community members recommend addressing financial concerns by quantifying individual costs, breaking down the reality of paying for a new Whittier Tech building, emphasizing the value of the shared campus for all community members, and by searching far and wide, especially through the state, for funding sources.

Accessibility for students

The topic of increasing accessibility for students at the proposed shared campus arose in many listening sessions, along with recommendations to address it. Participants shared their concerns about ensuring access to transportation for students, and many suggested that guaranteeing robust, low-cost public transportation to campus would help ensure students from all surrounding communities can access classes. In this same vein, suggestions for increasing access to enrollment focused on reaching students in all communities. For its host community Haverhill, community members reported “the big question that I hear in Haverhill is the ‘can they expand the admission for Haverhill residents?’ That's the big [...] number one question for Haverhill.” Community members also expressed concerns about Whittier Tech’s admission rate and that currently, many students are left on the waiting list. Suggestions to increase enrollment numbers and allowing more students to attend Whittier Tech’s programs were discussed frequently. Participants suggest that “NECC and Whittier Tech really think through a more holistic approach to student enrollment and the general criteria for even getting into the school.”

Additionally, many participants recommend increasing programming and resources for students with disabilities. Participants reported that “Whittier doesn't have the special education programming for them...” and several parents felt that their children with special needs are left out on the opportunities Whittier Tech provides because:

So many of our students [who] aren't going to college because they don't have the capacity to or they're not [able to] book wise, could possibly go into a trade or some type of a pathway where they'll thrive, but they just are never given the opportunity, because those programs don't exist there, and there are so many parents I talk to of students who have special needs (like my kid) that will never get in.

Solutions to begin making headway in this direction include specialized staffing and programming designed with students of all abilities in mind. Overall, community members suggest increasing

enrollment to include all students of all abilities from all communities as well as expanding the infrastructure to get students to campus to address issues of accessibility at the proposed shared campus.

Increased transparency and communication from NECC and Whittier Tech

An overwhelming majority of community listening session and interview participants raised concerns about a need for NECC and Whittier Tech to increase both their transparency and communication with the community throughout the process of pursuing a shared campus. Participants across all listening sessions suggested that the definition of and logistics regarding a shared campus be made clearer, mentioning vague understanding of proposal aspects that were presented to the general public. Many who shared these concerns expressed a need to receive additional information regarding the proposed shared campus in order to feel comfortable supporting the project. It should be noted that the public's desire for increased clarification and transparency surrounding the proposed shared campus is a driving force behind the scoping of this project, and the volume of responses reiterating this need for further clarification and information regarding the project should be considered significant in and of itself. Recommendations to mitigate this issue include requests that NECC and Whittier Tech provide detailed descriptions of how they operationalize and define their idea of a shared campus, increase the sharing of information presented to the public in a digestible manner, include local community leaders in the process, and improve the marketing and public relations of this project.

Participants reflected on their knowledge of the project and suggested increasing communication with the public in ways that help clarify and operationalize the concept of a shared campus. For example, many community members felt the proposal was too vague, as one participant illustrates by sharing "I support the idea in the abstract, but it's too vague at this point to know really what's being proposed, and that is a sentiment that has been echoed throughout today's discussion." Many were confused as to where the new building will be built and whether the two schools would share programming and schedules. Participants suggested that they could support the proposed shared campus, and could imagine others supporting it as well, so long as the vision for this proposal is fleshed out fully. "What is the vision?" one participant added, "it kind of goes back to the how, but it's even more than that. It's, you know, what is the vision so that people can just grab on to it and support it?" In terms of solving this issue, one local resident suggested NECC and Whittier share "a detailed plan for how the shared campus would work, detailed being the key word, possibly with options that include different levels of integration and cost" as a necessary step in gaining approval from the community. "The neighborhood will need appropriate and realistic information about how a new building will impact their quality of life," they added. This information could include "explaining how a shared campus proposal benefits traditional adults, students, high school students and taxpayers" as well as consideration for protecting the water supply. While many within the community support the concept of NECC and Whittier Tech proposing a shared campus, many have reservations on supporting the shared campus itself without having an available plan to assess.

Once the shared campus has been defined, participants recommend improving communication of the project proposal to the general public. Many participants suggested getting more of the community involved in all parts of the process. Although the community listening sessions UMDI hosted are intended to include public input on the proposed shared campus, many participants want to have input on the project itself. "I think that we should do more to open up the discussion with the community," one participant offered, "to allow space for them to talk about their concerns or their thoughts and how to make this a better project." Participants also suggest including folks across different ages and groups to garner the support needed. Beyond the benefits that NECC and Whittier Tech will reap with this project, participants felt "if you're trying to get a new campus, you like, you really need to talk to folks at an at every level." It should also be noted that participants suggest increasing this communication and collecting feedback before proceeding with the next steps.

Other suggestions for transparency and communication from NECC and Whittier Tech relate to the messaging used when proposing the initial project. Participants felt that the presentation of the cost of the project was difficult for residents to break down and suggested communicating the cost on a more incremental, individual basis. One participant suggested:

I would never say this is a [multi] million project [...] I would always say, here's a calculator. This calculator tell you how much you would pay on a monthly basis, and I'm guessing it'd be something like 20 bucks a month. [...] 436 million, the brain can't comprehend that much money.

It is not necessarily that the cost is too high for most community members, but that the project's cost was not communicated to them in a digestible manner. Participants also suggested that messaging should directly address community members who may not think they benefit from the project, such as those outside of Haverhill or residents who aren't parents or students. One local resident suggested:

I think having that outreach to the other communities and making them feel like this isn't just a Haverhill thing- this is for all of you [...] this can benefit everybody. This isn't just about benefiting NECC. It's not just about benefiting Whittier Tech. It benefits your communities and your students, and it opens up an opportunity for them that they wouldn't otherwise have.

Suggestions for messaging also included communication between NECC and Whittier Tech leadership. Attempts to conjure the vision of the two schools as one shared campus begins with public facing communication, and it may be important to have the two schools present a united front with regards to messaging. One participant suggested that communication between the president and the superintendent are critical, reasoning "you know, just because the president is higher ed and the superintendent is secondary, they should be colleagues and work together and really give a shared

message out there.” The pertinent messaging that ought to be collaborative, according to participants, includes explaining to the community where the actual Whittier Tech model fits into the current educational environment, which some felt was not successfully done previously.

Finally, suggestions for capturing more community feedback include a confidential Google form. One participant suggested that the feedback could be richer if participants had time to sit on the questions asked during the listening sessions UMDI facilitated, proposing “to potentially make available a confidential Google form or something like that, with the same questions you just asked us that people maybe can fill in later, just when they have more time to think about it.”

Related to messaging recommendations, many participants offered feedback on the gaps that can be filled in terms of marketing and public relations. Reflecting on the initial proposal, community members felt:

There was no big sale. There was no pitch, there was no connection...when you put a PR person who's talking in a language that's foreign and talking to people, they don't know...it's not a good situation, especially when you're asking for millions and millions of dollars.

Suggestions surrounding language in marketing the proposal include creating a straightforward, comprehensible pitch for all audiences to understand, and to present the pitch and “explain the facts in a conversational way, not an adversarial way”. It was proposed by multiple participants that lack of awareness and education on the project has largely contributed to the lack of additional community support. To address this, participants argued, “there needs to be a very strong educational and marketing campaign to raise awareness of this topic.” Others echoed support for this recommendation, suggesting “I think that they, they should market it so that it's a benefit by being together, and it's not being done just to save money...it actually brings education better for the kids and for those that are going to be in different age groups and different opportunities.” Participants raised concerns about addressing risks in this marketing as well, adding “there has to be clearly demarcated goals for what is the public good and making sure that your marketing is doing a really good job of selling that message while also then mitigating or at least explaining the mitigation of risks.” Some suggestions for presenting this messaging include the development of a website explaining the proposal to dispel misperceptions, as well as an articulation of what the shared campus might look like using examples, so that the public can get on the same page as the schools even if the end goal has yet to be drawn up. Many suggest marketing angles which include emphasizing savings accrued from consolidating programs as well as the idea of getting a head start or leg up on the workforce for free at the shared campus.

Additional recommendations for transparency and communication include getting involved with local leaders, mayors, town managers, town councils and select people as well as school committees.

Participants emphasized the need for leadership from all cities, towns, and member districts to be

engaged in the process from the beginning. This engagement could involve NECC and Whittier Tech asking community leadership what the community needs from them, in the form of questions such as:

What can we help you with? What were your concerns? What's your perception of the role of Whittier and of Northern Essex in the Merrimack Valley? What could we provide you with legitimate information that would help to get you on a board supporting it by help us to make some changes?

One of the issues participants agree with is the biggest sticking point for town leadership support is financing the proposal. Suggestions for addressing the cost with community leaders was for NECC and Whittier Tech to "have a sit down with them and say, 'Here, let's talk about what didn't go well the first time'," because "everything's going to come down to money at the end of the day, it's all going to come down to the cost." In order to get communities on board with the shared campus proposal, participants stress the need for more local leaders to speak in favor of the project. "I think what you have to do is, is educate...Start with the town councilors, start with the mayors and city main town managers," one participant suggested, "get them aboard so they see it as the asset it is." Others feel that the initial shared campus proposal may have gone differently had there been more, influential voices in favor among local leadership.

Overall, it cannot be overstated how strongly participants felt towards the need to increase transparency and communication between NECC and Whittier Tech to the public. Primarily, participants suggested that the definition of a shared campus be clearly defined and communicated to the general public. Recommendations also include a range of approaches which could be used to market the project, including a more individualized look at cost and the benefits for all community members. A need for community feedback on actual logistics of the shared campus before the process moves forward was stressed throughout our listening sessions and interviews. Finally, many participants suggested getting community leaders educated, involved, and on board with the project to send a message of support to the community.

Programming suggestions

Inspired by the prospect of a shared campus, many participants offered recommendations and suggestions for different career pathways and programming the schools could offer. Some suggestions are related to CTE shops or trades, while others suggest programs outside of the school day involving other community members.

In terms of new shops and trade programs, participants felt that expanding programming to keep up with growing employment fields is a necessary consideration for the proposed shared campus. Specifically, suggestions to offer dynamic programming for the future to meet changing needs of the region were consistently suggested across groups, a sentiment echoed by a participant who added, "we need to

consider that modern vocational technical high schools should and do offer nontraditional trade education programs such as biotech and environmental science.” In pursuit of dynamic programming, several community members suggested considering this flexibility when the new buildings are designed. Given that the current Whittier Tech building is not equipped to meet changing programming needs, both in its design and current physical condition, participants urged NECC and Whittier Tech to address the ability of these spaces to accommodate new programs. “I think the flexibility is as an essential consideration,” one participant added, “the flexibility of spaces to be able to accommodate new programs over time that we will need to accommodate our regional workforce needs.” Overall, participants recommend that the shared campus ought to prioritize specific, expanded programming access for advanced skill training for those already in the workforce and also early college.

Diving further into expanded programming, participants proposed making use of the shared campus buildings after hours, such as offering adult classes. Recognizing the work that NECC already does in this space, participants shared hopes for Whittier Tech’s facilities to be used in that way, commenting “some NECC programs are run during evening hours for working students. I would expect that shops could be open days for Whittier Tech High School students and evenings for NECC students with NECC faculty supervising the evening sections.” Whether the users of the facilities after hours are adults from the community or students enrolled in some capacity by either school, these recommendations aim to maximize the community’s return on investing in the shared campus.

Broadening the look at programming, many interviewed offered suggestions around establishing mentoring programs or collaborations for students with industry partners to meet workforce needs in the region. Many who echoed this sentiment did so from a workforce development perspective, arguing that a big selling point for the shared campus proposal could be for the schools to say:

‘We’ve collaborated with these local companies and sat down with them and said,
‘Okay, as we expand, as we look to the future, what do you need? What do you know?
What do our students need to have in their tool belt, literally and figuratively, that they
don’t have walking out the door?’

Not only does this suggested approach give the shared campus proposal a good look for prospective students, but it also fulfills a practical need for jobs after graduation, which one participant emphasized by adding “if [local] industry[ies] [aren’t] going to be hiring, does it really matter that you’ve created a bunch of training and programs?” Painted in yet another light, participants added that collaboration with local industry partners can bolster support for the shared campus, exemplified by a participant who commented “We need to get business much more invested in all of this...if we could get more business, more engaged and more involved in it [...] they [could] recognize this is for their benefit too, we’re there to help them.” Other suggestions for collaboration with local businesses involve utilizing space on the shared campus to bring in industry partners. “If you’re aligning to regional workforce needs, there needs to be a third place for industry on the campus,” one participant added, “it’s a great opportunity to bring

industry close have them be a part of like co-ops and learning experience.” Bringing these partnerships on campus can act as a resource for students who are looking to work with businesses in the future and as a pipeline for bringing skilled workers into local businesses. Mentoring opportunities among business leaders or students in more advanced training may also complement this suggestion.

Overall, programming recommendations for the proposed shared campus are entrenched in meeting the regional workforce needs. Achieving this pairing between training and the workforce could be done through adding new and dynamic shops, adding after-hours and adult training programs, and partnering with local industry leaders. These suggestions can be concluded through a statement made by a workforce development expert:

I think a relationship involving the workforce, Investment Board, MassHire and other entities, community-based entities, are really important, because if you don't have a workforce, or if you don't know what the workforce demands are, you're not going to be able to know what training opportunities there are.

Additional suggested features of the proposed shared campus

In addition to the suggestions discussed in this section, UMDI captured several recommendations that do not fit nicely within the themes illustrated above but that are still valuable to consider and came up numerous times during interviews and community listening sessions.

In terms of features that the shared campus could capitalize on, participants suggested continuing to expand features that Whittier Tech currently offers, such as a culinary student-run publicly open restaurant to draw in community members and an early childhood programming to train students while meeting the childcare needs of the region. Other participants suggested segmenting the population of the region by generation to determine needs, desires for learning, and explore other opportunities to make the building useful for a range of community members. One participant suggested envisioning the campus as a destination point for community members to come and participate in activities. In particular, they suggested considering the 55 and older population, asserting:

Those are going to be the people who control the vote. So, you have got to get out there and make sure there's something for them that's a value in this, whether it's in the old building becomes something, or the new building has whatever it has like for seniors that is going to be super important that they see the value.

Although the new campus is ultimately going to benefit students, it is important to accommodate other groups. As one local resident explains, “because many of our folks would vote for education because it's education. But there's always going to be more than a handful that are like, “I've already paid my kids. [...] My kids don't go to school. This has got nothing for me.”

While considering what a shared campus would look like, some participants suggested creating programs for certain students to work on teams with older students or adults. “Under really good supervision, I actually can see also an added benefit of 9 through 12 students working with adults on teams,” one participant suggested, “because when you turn to the job force, the reality is, it's a mixed bag. And so, learning to communicate cross generationally, both from a curricular perspective, but also just from a human development perspective, is a wonderful opportunity.”

On the other hand, some participants, particularly those who are parents, expressed hesitancy around young students sharing facilities with adults and suggested a more separate set-up when it comes to policies and logistics. Focusing on security as well as capitalizing on the benefits of a shared campus, one participant suggested:

I think there should be a separation of the schools...Making sure that, although it's a shared campus, that there is some autonomy to it, where you have distinguishable handbooks and policies. And so, you might have some shared policies as it relates to the campus itself; from one building to the other, it should have some separation.

In conclusion, many participants suggested that NECC and Whittier tech thoughtfully consider the logistics of student interaction and integration across the shared campus. Participants shared support of bolstering community facing features of the campus such as a student-run restaurant and childcare facility as well as exploring features that could be utilized by a range of community members.

Literature Review of Interinstitutional Collaboration

To supplement the secondary data analysis within this study, the Donahue Institute has conducted a literature review of best practices, case studies, and available funding opportunities for career technical education. UMDI has compiled and analyzed published articles from both academic and public media sources examining specific instances across the United States where technical high schools have collaborated and/or consolidated their resources with higher education institutions, in approaches that are purposively responsive to the shifting labor market and training demands within their region's economy.

In the following section, UMDI will first discuss various cases in which vocational high schools have navigated collaborations with institutions of higher education, similar to what NECC and Whittier Tech are proposing. Next, UMDI will describe recommended best practices for approaching collaborations similar to what NECC and Whittier Tech are considering, organized topically. In this, the research team examined the ways in which institutional missions may change when such collaborations occur and what best practices are implemented when navigating such collaborations. The literature review section will conclude with an examination of funding opportunities available for a shared campus project, and a range of funding opportunities that support the development of Career Technical Education (CTE) programming.

Case Studies

UMDI has examined cases throughout the United States in which higher education and vocational high schools have consolidated resources through various forms of collaboration.

In these cases, many include consolidated programming, expansion of programming aligned to regional workforce demands, detailed and innovative planning approaches, and positive media coverage. Through the close examination of case studies within these interinstitutional collaborations, UMDI seeks to develop a more comprehensive understanding of the logistical navigation involved within collaborations similar to what NECC and Whittier Tech seek to accomplish.

The following subsection describes relevant case studies UMDI has compiled. Within the literature there exists limited instances across the United States in which technical high schools and higher education institutions consolidate resources together. As Northern Essex Community College and Whittier Tech look

towards a potential future shared campus for Whittier Tech on NECC's Haverhill campus, this innovative move would be one of the first of its kind within the United States.²

1. Metropolitan Community College and Platte County R3 School District (Platte City, Missouri).

The Metropolitan Community College (MCC) of Missouri partnered with the leadership from the Platte County R3 School District, to collaboratively build the Northland Workforce Development Center, which will replace the region's former workforce center (Northland Career Center). This center will relocate career and technical education programs closer to the center of Platte City, with a location that expands student accessibility to bus lines and the public school district. This collaboration was developed in direct response to a need for increasing workforce opportunities which address regional workforce shortages, issues with student accessibility and aging facilities that contained outdated equipment and technology. Partners of this project lobbied local, state, and federal legislators with a proposal which led the Missouri state legislature to appropriate \$30 million of its FY23 budget to the new facilities' price tag of \$60 million. As this project was recently funded, ground has not been broken yet at the new facility's location, and an advisory committee is in the process of refreshing the curriculum (CCEDC 2025).

2. Morris County Vocational School District and the County College of Morris (Randolph, NJ).

In 2023 the Morris County Vocational School District (MCVSD) broke ground for a new training center on the campus of the County College of Morris (CCM). The new center is expected to expand vocational school operations by 30 percent and has the potential to add about 500 students to the school district (Roberts 2023). The training center builds on the long-standing collaborative partnership between MCVSD and CCM and will give high school students in the region access to career technical education programming that aligns with regional workforce demands. The new MCVSD facility expands a preexisting partnership with CCM which gives their students an opportunity to earn college credits, industry-specific credentials, and access to an associate degree. The new facility curriculum is developed and built on strong community partnerships both institutions have developed with local businesses and industries. The new training center will offer up to 18 college credits to students, focusing on workforce development, work, and project-based learning opportunities. The project is funded through Morris County and the Securing Our Children's Future Bond Act, approved by the New Jersey Legislature.³

² Clark University has a 4+1 Accelerated Master's Degree program in which students can achieve a graduate degree in five years. There are 21 programs offered, each with their own academic requirements and fees. Students apply in their third year and begin taking graduate courses in their fourth year. Students completing their undergraduate degree at Clark are eligible for a partial tuition scholarship (if a transfer student with less than 24 academic units completed at Clark) or complete tuition scholarship for their fifth year. (Clark 2025)

³ "P.L. 2018, c.0119 (S2293 4R)." Accessed January 28, 2025. <https://pub.njleg.gov/bills/2018/PL18/119 .HTM>.

3. East Valley Institute of Technology and Chandler-Gilbert Community College (Mesa, Arizona).

The East Valley Institute of Technology (EVIT) college offers a Career Technical Education (CTE) program available to high school students within the region, in which they receive skills-based training within the field of aviation. Originally Chandler-Gilbert Community College (CGCC) hosted this program on their campus until 2011, when EVIT built and established a physical campus of their own. Recognizing the workforce needs of the surrounding region which has an Air Force Base, Air force Range, defense contractors and several airports, EVIT founded the CTE aviation program through the partnership of ten local school districts named the Joint Technical Education District. Students who attend EVIT may earn up to 24 credits for an associate's degree in CGCC's aviation program, and many of the program's alums have gone on to become aircraft mechanics, flight instructors, air traffic controllers, and pilots. The collaboration between CGCC and EVIT *did not* change either institution's mission. The program has several partnerships with other organizations including Aircraft Owners and Pilots Association which sits on their advisory council of industry representatives (Todd 2018).

4. The Sturm Collaboration Campus between the Colorado State University, Aurora Community College and Dayton School district (Aurora and Castle Rock, Colorado).

This collaboration allows students to earn an associate degree from Arapahoe Community College and a bachelor's degree from Colorado State University in one location. The Arapahoe Community College Sturm Collaboration Campus, located between Castle Rock Adventist Hospital and Castle Rock Middle School, opened in August 2019. The campus is a joint venture between Arapahoe Community College, the Town of Castle Rock, the Castle Rock Economic Development Council, Colorado State University, and the Douglas County School District. Colorado has a concurrent enrollment program through which high school students can take college classes for high school and college credit. Credits are originally applied to an associate degree at ACC and then can be transferred to CSU Fort Collins, CSU Global, or CSU Pueblo. Classes may be taken in high school, online, or on an ACC campus. Arapahoe Community College is building a \$40 million campus on a 14-acre site. The two-phase project will consist of two buildings that will be 54,000 square feet in total. Phase one opened in August 2019. Castle Rock's Town Council agreed to make an in-kind investment of \$3 million over three to five years. The in-kind investment includes some site improvements such as utilities, grading and parking. Colorado State University leases space on the campus. CSU faculty and students can perform research, obtain internship opportunities, and complete hands-on project work at the new campus (ACC 2025). The Sturm Collaboration Campus is part of the "Big Blur," an initiative to blur the lines between secondary education, post-secondary education, and the labor market. The Big Blur aims to address the disconnect between education and the workforce, offering students opportunities like dual enrollment and work-based learning to create a seamless transition. Colorado state legislation has passed several forms of funding policies to help with the labor force and education credentials. Multiple initiatives through the state being supported by Governor Polis have supported connections between high school, post-secondary education, and the workforce. One

such example is the formation of the Office of Education and Training Innovation, which supports work-based learning. The “Higher Education Student Success Legislation” produced more funding to support education models in the state. The HB 1330 task force was also created to assess where to move in the future when it came to workforce and education (Binder et al. 2024).

5. The Quad County Career Pathways Consortium partnership between Indian River State College in Fort Pierce, Florida and the Florida school districts Martin, St. Lucie, Indian River, and Okeechobee.

The Quad County Career Pathways Consortium (QCCPC) is an education-to-workforce partnership between Indian River State College (IRSC) in Fort Pierce, Florida and Florida school districts Martin, St. Lucie, Indian River, and Okeechobee. High school students have the opportunity to gain practical experience through jobs or apprenticeships and earn credits toward a degree at Indian River State College. Dual enrollment is also offered, allowing high school students to take college-level classes that count toward their high school diploma and toward an associate degree or technical certificate. Classes may take place at IRSC or at a participating high school. High school students receive free tuition and textbooks, and all fees are waived. IRSC has five separate campuses, giving students in every area of the QCCPC access to CTE opportunities (IRSC 2025).

6. Innovation Center of St. Vrain Valley School of Longmont, Colorado.

The Innovation Center of St. Vrain Valley Schools in Longmont, Colorado offers high school students the opportunity to take classes, earn professional/technical certifications, and work real jobs and get paid in their chosen vocation. This was made possible through the Race to the Top Grant, which St. Vrain was awarded in 2012, supplying the school with \$16.6 million to establish the Innovation Center, which provides “professional STEM experiences to students through industry partnerships and paid work for students” (St. Vrain 2025). St. Vrain found that STEM-based work was beneficial to students, but since many of them already had paid jobs outside of school, they needed to offer paid opportunities so that students could benefit from applied STEM work without having to give up their paycheck. St. Vrain partners with over 200 organizations, including IBM, Google, Lockheed Martin, and University of Denver. The Innovation Center is a 50,000 square foot building that accommodates 750 students and is equipped with labs for manufacturing, robotics, and biomedical science, a metal shop, a wood shop, a community makerspace, and more. The Innovation Center offers classes in the following areas: aeronautics; artificial intelligence; bioscience; cybersecurity; entrepreneurship; information & communication technology; music innovation; pathways to teaching; robotics; video arts; virtual and digital design; online industry certifications. Classes can be taken by high school students in grades 9-12 during the school year or during the summer. Additionally, camps are offered for grades 1-12 during the summer.

As discussed, there are few instances in which technical high schools and higher education have collaborated to develop a shared campus similar to the shared campus NECC and Whittier Tech are

proposing. While the impact to date on these cases has been positive overall, the long-term success of these collaborations is too recent to accurately measure. From the cases UMDI analyzed, institutions were able to successfully leverage connections with surrounding communities and their knowledge of regional workforce demands to develop programming that help meet the workforce demands of their region.⁴

Best Practices

To understand what best practices are recommended for collaborations between technical high schools and higher education, UMDI conducted a content analysis of literature from prior research, academic scholars, and institutions on the subject matter. Reviewed literature of best practices includes approaches from successful collaborations and consolidations between technical high schools and higher education institutions, relevant examples of fruitful public-private partnerships involving career technical education, and strategies that contribute to successful collaborations. The following best practices include actionable and effective approaches to addressing common challenges that often arise within collaborations like what NECC and Whittier Tech are proposing. All best practices will be discussed, in turn.

Practice 1: Improving Communication and Public Perception of Career Technical Education

Career Technical Education (CTE), which encourages students to gain experience in fields involving skilled labor and trades, has historically faced challenges in combating the general public's lack of knowledge surrounding its programming. According to one research survey, many students are unaware that CTE and college education are not mutually exclusive; CTE can be used as a foundation for college (Russell and White, 2019). Increasing general communication between institutions and the communities they serve to address the public's misperceptions regarding the value of CTE programming is one approach proven to be effective at addressing this challenge (Ecton, 2023).

Strategic public relations through either a PR firm or publicly known and trusted community leader is recommended to assist in the guidance of relaying the critical role CTE programming can plan for a local community and their workforce development (Fitzgerald, 2018). In addition to strategic public relations, advertising or positive promotion through newspapers, television, and social media would also help. (Jordan 2017). Public promotion should be tailored to different audiences such as using social media to reach students and deploying mailed letters to reach parents (Fitzgerald, 2018).

⁴ For additional information on attracting skilled workers through social initiatives and urban planning, read [Knowledge Towns: Colleges and Universities as Talent Magnets](#) by Endicott and Staley (2023).

Practice 2: Leveraging Community Connection

CTE programming is in a unique position to help address current gaps in regional workforce demands, helping industries meet their immediate needs while supporting the local economy in the process. As many state residents working in skilled trades approach the age of retirement, one challenge the Commonwealth will continue to face is the need for more individuals to enter skilled trade careers. (Stewart et al., 2022) An intervention that would help this problem would be to invest in community colleges that are trying to fill in regional workforce gaps which would help the region economically (Schwartz, R. and Lipson, R.; 2023). Skilled career training such as what Whittier Tech offers and NECC currently supports would offer a way to help fill in the local gaps within the skilled trades workforce. To ensure the continued growth and success of such CTE programming, it is necessary to continue building connections and partnerships within the local community, particularly within key industries and relevant skilled trades that may offer additional opportunities for hands-on internships and work-based learning (Luger, 2023).

It's also important to note that for students to graduate and fill regional workforce needs, school curriculum should be tailored by both educators and employers so that students are well prepared to join the workforce after graduation. Making sure that students are connected to industry stakeholders and making sure there is some curriculum around social-emotional learning would bring the most benefit to students. Perkins V or otherwise known as the Perkins Collaborative Resource Network has guidelines to help CTE programs adjust to regional workforce needs (Aguayo, 2022). As seen in case studies, many vocational high schools have partnered with local companies to provide paid work opportunities to students.

Practice 3: Expanding programmatic inclusion and equity

Ensuring specific, actionable plans are in place to address student barriers to participation in CTE programming is important to incorporate into future consolidation programming, to ensure all students within the region have access to CTE training. Implementation of approaches such as advertising offered programming widely through a multi-step outreach plan and ensuring adequate staffing for students with special needs and non-English language learners is one recommendation described by academics (Schwartz and Kerry, 2024). Ensuring that the rotation between classroom, lab-based, and work-based learning is based on a student's mastery and skill is crucial (Aguayo, 2022).

During interviews and group discussions, accommodating the needs of students with disabilities/special education with has been brought up, along with the enrollment of English language learners and communities that want to send kids but are unable to due to financial hardship. Logistical aspects of addressing access such as ensuring that there is adequate public transportation from more urban areas to the campus also ensures CTE programming can be accessed by a more diverse range of students, particularly those from low-income and underrepresented backgrounds.

Practice 4: Emphasize the regional importance of CTE training to the workforce

To help support expanded access and availability of CTE training, it is crucial to share information with local community members and leadership regarding regional workforce trends and future demands of the region for specific trades. Data should be presented in a format that is accessible to a broad audience, and that findings remain accessible regardless of audience to ensure transparency (Fitzgerald, 2018). It is important to ensure that the people presenting the information are trusted and respected by the community. This practice is described in further detail within the *Dispelling Misperception about the Value of CTE training* subsection of the report, which includes suggestions from the community.

Practice 5: Transparently describe overall cost to community

Describing cost estimates in incremental amounts, such as price per taxpayer, is recommended to help ease the general public's concerns over final project cost. In this practice, suggestions include clearly describing plans for obtaining supplemental funding to support the project, and clearly describing (to the public) the total amount funding sources would contribute to the overall cost. Research has shown that taxes around CTE were the most supported when they are linked to workforce development and jobs in the area that CTE was taught in (Ecton, 2023).

After numerous interviews were done, one of the most popular discussions was about transparency of the cost to the community. One of the biggest suggestions from group discussions was the concept of breaking down costs on a monthly or annual basis per citizen to help taxpayers understand what they are paying for. It was generally believed that introducing the cost of the project by stating the overall cost would be intimidating and hard for taxpayers to grasp. In discussion it was also brought up that towns in the state are struggling to keep up with the financial costs of everything. For commentary on communication please refer to Community Feedback section 3d in the report to see suggestions from the community.

Funding Opportunities

UMDI has compiled a list of potential funding opportunities available for a shared campus project such as what NECC and Whittier Tech are proposing, which includes funding opportunities that support the development of Career Technical Education programming. To develop this list, a review of legislation and related documents outlining the availability of relevant private, federal, and state funding, in addition to municipal grants, loans, and other funds which may be applicable to this project. The following section details funding sources, requirements, deadlines, intended purposes and other relevant information.

There are currently no available grants for CTE programs in Massachusetts. We have included a description of common grant requirements, as well as a compiled list of past grants that may offer more funding in the future.

Common Grant Application Requirements:

1. **Letter of Intent/Inquiry (LOI):** This is a letter expressing interest in applying for the grant. In addition to the organization's general information, an LOI commonly requests a brief explanation of why the organization is interested in applying for this grant specifically, and an overview of how the money will be used and any outside partners. It is essentially a succinct version of the grant proposal and helps determine both eligibility and fit of grant proposals. It allows the funders to get a sense of what types of organizations are interested in applying and how many there are. The LOI is frequently due one month before the proposal due date and is typically optional but highly encouraged.
2. **Proposal:** Grant proposals offer justifications for why an organization is applying for a grant and how such funds would be utilized if awarded. Proposals should be as descriptive as possible, identifying the organization and its members, as well as a mission statement if applicable. There should be a detailed statement of need identifying why this particular grant is being sought out and how the proposal's broader impacts will help address the needs of the organization and wider community. Well-defined objectives should be stated with an explanation of how the grant will aid in achieving this. There should be an itemized budget, including a description of how every dollar will be spent, a project timeline, and a description of any external funding sources which may be utilized. A large section of the proposal should be devoted to data collection and measuring success, and should include a description of the methodology, why this methodology was chosen with relevant literature and/or past case studies, and a description of who will be collecting/measuring the data along with their credentials.
3. **Commitment from Partners:** Many grants require partnerships with either the organization that is offering the grant or with outside organizations. In this case, there will need to be a written commitment from any partner organizations rationalizing their role in the project that the grant is funding.

Potential funding sources:

The following are past and present funding sources relevant to supporting CTE programming or the shared campus model between NECC and Whittier Tech. Past sources for funding have been included in the following section, as many grants may be offered in the future by the original granting institutions.

1. **Alumni Donations:** Given the thousands of NECC and Whittier Tech alumni both schools have, it would be beneficial for both institutions to organize fundraising campaigns targeted at the school's alumni. This may involve organizing in person fundraising events such as silent auctions or galas. Additionally, implementing social media campaigns to help fundraise could help ensure the campaign and information about the project is widely distributed among alumni networks.
2. **Sale of current assets:** Selling current assets that will be upgraded or would go unused in the event of a shared campus between NECC and Whittier Tech may help offset a significant portion

of the cost to develop a shared campus between the schools on NECC's Haverhill location. Allocating the funds from sale of the current Whittier Tech building and land the school is housed on could directly go towards the shared campus project. Additionally, the sale of outdated but functional program equipment to other institutions such as local technical businesses and shops could also be an additional source of revenue.

3. **Funding from municipalities:** UMDI examined funding opportunities within the 11 municipalities that Whittier Tech currently serves, for available grants that support the development of new programming, expansion of current CTE programming, and/or acquirement of equipment for CTE programs. While there are few organizations offering grants that may align with NECC and Whittier Tech's proposed shared campus, the [Ipswich Education Foundation](#) and the [Haverhill Education Foundation](#) are two nonprofits that offer microgrants aimed at supporting the development of educational programs and local student learning.
4. **State earmarked funding:** Most years there are state earmarked funds for grants for improving education facilities and equipment and addressing workforce needs through education. There was an act filed by the Massachusetts Governor on January 21st, 2025 for higher education capital needs called the [BRIGHT Act: An Act to Build Resilient Infrastructure to Generate Higher-Education Transformation](#). This will likely result in potential grants or other funding that NECC would be able to take advantage of. Programs from previous years that relate to Whittier Tech and NECC are outlined below.
 - A. **Career and Technical Education Partnership Grant from Department of Elementary and Secondary Education (DESE):** The Career and Technical Education Partnership Grant is a state funded, competitive grant of up to \$3,500,000. The purpose of this competitive Career and Technical Education (CTE) Partnership Grant is to support regional and local partnerships to expand existing and/or develop new CTE programs and initiatives that increase student access to opportunities, primarily through more effective use and integration of existing capacity and resources. Services provided are to supplement currently funded local, state, and federal programs. Eligible applicants include Districts, Charters, or Collaboratives, especially those in Gateway Cities. Applicants must identify which partner agency will serve as the project lead for this initiative, as well as proposed partners. Partner agencies may include employers, school consortia, educational collaboratives, community colleges, other publicly funded educational institutions, workforce development boards, or community-based organizations that provide publicly funded educational services but cannot include private proprietary schools or private post-secondary institutions. Applicants may pursue funding to plan or to implement a CTE Partnership, but Implementation awards are not contingent on prior receipt of Planning Grant funding. Signed letters of commitment from all partner agencies must be uploaded along with the online application.

- B. Career Technical Initiative - FY24 Planning Grant:** The Commonwealth Corporation Career Technical Initiative provides a state funded grant of up to \$2,000,000, up to \$50,000 for individual schools. To address the persistent demand in construction/trades and manufacturing, the Workforce Skills Cabinet (WSC) announced a new initiative in January 2020 to transform vocational high schools into Career Technical Institutes, running three shifts per day to expand enrollment of high school students and adults. This Request for Proposals (RFP), in addition to previously awarded grants, will establish vocational high schools as Career Technical Institutes and provide funding to deliver adult training, credentialing, and placement services. This RFP makes available up to \$2 million to fund Planning Grants to support vocational technical schools, in partnership with industry and community stakeholders, who are not yet ready to implement adult training programs through the Career Technical Initiative (CTI). The purpose of these funds is to provide schools with time and capacity for planning and program design. Eligible lead applicants are Massachusetts High Schools with designated Chapter 74 vocational programs aligned to the occupation for the adult training program that have not previously been awarded a Career Technical Initiative implementation grant. Additionally, Massachusetts High School DESE approved CTE Career Connection (Perkins) programs may be considered but will be required to complete a shop preparedness process prior to a grant award. The lead applicant must: have a commitment to work collaboratively with Commonwealth Corporation to ensure that the planning grant is successful, collaborate with regional partners, including MassHire Workforce Boards and MassHire Career Centers, who are engaged in similar work to ensure alignment of program goals to labor market, ensure effective employer engagement and to develop a long-term strategy to support the needs of the target industry, have operational and fiscal capacity to manage public funds. Schools will be required to identify intentions of applying for FY '25 Career Technical Initiative grant opportunities (released between 7/1/24 and 6/30/25) to provide training, certification, and placement to adults, pending availability of funding. All applications must include, in this order: Application Summary Form (to be completed online at time of submission); Application Narrative Form (a 2-page-maximum proposal outlining how the grant will help your school implement CTE programs); Budget Form (detailing the proposed use for requested grant funds); Letters of Commitment from MassHire Workforce Board and MassHire Career Center (agreeing to work together during the planning period to outline their roles and responsibilities in advance of applying for FY '25 Career Technical Initiative funding rounds); Certifications. Applications were released January 16, 2024, and were due February 29, 2024. Decisions were released in April 2024.
- C. Massachusetts Skills Capital Grant Program:** The Massachusetts Skills Capital Grant Program from the MA Workforce Skills Cabinet is a state funded grant with two award options. Option 1 is a FY24 award – ranging from \$50,000 to \$500,000. Applicants seeking support of Innovation Pathway programs are limited to a maximum of \$75,000 per designated pathway program and a total of two pathways (\$150,000). Option 2 is a multi-year award request

(FY24 and FY25) ranging from \$750,000 to \$1,500,000. Applicants seeking multi-year funding are required to meet matching resources and budgeting requirements identified on the multi-year funding budget sheet. The Workforce Skills Capital Grant Program will award grants for the purchase and installation of equipment and related improvements and renovations necessary for installation and use of such equipment to support vocational and technical training. This equipment will upgrade and expand Career Technical Education (CTE) and training programs that are aligned with regional economic and workforce development priorities for in-demand industries, provided that grant applications facilitate collaboration to provide students with training pathways to career opportunities in high-skill, high-demand industry sectors. Eligible applicants include Community-based and correctional organizations, including adult basic education and English Language Learner programs providing career technical instruction; Non-profit education, training, or other service providers; Vocational education institutions and Labor organizations; Regional vocational schools or High Schools; Community colleges. For FY2024, applications opened mid-January 2023, with an optional LOI due in mid-February. Proposals were due mid-March, and decisions were released mid-April. Grant proposals should include detailed information on CTE programs that will benefit from grant funds and how the money will be used to expand/improve these programs. Applicants must demonstrate sustainable partnerships with relevant employers and partners. For every \$3 of Workforce Skills Capital Grant funds requested, applicants must secure a minimum of \$1 of cash match to support related equipment or infrastructure from employers or other sources besides state funding. Documentation of a grantee's available matching resources will be required prior to contracting.

5. **Federal earmarked funding:** The federal government has offered funding specifically for CTE in the past that may be offered again in the future. One program from the most recent year funding was granted is outlined below.
 - A. **Career Connected High Schools Perkins Innovation and Modernization Grant from Perkins Collaborative Resource Network:** The Career Connected High Schools Perkins Innovation and Modernization Grant is a federally funded grant that can range from \$1,100,000 to \$1,475,000 for 12-month projects, up to \$3,425,000 to \$4,425,000 for a three-year project, with possibility of a two-year renewal. The purpose of this grant program is to identify, support, and rigorously evaluate evidence-based and innovative strategies and activities to improve and modernize Career Technical Education (CTE) and ensure workforce skills taught in CTE programs funded under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) align with labor market needs. The grant is intended for schools with underserved communities of students. Applications were made available August 14, 2023. Applicants are strongly encouraged, but not required, to submit a LOI by September 13, 2023. Applications were due October 13, 2023. Decisions were released sometime after December 12, 2024. Applicants must submit a written plan detailing how the grant funds will predominantly serve

students from families with low incomes. Grant recipients must show proof of the ability to match funds from non-federal sources. This requirement may be waived on a case-by-case basis upon demonstration of exceptional circumstances.

6. **Foundation grants:** An array of private and public foundations offer grant opportunities for higher education institutions, typically focused on supporting targeted factors related to education. Some foundations are geared towards fields of study, such as liberal arts or science, technology, engineering and math generally, or nursing or agriculture specifically. Others may offer funding for different cohorts of students, such as early college programming or workforce readiness training. Others still award grants for projects that generally improve student outcomes, allowing for more generalized use of funds. Some examples of specific foundation grants include the [Massachusetts Life Sciences Center's STEM Equipment and Professional Development Grant Program](#), which offers grants between \$15,000 and \$85,000 for equipment, supplies, and professional development to advance and expand life sciences education at Massachusetts public schools through implementation of project and inquiry-based curriculum. The National Institute of Food and Agriculture has grant money available ranging from \$30,000 to \$750,000 through the [Higher Education Challenge Grants Program](#) for institutions with at least one discipline area of food and agricultural services to address some level of educational need. Another example of a more broad grant program is the [Arthur Vining Davis Foundations' Private Higher Education Program Area](#) which offers grants between \$25,000 to \$300,000 for single or multi-year projects that involve and intervention or program intended to improve a measurable outcome at 501(c)(3) institutions that prioritize undergraduate education and emphasize the liberal arts.
7. **Higher ed capital:** Capital available for higher education institutions, usually allocated from public sources separately from general operating funding, are typically used for a range of purposes including new building construction, renovations, purchasing new equipment and information technology. The Massachusetts Department of Elementary and Secondary Education has compiled [a table of current grant funding opportunities](#), and though some due dates have passed, this table is regularly updated with new opportunities for higher education capital.
8. **Shared space:** For current or future buildings on the NECC campus, capitalizing on the opportunity to share spaces with community organizations could generate additional revenue for the project. This could be achieved by renting spaces such as gyms, auditoriums, meeting rooms or classrooms outside of school use hours to clubs, teams, or organizations. [Somerville Public Schools](#) provides a detailed account of their guidelines and rate schedule which could be used for reference. Additionally, targeting senior centers and 65+ clubs or organizations for shared space partnerships may be a fruitful source of funding and community engagement. Whether shared space involves sharing kitchen spaces or pickleball courts, integrating intergenerational uses for campus buildings could provide funding in the form of rental revenue and increased community

support from generations who may not have otherwise benefited from the shared campus proposal. Aside from the social benefits for both students and seniors, programming for senior citizens could also be used to leverage funds from other grant opportunities that the school might not otherwise be qualified for.⁵

9. **Massachusetts School Building Authority Core Program:** The MSBA Core Program is a state funded, non-entitlement, competitive grant program through which at least 31 percent of the cost of construction or renovation projects are reimbursed. The grant program is funded by a 1% sales tax in Massachusetts that is collected into the School Modernization Trust Fund and distributed to MSBA for capital grants. Grants are distributed by the MSBA Board of Directors based on need and urgency, as expressed by the district and validated by the MSBA. The Core Program is intended for new construction, addition, and/or renovation projects. The application typically opens mid-January and closes mid-April, but exact dates may change year to year. Applicants are notified of an acceptance or rejection between August and October (time frame may vary). Statutory Priority 1 is the replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists. If the district selects Statutory Priority 1, an electronic version of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent system failure is likely to manifest itself are required. Statutory Priority 3 is the prevention of a loss of accreditation, or a process to review educational program standards. If the district selects Statutory Priority 3, an electronic summary of the accreditation report(s) focusing on the deficiencies as stated in the SOI.
10. **MassWorks Infrastructure Program:** The MassWorks Infrastructure Program is a competitive grant program that provides the largest and most flexible source of capital funds to municipalities and other eligible public entities primarily for public infrastructure projects that support and accelerate housing production, spur private development, and create jobs throughout the Commonwealth.⁶ There is a predevelopment grant with a typical range of \$100k - \$500k, and a direct infrastructure grant with a typical range of \$1M - \$5M. This is a highly competitive grant program with a full application deadline of June 4, 2025, for fiscal year 2026. The total funding for FY 2026 is approximately \$95M.
11. **MassDevelopment Investment:** MassDevelopment, functioning as the Commonwealth's development finance agency and land bank, offers a range of creative funding and financing opportunities to support impactful projects across Massachusetts. While a central aspect of their mission is geared toward growing companies and financing real estate projects, there are several

⁵ <https://www.ltsscenter.org/how-to-share-campus-space-for-the-good-of-young-and-old/>

⁶ The MassWorks Infrastructure Program guidelines can be accessed here: <https://www.mass.gov/doc/fy26-massworks-program-guidelines/download>

financing solutions available that would be applicable to the shared campus initiative for NECC and WT.

- a. **Cultural Facilities Fund Grant:** Funded jointly by the Massachusetts Cultural Council, there are three types of grants available to the end of increasing public and private investment in cultural facilities that are 501(c)(3) organizations engaged in the arts, humanities, or interpretive sciences. Grant types available include: (1) Capital grants for the acquisition, design, construction, repair, renovation, and rehabilitation of a cultural facility, (2) Feasibility and technical assistance grants for the planning and assessment of a cultural facility, and (3) System replacement grants for 20-year capital needs assessments of buildings and mechanical systems. Eligible facilities include auditoriums, classrooms, concert halls, exhibition spaces, and theaters as well as other facilities unrelated to NECC and WT. Public or private institutions of higher education that own cultural facilities must provide service and direct access to the community and the public beyond their educational mission and demonstrate financial need. Facilities owned by municipalities must be at least 50% devoted to cultural purposes. All grants require a match by contributions from the private or public sector. The application window has passed for FY25 but will become available again in the fall for FY26.
- b. **Pilot Family Child Care Facilities Grant:** The Family Child Care Facilities Grant is a competitive program run in conjunction with the Massachusetts Department of Early Education and Care (EEC). Grants can be used for projects that are “fixed and integrated” into the physical environment and are critical for helping the provider meet the following objectives: Increase enrollment up to current licensed capacity, enable providers to increase their current licensed capacity, and meaningfully improve the quality of care and education that can be provided in the program’s physical space. Good projects have active licenses or are actively in the renewal process with the EEC, be in good regulatory standing, have been actively providing licensed childcare for at least two years prior to application, and operate a minimum of four days per week. The application process has passed for this year, grant notifications will be provided in spring of 2025, but there is another round to be expected in 2025.
- c. **Underutilized Properties Program Grant:** Broadly targeting underutilized, abandoned or vacant properties, good candidates for projects funding provide a public purpose in one of the following areas: creating jobs, driving innovation, eliminating blight, increasing housing production, supporting economic development projects, increasing the number of commercial buildings accessible to persons with disabilities, conserving natural resources through targeted rehabilitation, and/or reuse of vacant and underutilized property owned by the applicant. Applications are reviewed holistically for their total impact on increased public benefits. This program is a part of MassDevelopment’s

Community One Stop for Growth program with a streamlined application portal for a number of their grant programs. The FY26 round of One Stop opened on January 24, 2025, and the guidance phase runs through April 30, 2025. The deadline to submit expressions of interest is March 26, 2025.

- d. **[Community One Stop for Growth Grants:](#)** MassDevelopment manages several programs that are part of the state's single application portal and collaborative review process of community development grant programs – making targeted investments based on a development continuum. Developers, nonprofit partners, and municipalities can apply for funds to advance projects that address housing shortages, eliminate blight, and stimulate local economies.
- e. **[TechDollars Loan:](#)** Loans ranging from \$25,000 to \$500,000 are available to help nonprofit 501(c)(3) organizations in Massachusetts purchase and install technology equipment. Funds may be used to finance 100% of the cost of new or used telecommunications and information technology equipment, software, and related installation costs. Applications are accepted on a rolling basis and there is a \$250 application fee.
- f. **[Property Assessed Clean Energy \(PACE\) Program Financing:](#)** Beyond the standard grants and loans mentioned above, the PACE program is an innovative program to help commercial and property owners in Massachusetts finance energy improvements. Through non-recourse long-term financing, PACE can provide the capital needed to construct or upgrade buildings now and repay overtime using savings from the upgrades. The program lets you agree to a betterment assessment and lien on your property, sufficient to repay the financing extended by a private capital provider on a quarterly, semi-annual, or annual basis. Interested property owners can submit a completed PACE Massachusetts application detailing the type of energy improvement project they want to undertake – and demonstrating that the energy savings from the project will be greater than the cost (a requirement of the program). It is also a requirement that the municipality in which the project takes place opts-in to the program, and while Haverhill and other selected communities have not yet adopted the PACE program, Amesbury has. PACE can be used to finance energy efficiency and renewable energy improvements such as boilers and furnaces, chillers, motors and drivers, lighting, solar panels, insulation, air sealing, geothermal, solar hot water, energy management systems, energy recovery, and redistribution systems. More details are available [here](#).

12. **Chapter 70 State aid and higher education appropriation funding:** [Chapter 70](#) state aid funding is the state funding for public elementary and secondary education. Schools will get funding based on enrollment. It also sets minimum requirements for each municipalities share of school

costs. [Higher education appropriation funding](#) is the state budget line for the Department of Higher Education that includes all programs and funding related to public colleges and universities, including community colleges. If the plan for the shared campus includes increased enrollment for either Whittier Tech or NECC or both, there would also be increased state funding for the relevant school.

Regional Labor Market Scan

This section describes the regional labor market surrounding Northern Essex Community College and Whittier Regional Vocational Technical High School. To accomplish this, UMDI uses industry and occupational data from Lightcast, a proprietary labor market analytics tool. The data described in this section is presented for Essex County.

This section explores the local job market and how it relates to the programs offered by NECC and Whittier Tech. Many large sectors of the Essex County labor market are represented in educational programs offered by NECC and Whittier Tech, particularly in healthcare and other direct care trades. This section also discusses future trends in the local labor market and how NECC and Whittier Tech programs are aligned with them.

Regional Labor Market

Table 1 shows the largest industries in Essex County and their location quotients. Location quotient is a measure of the employment concentration of an industry or occupation locally compared to the nation, calculated by taking the percentage of jobs locally divided by percentage nationally. When an occupation makes up the same proportion locally as the U.S., the location quotient, or LQ, would be 1.0. In instances with the LQ is over 1.0, there is a higher concentration of those jobs locally compared to U.S. When the LQ is under 1.0, it signals that occupation is under-concentrated in the local economy. Health care and social assistance is the largest, making up 18% percent of jobs in the county. It also has a high location quotient at 1.38, meaning it is highly concentrated in Essex County. This industry includes medical and dental services, hospitals, day care, and services for elderly persons and persons with disabilities including outpatient services and inpatient care facilities. Health services and day care facilities make up significant employment in the region as well. Manufacturing is a highly concentrated industry in the region, with a location quotient of 1.45. The largest industries within manufacturing are advanced manufacturing of aerospace products and parts and manufacturing of navigational and control instruments, along with other advanced industrial manufacturing industries. Other large sectors include government, which is mainly related to the administration of governmental education departments and local and state government administration, and retail trade.

Table 1: Top Employment Industries in Essex County

Industry	2024 Jobs	% of Total Jobs	Location Quotient
Health Care and Social Assistance	67,212	18%	1.38
Government	44,550	12%	0.85
Manufacturing	41,242	11%	1.45
Retail Trade	36,995	10%	1.07
Accommodation and Food Services	29,972	8%	0.97
Professional, Scientific, and Technical Services	23,104	6%	0.88
Construction	22,500	6%	1.06
Other Services (except Public Administration)	19,874	5%	1.10
Administrative and Support and Waste Management and Remediation Services	19,836	5%	0.89
Educational Services	11,675	3%	1.29

Source: *Lightcast*

Table 2 shows the top occupations by employment in Essex County and their location quotients. will exist in multiple industries. For general and operations managers and information technology support occupations will be in many industries. The largest occupation in Essex County is home health and personal care aides. This occupation, as well as registered nurses, is contained within the health care and social assistance industry. Other large occupations include fast food and counter workers, and retail salespersons.

In terms of location quotient, most of the jobs are within 20 percent of the national average employment concentration. The standout is home health and personal care aides with a value of 1.86. This means that the employment concentration is 86% higher, or almost double, the national average. This is an important occupation due to its large number of jobs in the region, and it also represents a relatively large share of the total employment in the region.

Table 2: Top Occupations by Employment in Essex County

	Occupation	2024 Jobs	Location Quotient
1	Home Health and Personal Care Aides	17,505	1.86
2	Fast Food and Counter Workers	9,601	1.19
3	General and Operations Managers	9,520	1.20
4	Retail Salespersons	8,732	1.07
5	Cashiers	7,313	1.03
6	Registered Nurses	6,371	0.90
7	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	6,218	1.16

8	Stockers and Order Fillers	5,304	0.85
9	Waiters and Waitresses	5,219	1.06
10	Customer Service Representatives	5,076	0.81

Source: Lightcast

Occupations Requiring Less than a Four-Year Degree

Table 3 shows occupations in Essex County that generally require a high school degree or equivalent or higher, but do not require a four-year degree. Some of the top occupations requiring less than a four-year degree are also included in the top occupations overall. A number of the top occupations, particularly those that require specialized education, are represented in Whittier Tech and NECC's current programming.

Table 3: Occupations Requiring At Least High School but Less than a Four-Year Degree in Essex County

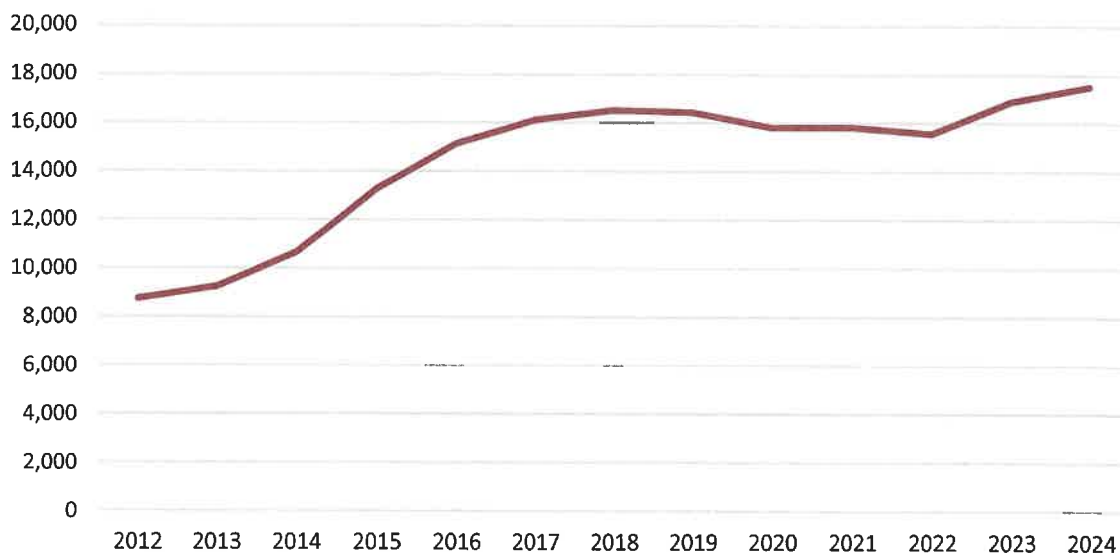
	Occupations	2024 Number	Typical Entry Level Education
1	Home Health and Personal Care Aides	17,505	High school diploma or equivalent
2	Stockers and Order Fillers	5,304	High school diploma or equivalent
3	Customer Service Representatives	5,076	High school diploma or equivalent
4	Office Clerks, General	4,896	High school diploma or equivalent
5	Teaching Assistants, Except Postsecondary	4,352	Some college, no degree
6	Nursing Assistants	3,585	Postsecondary nondegree award
7	First-Line Supervisors of Office and Administrative Support Workers	3,452	High school diploma or equivalent
8	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	3,336	High school diploma or equivalent
9	Bookkeeping, Accounting, and Auditing Clerks	3,284	Some college, no degree
10	Childcare Workers	3,192	High school diploma or equivalent

Source: Lightcast

Home health and personal care aides is the largest occupation by a large margin. Whittier Tech students in the Health Occupations program are prepared for the direct care that this occupation requires. NECC also offers Health and Human Services programs that prepare students for this and other health care

occupations. This occupation is growing at an exceptional rate in the region. Between 2012 and 2024 it has increased from 8,737 estimated jobs to 17,505 estimated jobs, showing that this occupation has more than doubled. Figure 1 shows the growth over time of the home health and personal care aide occupation in Essex County. This growth reflects the shifting demographic trends in the region, particularly an aging population. This trend is likely to continue into the future which will promote further potential growth in this occupation.

Figure 1: Home Health and Personal Care Aide Occupation Growth 2012-2024



Source: Lightcast

There are other relevant occupations that have grown significantly over the last decade. These include construction trade supervising, plumbing and electrical work, and food preparation supervising. These are all occupations that Whittier Tech prepares students for in their current programmatic offerings.

In an interesting contrast to the dramatic increase in home health and personal care aide employment, both the Nursing Assistant and Licensed Practical and Licensed Vocational Nurse occupations have declined by 25 percent since 2012. These are both post-secondary award requiring in demand occupations in the region that are relevant to programs at NECC and Whittier Tech. Other notable declining industries are Production Workers and Childcare Workers.

Job Postings

Lightcast also provides data on current job postings, or the positions that employers are currently looking to fill. Table 4 shows the top 10 job titles posted in Essex County over the last year. The top five titles are all various direct care jobs that Whittier Tech's Health Occupations program and NECC's Health and Human Services programs prepare students for. All the top ten most posted jobs are represented in

Whittier Tech’s programming. Outside of healthcare, NECC also offers early childhood education programming.

Table 4: Top Job Titles Posted for Hire in the Last Year (2023-2024)

	Job Title	Unique Postings in the last Year
1	Medical Assistants	440
2	Direct Support Professionals	422
3	Dental Assistants	255
4	Caregivers	252
5	Home Health Aides	232
6	Automotive Technicians	123
7	Preschool Teachers	115
8	Hair Stylists	94
9	Direct Care Workers	81
10	Carpenters	73

Source: Lightcast

Lightcast also scraps job posting to identify the most commonly required skills. Table 5 shows the top skills that were included in job postings over the last year for jobs requiring less than a four-year college degree. Medical assistance and computer literacy are notable because they are the specific focus of Whittier Tech and NECC programs. Communication, customer service, management, problem solving, and operations are more general employment skills that are covered across multiple programs.

Table 5: Top Skills in the Last Year

	Skill or Qualification	Instances in Unique Job Postings in the last Year
1	Communication	1,987
2	Valid Driver’s License	1,387
3	Customer Service	1,250
4	Management	906
5	Lifting Ability	890
6	Medical Assistance	868
7	Problem Solving	866
8	Computer Literacy	764
9	Operations	721
10	Housekeeping	675

Source: Lightcast

Table 6 shows the employers in Essex County with the highest number of unique job postings requiring less than a bachelor’s degree in the last year. Most of these employers are hospitals or other companies

within the sphere of healthcare. This is consistent with the largest industries and occupations by employment being within the health care and social assistance sector.

Table 6: Top Employers by Job Postings Requiring less than a Four-Year Degree in the Last Year

	Company	Unique Postings in the last Year
1	Beth Israel Lahey Health	531
2	Lawrence General Hospital	448
3	Bridgewell	427
4	Salem Hospital	414
5	CVS Health	351
6	Randstad	205
7	Vinfen	193
8	Haverhill Public Schools	186
9	Holy Family Hospital	178
10	State of Massachusetts	176

Source: Lightcast

Table 7 shows a ten-year projection of jobs requiring at least high school but less than a bachelor's degree to 2034 and how employment is projected to change over that time. Home health and personal care aide jobs are projected to continue growing with a projected growth of 17 percent over the next ten years, representing an increase of over 2,500 jobs. Teaching assistants are also expected to grow by 9 percent. Many of the other large occupations, including nursing assistants, are projected to decrease over the next ten years.

Table 7: Projected Change in Employment for Jobs 2024-2034

Occupation	2024 Jobs	Projected 2034 Jobs	% Change
Home Health and Personal Care Aides	16,126	18,821	17%
Stockers and Order Fillers	5,179	5,534	7%
Teaching Assistants, Except Postsecondary	4,095	4,467	9%
Customer Service Representatives	4,766	4,295	-10%
Office Clerks, General	4,445	4,284	-4%
Nursing Assistants	3,531	3,348	-5%
First-Line Supervisors of Office and Administrative Support Workers	3,275	3,040	-7%
Heavy and Tractor-Trailer Truck Drivers	2,708	2,901	7%

First-Line Supervisors of Food Preparation and Serving Workers	2,741	2,859	4%
Bookkeeping, Accounting, and Auditing Clerks	2,872	2,730	-5%

Source: Lightcast

The Northeast Massachusetts Regional Labor Force Blueprint 2023-2027

The Northeast Massachusetts Regional Labor Force Blueprint 2023-2027⁷ discusses the current and future workforce conditions and needs in the Northeast region of Massachusetts, which includes the region around NECC and Whittier Tech. The Blueprint presents the following priority and notable industries and occupations:

Priority Industries:

1. Manufacturing
2. Health Care and Social Assistance
3. Professional, Scientific, and Technical Services

Notable Industries:

1. Clean Energy or Climate Tech industries
2. Construction
3. Education

Priority Occupations:

1. Software Developers
2. Industrial Machinery Mechanics
3. General and Operations Managers
4. Behavioral health occupations
 - a. Substance Abuse, Behavioral Disorder, and Mental Health Counselors
5. Nursing occupations (with emphasis on a nursing career pathway)
 - a. Nurse Practitioners
 - b. Registered Nurses
 - c. Licensed Practical and Licensed Vocational Nurses

Notable Occupations:

1. Construction occupations
 - a. Carpenters
 - b. Electricians
 - c. Plumbers, Pipefitters, and Steamfitters

⁷ [Northeast Massachusetts Regional Labor Force Blueprint 2023-2027](#)

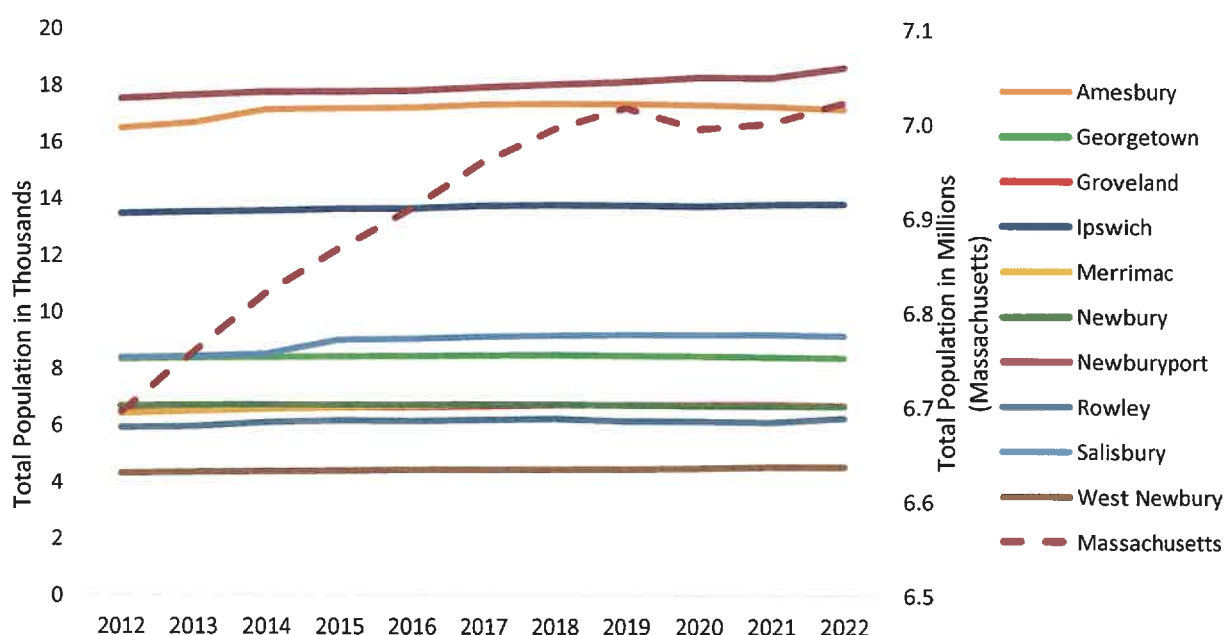
While some of these industries and occupations require higher levels of education than an associate's degree, most of them are relevant to programs offered at Whittier Tech and NECC. Many of the priority occupations are related to health care and social assistance, which is a priority industry. This is particularly relevant to NECC and Whittier tech programs that prepare students for careers in nursing and behavioral health. The construction occupations; carpenters, electricians, and plumbers; are directly relevant to Whittier Tech programs. Overall, Whittier Tech and NECC programs align well with the workforce goals and priorities set forth by the Northeast Massachusetts Regional Labor Force Blueprint 2023-2027.

Demographic and Economic Benchmarking

The following section will provide a baseline assessment of the demographic and economic characteristics of the region and communities served by NECC and Whittier Tech. Secondary data describing employment, workforce, and demographic characteristics are leveraged to provide a comprehensive overview of the region in which NECC and Whittier Tech operate. This section analyzes a subset of 11 towns in the northern part of Essex County including: Amesbury, Georgetown, Groveland, Haverhill, Ipswich, Merrimac, Newbury, Newburyport, Rowley, Salisbury, and West Newbury.

For context, most indicators examined by UMDI are analyzed for Essex County and the Commonwealth, when appropriate. The following indicators are analyzed either over a 10-year period from 2012 to 2022 or in 2022 alone.⁸ Indicator sources include the U.S. Census Bureau's American Community Survey's (ACS) 5-year estimates and Intercensal Estimates, the Massachusetts Department of Economic Research's Local Area Unemployment Statistics (LAUS) including labor force and unemployment data, and the U.S. Census Bureau's Longitudinal Employment and Household Dynamics (LEHD) Origin Destination Employment Statistics (LODES), accessed through their OnTheMap tool, and the UMDI Population Estimates Program's population projections.

Figure 2: Total Population in Selected Towns and Massachusetts, 2012-2022

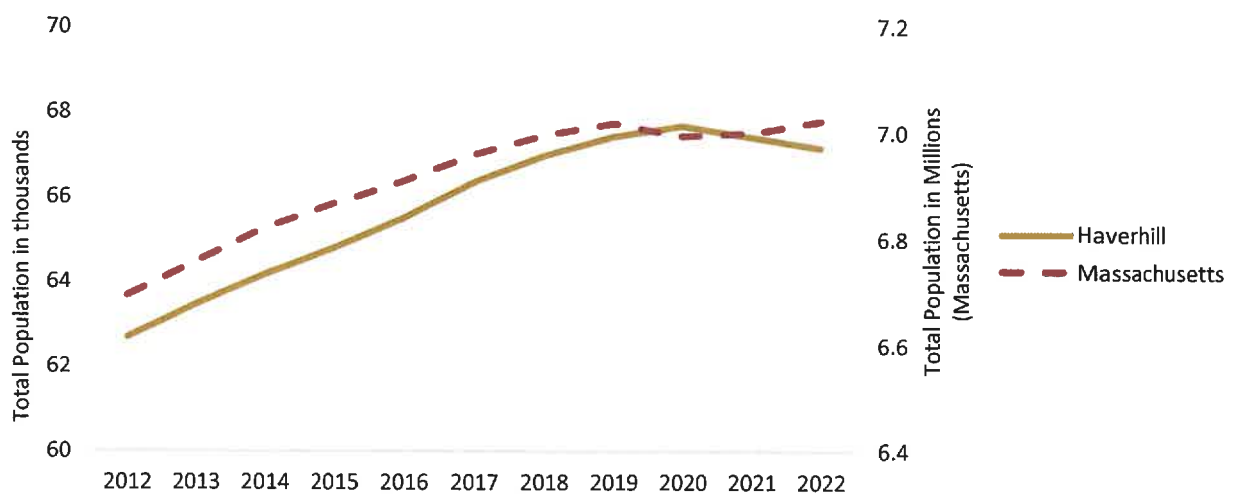


⁸ At the time of analysis, 2022 data were the most recent data available. ACS 5-year estimates for 2023 were released in December of 2024.

Source: U.S. Census Bureau, Intercensal Estimates

Over the 10-year period, the total population in most selected towns did not change significantly, as seen in Figure 2 above and Figure 3 below. Most towns saw a slight decline between 2019 and 2021 as a result of the COVID-19 pandemic but have since stabilized. Haverhill has grown the most over the 10-year period, climbing by over 4,000 residents and following the growth overall trend in Massachusetts. The population of native-born residents ranged from 88 to 97 percent of the population in these selected communities in 2022, which is higher than both the Commonwealth (82.4%) and Essex County (81.5%) during the same year. Haverhill has the lowest percentage of native-born residents at 88 percent in 2022.⁹

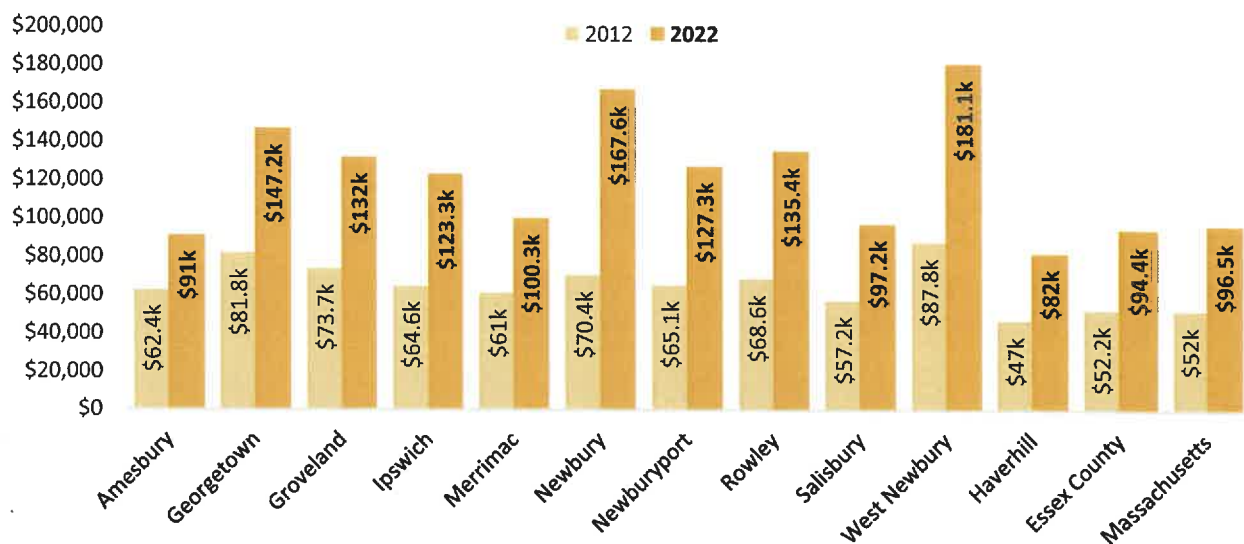
Figure 3: Total Population in Haverhill and Massachusetts, 2012-2022



Source: U.S. Census Bureau, Intercensal Estimates

⁹ Source: U.S. Census Bureau, ACS 5-year estimates

Figure 4: Median Household Income in 2024 dollars for Selected Towns, Essex County, and Massachusetts. 2012 vs 2022.

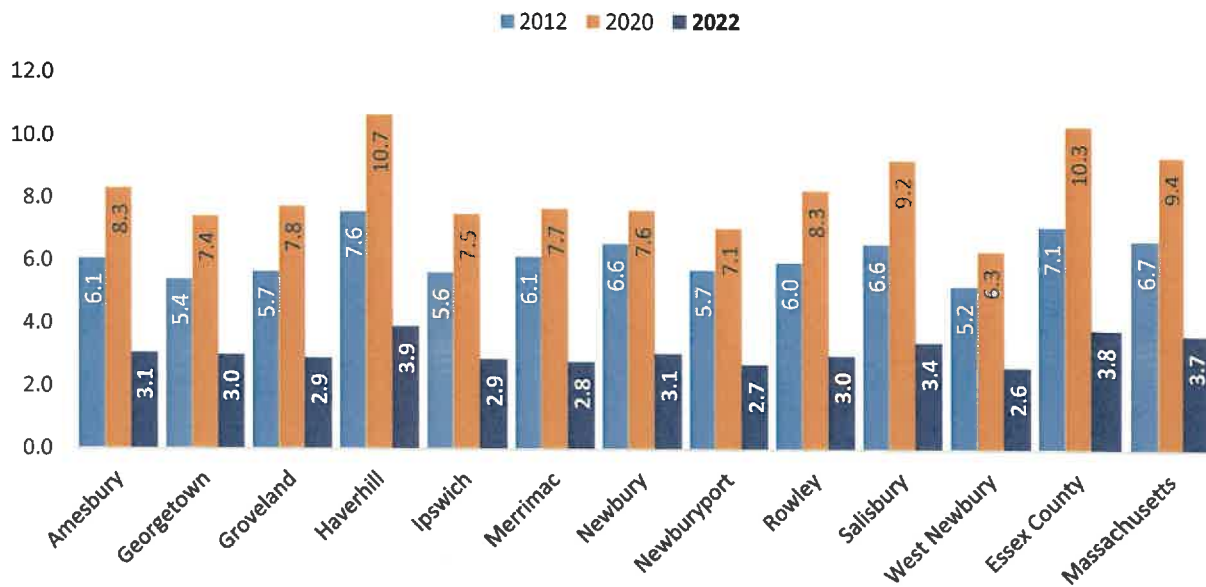


Source: ACS 5-year estimates.

Figure 4 shows median household incomes in 2012 and 2022, adjusted to 2022 dollars.¹⁰ Median household incomes in every town increased between 2012 and 2022, in some cases as little as \$28,600 (Amesbury) and on other cases as much as \$97,200 (Newbury) and \$93,400 (West Newbury). Essex County saw an increase similar to the state, with the county's median household income increasing from \$52,200 in 2012 to \$94,400 in 2022 and the state increasing from \$52,000 to \$96,500 over the same period.

¹⁰ After adjusting for inflation using the Consumer Price Index, the incomes in 2012 are expressed in 2022 dollars to create a basis for comparison.

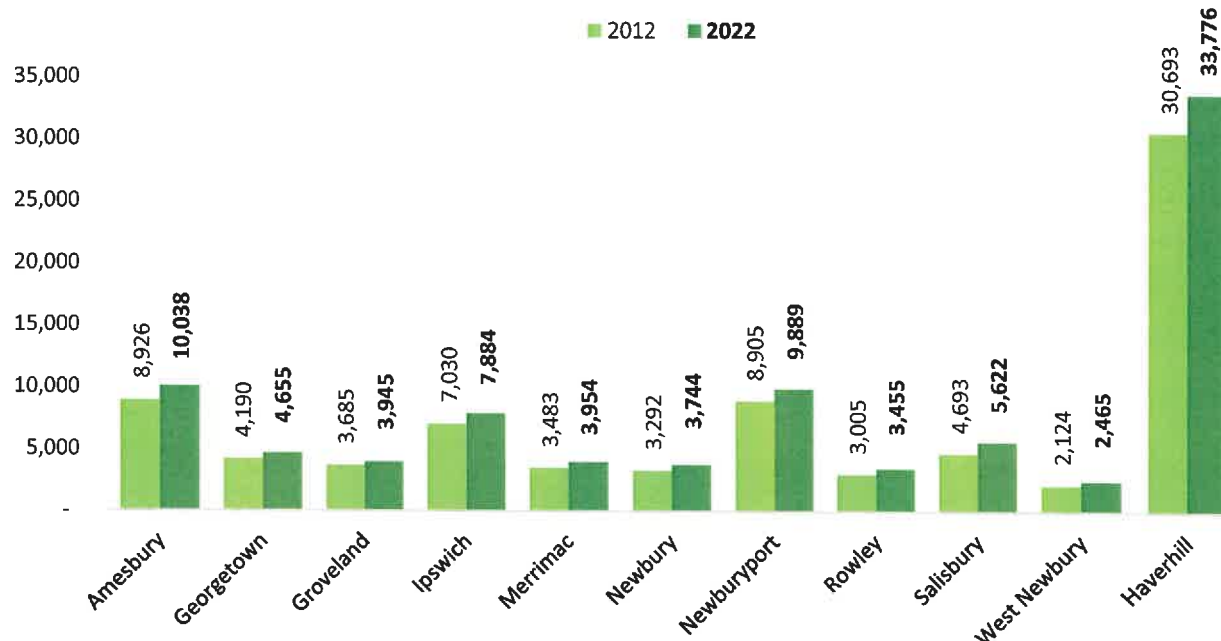
Figure 5: Unemployment Rate by Selected Towns, Essex County, and Massachusetts. 2012, 2020, 2022.



Source: Massachusetts DER, Local Area Unemployment Statistics

As shown in Figure 5, unemployment rates dropped substantially throughout the region and state between 2012 and 2022. It is important to note that unemployment rates across the nation were elevated in 2012 given the country was still recovering from the Great Recession, and these rates gradually decreased until the pandemic. The impact of the COVID-19 pandemic in 2020 shot unemployment rates to record highs, with annual rates as much as 10.7 percent in Haverhill and 10.3 in Essex County, with the state averaging 9.4 percent. Comparing 2012 to 2022, Essex County dropped from 7.1 percent in 2012 to 3.8 percent in 2022 in tandem with the Commonwealth (6.7 percent to 3.7 percent). Aside from Haverhill, every town in the region experienced unemployment rates lower than the state in 2022. However, Haverhill did experience the largest decrease in unemployment over the same period, dropping 3.66 percentage points between 2012 and 2022.

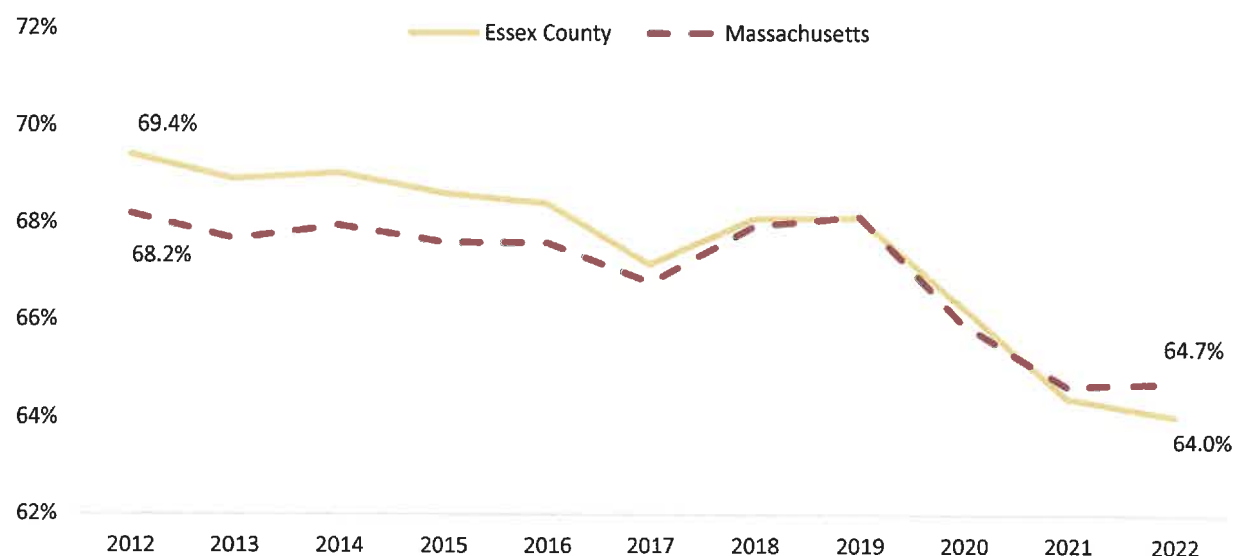
Figure 6: Total Employment in Selected Towns, 2012 vs 2022



Source: LAUS

Total employment levels across all towns in the region increased between 2012 and 2022, depicted in Figure 6 above. Though smaller towns may appear to have changed very little over the 10-year period when compared to Haverhill, Salisbury, West Newbury, and Rowley experienced the largest percent increase, growing 19.8, 16.0, and 15.0 percent, respectively. Not depicted in this figure is a deviation from the upward trend due to the COVID-19 pandemic, during which all towns and the state experienced a gradual increase until 2019, a decline into 2020 reflecting the effects of the pandemic, followed by another gradual increase.

Figure 7: Labor Force Participation Rate for Selected Towns and Massachusetts, 2012 through 2022



Source: ACS 5-year estimates; LAUS.

An additional indicator of economic health in a region is the labor force participation rate (LFPR). The LFPR refers to the share of the population who is actively engaged in the labor force and is measured by taking the percentage of the population that is employed or seeking employment divided by the total working age population.¹¹ Figure 7 above shows the trends in LFPR for Massachusetts and Essex County between 2012 and 2022.¹²

Despite some volatility between 2012 and 2022, LFPR for Essex County and the state has declined. In 2012, the LFPR in Essex County was 69.4% while the Commonwealth's was 68.2%. In 2022, LFPR declined 5.4 percentage points in Essex County and 3.4 percentage points in the state, dipping to 64.0% and 64.7% respectively. Essex County's LFPR followed a trend similar to that of the state over the 10-year period, though the county was trending higher than the state between 2012 and 2019 and lower than the state in 2022.

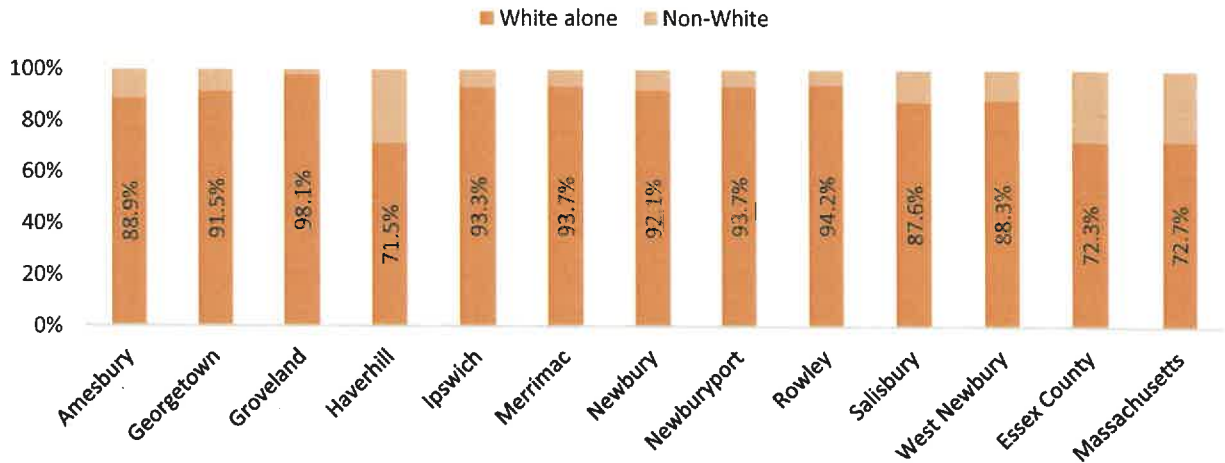
Demographics can play a key role in LFPR, as people with advanced education tend to participate at higher levels and for longer than people with lower educational attainment, young adults (16-24) tend to participate at lower rates because they are more likely to be in school, and older adults (55 plus) participate less as they approach traditional retirement ages. The latter is a particularly salient issue right now with the overall aging of the state's population, as baby boomers and older generation X workers

¹¹ The working population is made up of civilians aged 16 and over who are not institutionalized.

¹² State and county level LFPR are featured due to data limitations for town-level estimates over this period.

transition into older cohorts. Many of these older workers are even retiring sooner than 65, the typical age for retirement, with the median age for retirement in the US being 62 years old¹³ in 2022.

Figure 8: White and Non-White distribution in Selected Towns, Essex County, and Massachusetts, 2022.

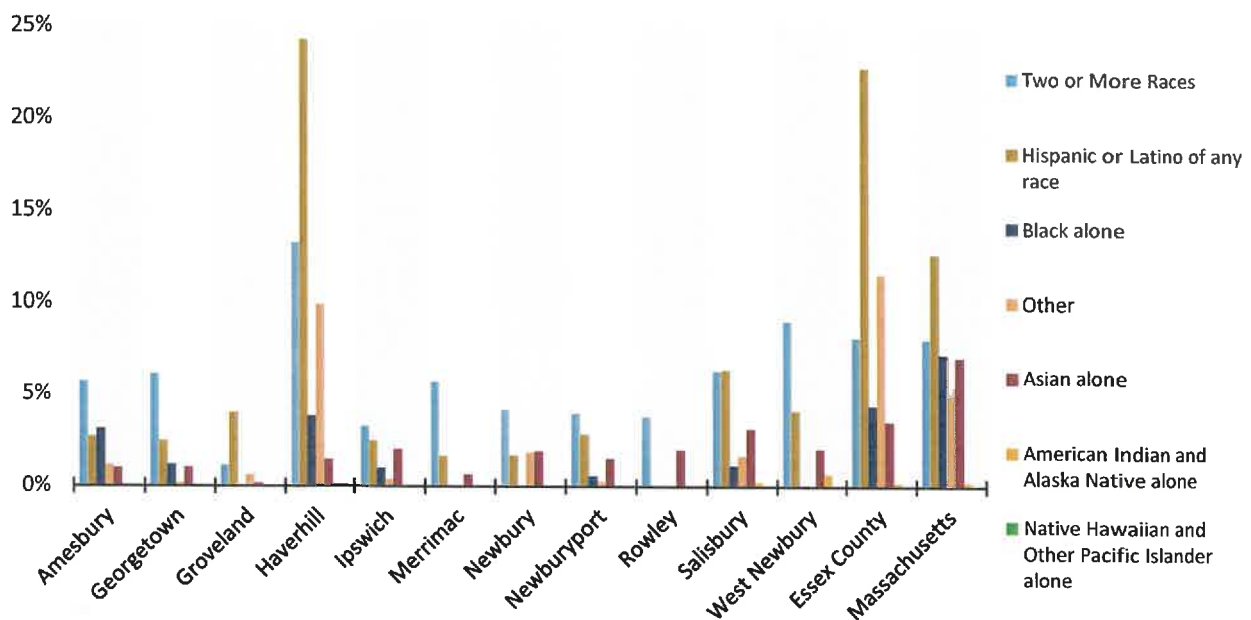


Source: ACS 5-year estimates

Much like the Commonwealth, all municipalities in the region are primarily made up of white residents. As shown in Figure 8, the share of white residents' range across municipalities from 72.6 and 98.1 percent of the population. Diversity has increased, however, in nearly every city and town between 2012 and 2022, most notably in Haverhill, West Newbury, and Salsbury, which experienced a decrease in the share of white residents at 12.8, 11.6, and 10.7 percentage points, respectively.

¹³ https://www.ebri.org/docs/default-source/rcs/2022-rcs/2022-rcs-summary-report.pdf?sfvrsn=a7cb3b2f_12

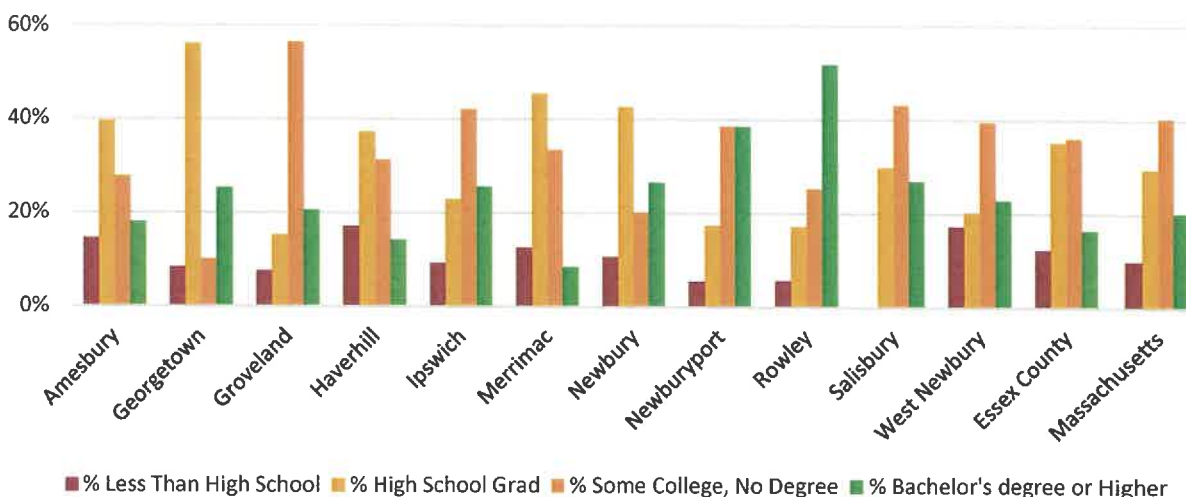
Figure 9: Non-White Racial Distribution of Selected Towns, Essex County, and MA, 2022



Source: ACS 5-year estimates

Focusing on people of color in Figure 9 above, residents who identify as two or more races make up the majority of the non-white population across the selected towns in 2022, accounting for nearly 14 percent of the population in Haverhill, nearly 9 percent in West Newbury, and 6.3 percent in Salisbury. The second largest race group among non-white residents in Amesbury and Georgetown are those who identify as Black, while those who racially identify as 'other' make up the second largest share in Groveland and Haverhill, and those who identify as Asian make up the second largest non-white racial group in the remainder of the selected towns. Almost all towns in the region are not as diverse as Massachusetts or Essex County as a whole. Residents who identify as Hispanic or Latino of any race make up small shares of the population in most selected towns in the region, with most towns having less than 6.5 percent of the population made up of Hispanic or Latino residents. Haverhill, however, has a higher share of Hispanic residents at 24.2 percent in 2022, higher than that of the state or county (12.6% and 22.7% respectively).

Figure 10: Educational Distribution of 18 to 24-year-olds in Selected Towns, Essex County, and Massachusetts. 2022

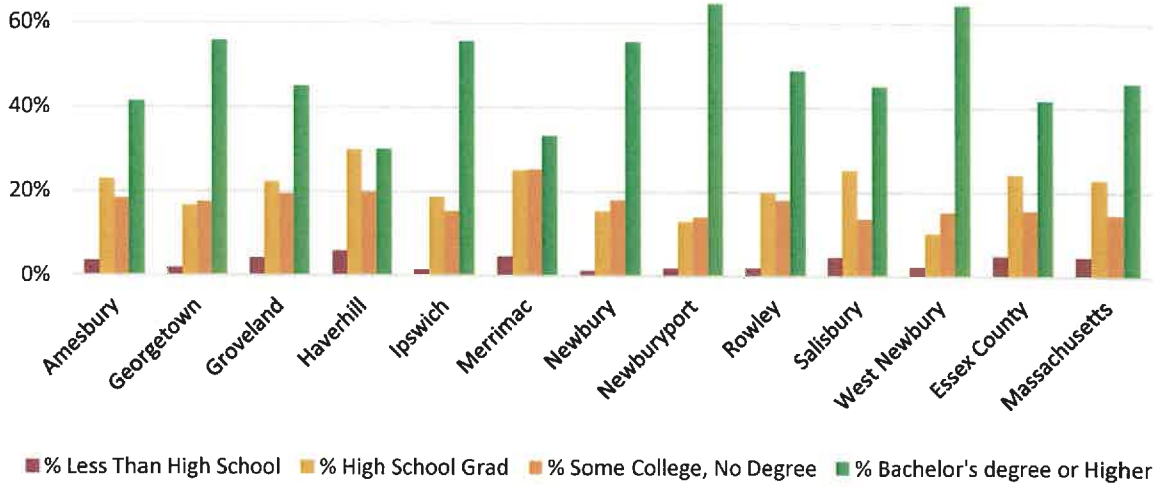


Source: ACS 5-year estimates

For the population aged 18-24, shown in Figure 10, those with high school diplomas or some college and no degree make up the highest shares of the population in 2022. In Rowley, most 18-to-24-year-olds have a bachelor's degree or higher and in Salisbury, the population with less than a high school diploma is negligible. In Spring of 2024, the majority of NECC students belonged to this age group (71.3% are age 25 or younger), though roughly a quarter of the student body was between the ages 26 and 45.¹⁴ In comparison, Figure 11 below shows residents aged 25 and over with a bachelor's degree or higher make up the highest shares of the population across municipalities in 2022. Given college students are typically between 18 and 24, the shares of those with a college degree are larger in the 25-and-over population. It should be noted that Massachusetts is the most well-educated state in the country, with nearly 48 percent of the population having a college degree. Aside from Haverhill, Merrimac, and Amesbury, the share of the population aged 25 and over with a bachelor's degree or higher is larger in every town in the region than in the state or Essex County.

¹⁴ <https://www.necc.mass.edu/about/fast-facts/>

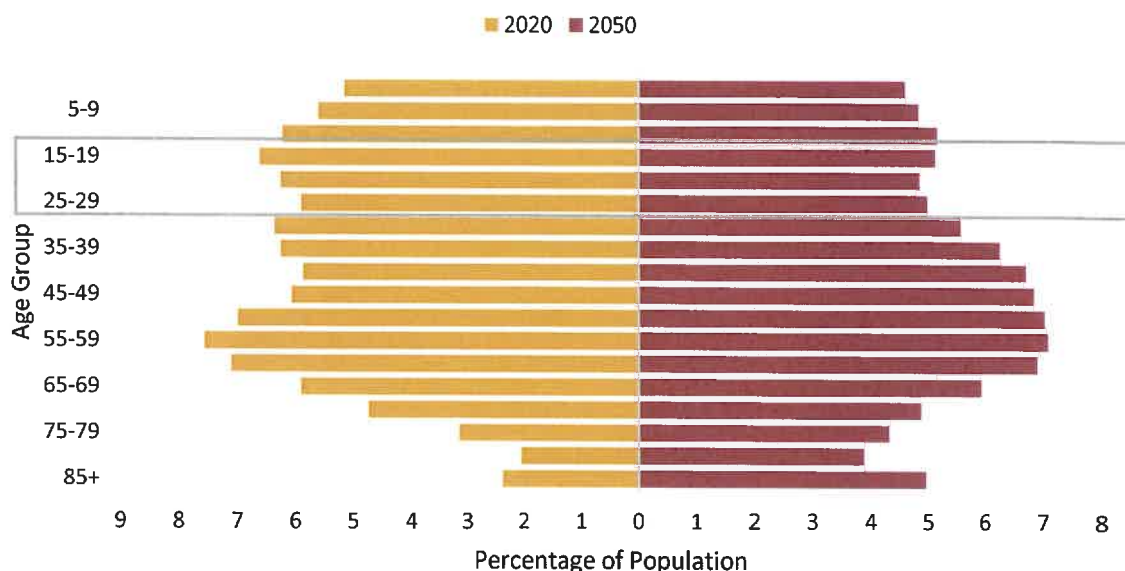
Figure 11: Educational Distribution of 25-year-olds and up in Selected Towns, Essex County, and Massachusetts. 2022



Source: ACS 5-year estimates

One of the featured products from UMDI are the town level population projections developed by the Population Estimates Program. The latest population projections for Massachusetts were developed in 2024 and project age and gender for cities and towns out to 2050. Figure 12 depicts the distribution of the population in Essex County across age cohorts. On the left in yellow is the distribution of the population in 2020 while on the right in maroon is the distribution of the projected population for 2050. The gray box highlights the cohorts between 15 and 29 to indicate the population of interest, those who are most likely to be attending either a secondary or post-secondary educational institution.

Figure 12: Population Pyramids for Essex County, 2020 vs 2050 (projected)

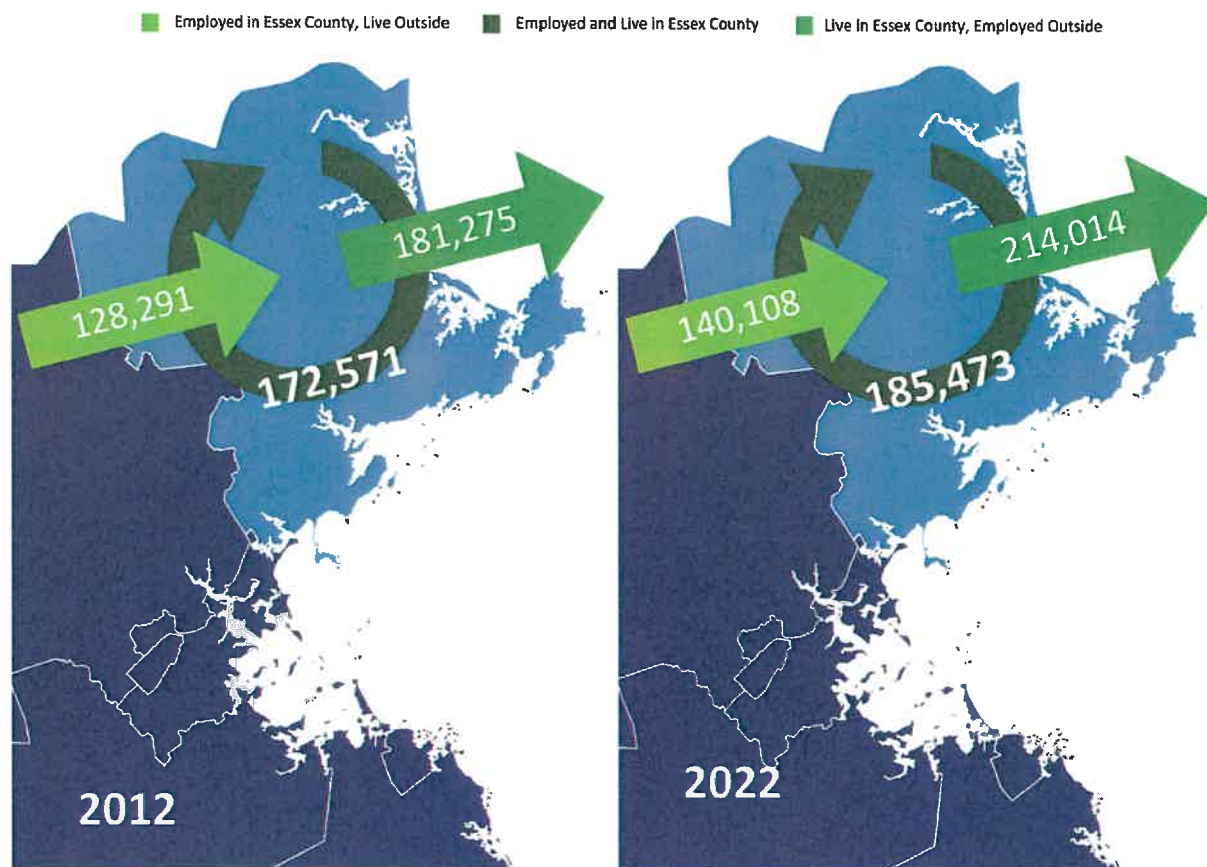


Source: UMDI V2024 Population Projections

In 2020, the 15-19 age group made up 6.6 percent of the population, the 20-24 age group made up 6.2 percent, and the 25-29 age group made up 5.9 percent, totaling 18.7 percent of the total population. The largest age cohort was 55–59-year-olds making up 7.6 percent of the population. The 65+ age group in 2020 made up 18.3 percent of the population while the prime working age population made up 64.9 percent.

In 2050, the 15-19 age group is projected to make up only 5.1 percent of the population, the 20-24 age group is projected to be only 4.9 percent, and the 25-29 age group is projected to make up 5.0 percent, totaling a smaller share of the population at just 15 percent. The largest age cohort is again projected to be 55–59-year-olds, making up 7.1 percent of the population. The 65+ age group is projected to grow to 24 percent of the population in 2050, while the working population is projected to shrink to 61.4 percent. As more of the population moves to non-working ages, workforce development challenges are exacerbated. The need for credentialing available workers and having options for upskilling the labor force that are affordable and less time consuming, such as 2-year degrees, certificates, and micro credentialing, will become increasingly important.

Figure 13: Commuting Patterns for Essex County, 2012 vs 2022.



Source: OnTheMap

The map in Figure 13 displays employment and commuter flow data. This measure is a useful indicator in understanding who makes up the labor force within Essex County and where those who live in Essex County ultimately find employment. It is important to note that remote workers are included in these data and are designated as working in the location in which their employer is located, even if they work entirely remotely.

In 2012, of the workers who lived in Essex County, 48.8 percent also worked in Essex County, while 51.2 percent worked elsewhere. Simply put, the share of residents who sought work outside of Essex County was slightly greater than the share who found work inside of the county.

In 2022, the share of these residents who live and work in Essex County declined slightly to 46.4 percent. It follows that the share of workers living in Essex County but working elsewhere rose to 53.6 percent. Looking at where the residents of Essex County work, the highest share (13.6%) were working in Boston. The second highest share of workers found work in Lawrence (4.3%), followed by Beverly (4.2%). Outside of the region, and Boston, residents found work in Cambridge (2.5%), and Woburn (2.2%).

Overall, there is a bit of a churn taking place in the region with a significant number of workers leaving the area for work, while a large number of people commute into the region for work as well. These data suggest that increasing employment opportunities, as well as the skills and credentials of residents in the region, can lead to more Essex County residents staying in the region for work.

Conclusion

The UMass Donahue Institute's initial feasibility and planning study exploring the potential for a shared campus between Northern Essex Community College (NECC) and Whittier Regional Vocational Technical High School on NECC's Haverhill campus develops detailed data aimed at helping inform the continued exploration of and decisions around a shared campus model for Whittier Tech and NECC.

To inform the potential for a shared campus between NECC and Whittier Tech, UMDI deployed a mixed method research approach combining quantitative data on regional workforce, industry, demographics, and labor market information with qualitative data from interviews with community members, to ensure all relevant pieces of data help inform decisions and considerations towards the feasibility and planning of a shared campus.

Through analysis of data collected from demographic and economic benchmarking, interviews with community members, labor market scans, literature review of funding sources, similar cases of shared campus models and recommended best practices for successfully navigating such collaborations, it is clear that a NECC-Whittier Tech shared campus model would be an innovative move and would be one of the first of its kind within the United States.

From UMDI's scan of relevant academic literature and case study analysis of similar instituted shared campus models across the nation, a blended campus model between NECC and Whittier Tech is recommended. In this, both institutions would be housed in the same physical location, sharing resources with each other, while maintaining separate missions. Several of this project's case study examples have managed to accomplish a blurred campus model successfully, with students enrolled in programming that helps meet regional workforce needs. Future considerations for this proposed shared campus should examine examples of merged institutions outside of higher education, such as the Texas Medical Center, which is currently the largest medical complex in the world.

In conclusion, the innovative opportunity for NECC and Whittier Tech to develop a blended campus model would be an opportunity to develop a modern, innovative learning environment that will benefit students, communities, and regional workforce needs for generations to come.

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Appendix A: Methodological Approaches

Community Listening sessions and Interviews

To help better understand concerns, recommendations and questions that the local community has towards the proposed shared campus, UMDI conducted ten one on one interviews, and a total of four group interviews for this study.

Interview data provides a unique and illustrative viewpoint of the specific perspectives local Essex County residents, educators, workforce development experts and political leaders have towards the proposed shared campus. For this qualitative methodological approach, all ten one on one interview participants were identified for interviews by a planning group assembled collectively by NECC and Whittier Tech leadership. Interviews were conducted with a UMDI project member over zoom for a maximum duration of 45 minutes. The community listening session group interviews were open to participation by all community members interested in sharing their thoughts towards the proposed project. There was a publicly accessible webpage to sign up for any and all of the sessions, and this signup form was shared across NECC and Whittier Tech's social media accounts. Each listening session was conducted with a UMDI project member over zoom for 90 minutes. All interviews and listening sessions were audio recorded on zoom for accuracy. Questions were designed to better understand the concerns, recommendations and questions community members have towards the proposed shared campus. See Appendix B in this report for the full set of interview questions.

Using the interview and listening session audio recordings, a verbatim transcript of all conversations was generated. This transcript was then coded thematically for data analysis using NVivo coding software. The names of all participants throughout this report are pseudonyms, to protect participant confidentiality.

Literature Review

Extensive literature review was done to identify the breadth of available data on the subject of shared campuses across the United States. The focus of the literature review is threefold and examined best practices, funding sources and case studies surrounding the topic of shared campuses across the country. Themes explored the range of funding sources potentially available to support projects such as NECC and Whittier Tech's proposed shared campus. Literature on best practices examined what approaches to shared campus development is recommended and effective. For case studies, UMDI compiled a list of different examples in which technical high schools have shared a campus and resources with a higher education institution, in similar ways to what NECC and Whittier Tech are proposing. Literature on funding sources examined the range of state, national, private and nonprofit funding sources available to support shared campus development.

The literature review process involved reading and cataloging the major takeaways from each piece. While reviewing this literature, it became clear to the research team that there are very few shared campus models between technical high schools and higher education institutions in the United States-NECC and Whittier Tech's innovative proposed shared campus would be one of the first of its kind in the country. For more information on the sources used for this report, see the Bibliography section of this report.

Labor Market Scan

The labor market scan aimed to identify current workforce trends and how they relate to the educational programs at Whittier Tech and NECC. Data on employment by industry and occupation, job postings, job skills, employers, and location quotient were downloaded from Lightcast, a proprietary employment data source. Data was collected and analyzed for Essex County rather than by municipality in order to minimize margins of error due to small sample sizes. Most data were filtered to include only occupations that require between a high school degree and an associate's degree on average. These data were compared with programs offered at Whittier Tech and NECC. They were also considered with respect to the Northeast Massachusetts Regional Labor Force Blueprint 2023-2027.

Economic and Demographic Benchmarking

The economic and demographic benchmarking section aims to provide a baseline assessment of the demographic and economic characteristics of the region and communities served by NECC and Whittier Tech. To provide this information, secondary data describing employment, workforce, and demographic characteristics are leveraged to provide a comprehensive overview of the region in which NECC and Whittier Tech operate. To understand the communities served by NECC and Whittier Tech, this section analyzes a subset of 11 towns in the northern part of Essex County including: Amesbury, Georgetown, Groveland, Haverhill, Ipswich, Merrimac, Newbury, Newburyport, Rowley, Sailsbury, and West Newbury.

For context, most indicators examined by UMDI are analyzed for Essex County and the Commonwealth, when appropriate. The following indicators are analyzed either over a 10-year period from 2012 to 2022 or in 2022 alone. Indicator sources include the U.S. Census Bureau's American Community Survey's (ACS) 5-year estimates¹⁵ and Intercensal Estimates, the Massachusetts Department of Economic Research's Local Area Unemployment Statistics (LAUS) including labor force and unemployment data, and the U.S. Census Bureau's Longitudinal Employment and Household Dynamics (LEHD) Origin Destination Employment Statistics (LODES), accessed through their OnTheMap tool, and the UMDI Population Estimates Program's population projections.

¹⁵ 5-year estimates were used for precision due to the size of geographies analyzed. More detail on ACS estimates here: <https://www.census.gov/programs-surveys/acs/guidance/estimates.html>

Appendix B: Interview Guide

NECC- Whittier Tech Collaboration study

Hello and thank you for your time. The UMass Donahue institute is working with both Northern Essex community college, and Whittier tech high school to better understand the future possibilities and current concerns around a potential shared campus model for Whittier Tech and NECC, ON NECC's Haverhill campus. My research team is particularly interested in your perspective, concerns, questions and input on considerations for this proposed campus.

A few things to note before we begin:

- I will audio record this conversation for note taking purposes, to accurately capture what you say.
- The recordings will not be shared outside of the UMDI research team.
- Your participation is totally confidential. My research team will not make any quotes directly attributable to you unless we have your consent to do so.
- Our team will destroy the recordings at the end of the project.

Do you have any questions before we begin this interview, and I start recording?

[BEGIN RECORDING ON ZOOM]

1. Currently, would you support a proposed shared campus between NECC and Whittier tech, and why?
 - a. What factors have influenced your support/lack of support for this proposed shared campus?
 - b. Do you think your community would support a proposal for a shared campus currently? Why is this?
2. What is your biggest concern regarding the potential shared campus and why is this?
 - a. What actionable interventions would address your concern?
 - b. What do you think needs to happen next (next steps)?
3. What do you think would help build the communities confidence and interest in this proposed shared campus?
 - a. What specific information (provided by NECC-Whittier Tech) would help build community confidence in the proposed shared campus?
 - b. What specific actions would build community confidence in the proposed shared campus?
4. What do you want to know more about with regards to the proposed NECC-WT shared campus?
 - a. Any specific questions you need answered, that have gone unanswered to date?

My final set of questions will focus on exploring future possibilities and considerations for a shared campus model for Whittier Tech and NECC, on NECC's Haverhill campus. There are many considerations to

incorporate into an effective and cost saving shared campus. Several consideration's currently on NECC-WT's radar are expanded programming/training aligned with regional workforce needs; expanded access to skilled trades programs; expanded access to non-degree credentials such as certificates and apprenticeships; expanded access to Early College programs; reduced new building construction cost; reduced operational expenses, and exploring better financial pathways that would help lower overall cost (especially state sources). I'll add this list to the zoom chat for your reference:

5. All of these considerations are important. In your opinion, which of the listed considerations should be prioritized and focused on when thinking about an innovative shared campus between NECC and Whittier tech? Why is this?
 - a. Do you have any specific suggestions on how to address this consideration?
6. Are there any additional considerations not mentioned on this list that you think should be prioritized?
7. Do you have any additional suggestions, or feedback for the proposed NECC-Whittier tech shared campus that you think my team should know about?

Thank you so much for all your valuable input and if you think of other suggestions after today, please do not hesitate to contact me directly. Have a great day.

Appendix C: Compiled Community Concerns

The following appendix contains a compilation of community concerns towards the proposed shared campus that have been brought to our teams attention during one-on-one interviews, community listening sessions and through direct email with the UMDI research team. All concerns are listed below in the form of anonymized quotes, to maintain participant confidentiality and are organized topically.

CONCERNS AROUND OPERATIONALIZING WHAT A 'SHARED CAMPUS' INVOLVES:

- What is the vision (of a shared campus)? It kind of goes back to the how, but it's even more than that. It's, you know, what is the vision so that people can just grab on to it and support it?
- What is the intent of this shared space? I mean, is it an intention that our kids are going to have college classes? Is it an intention of, like, we're running out of space in Whittier tech, so we need a building over there. Is it both? Is it neither? Is it, you know, coming up with a completely different curriculum? I'm a parent, I have a kid in school, and I'm kind of unclear about what the whole point is anyway. Are we just bussing kids back and forth because, you know, we're out of classroom space? Or will there be a whole separate curriculum for Whittier tech kids? Or is there, an assumption that some of the kids are going to take college English class and get some of those credits...What is the collaboration?
- It's hard to give (support for the collaboration) a solid answer without having more information in regard to the how and what it might look like.
- The earlier proposal was unaffordable, and many voted against it. How can we express support for this plan without knowing how it would work?
- Right now, it's just a topic, and we need a plan.
- I'm a parent, I have a kid in the school, and I'm kind of unclear about what the whole point is anyway...what is the collaboration?
- Are we talking about structurally moving a building, and are we talking about having Whittier on the campus, adjacent or together? Is it combined-structural and curriculum? I mean, think they're kind of two separate conversations, but they also require very much information that we so we can answer your questions in an educated way.
- I do not understand what shared campus means.
- It's never been made clear exactly what this partnership is.
- I continue to have a great difficulty answering these questions without it being defined what a shared campus is. (asks listening session attendees) Can anyone define what that is?
- The idea of shared campus and the idea of a shared building are two different things, and I'm guessing that the sharing of space is not as broad, I think as people might believe it.

- I support the idea in the abstract, but it's too vague at this point to know really what's being proposed, and that is a sentiment that has been echoed throughout today's discussion. A few other questions that people do have is, how are we operationalizing a shared campus? How specifically is it being defined?
- I sat through a lot of the sessions in the previous cycle where the vote went down. It seems to me that the group that was closing the rebuild did a very poor job of explaining to the community where the actual Whittier model fits into the current educational environment....what are we voting for? This could be a great solution, but it's, right now very nebulous.
- I think people would like to know what advantages to Whittier are there by having the building on campus, other than just the fact that it could be built for less money?
- I think that the concept sounds great. How it will all work out is where I would want to learn more.
- How is this model going to operate on this campus? What are, what are these classes going to look like?
- What is the curriculum going to look like? What is the plan like? Are these kids going to be taking college classes? Are they going to take classes uniquely designed for each of their trades? Are they going to take general classes?
- My biggest concern, as a (parent), would be the setup and how to keep a cohesive school unity and school pride within the class. You know, it's like, I've heard some ideas floated around that perhaps one building might be shops and the other would be like the academics. And so, if it was split up like that, my concern would be that not knowing a whole half of your peer group.

PROGRAMMING CONCERNS:

- I think a shared campus with NECC is a wonderful idea. But it's also really scary for administrators of the cities and towns and schools in terms of how attractive that's going to be to a greater number of students who are looking at wanting a vocational technical education...it's also opening a lot of avenues to them, and the schools are already struggling at trying to keep students in their district.
- In the proposal, the initial proposal that was sent to the MSBA for this project, it talks about increasing student enrollment. And I just think that's a scary word for a lot of our smaller communities.
- I think there's still a lot of anxiety in our communities around it, because our communities are trying to hold on to their students, with the exception, I think, of the city of Haverhill, but most of our smaller cities and towns are desperately trying to hold on to their students, because parents have so many choices now in education, and kids are going in multiple directions.
- I think they (Maureen Lynch and Lane Glenn) they want to make sure that they may sustain that deep commitment to minority communities and communities of people who

would historically, maybe not make it to college. So, there's a lot of those kinds of mission, mission driven statements that need to make sure that they're preserved.

- What would programming look like? How would this change enrollment?
- Can you add more kids? Can you get more kids admitted?
- What is the curriculum going to look like? What is the plan like? Are these kids going to be taking college classes? Are they going to take classes uniquely designed for each of their trades? Are they going to take general classes?? That information, I think is important to know ahead of time.
- Will programming include training in new/growing industries like clean energy?
- The support services (e.g., career counseling, tutoring, job placement) might need to be expanded to serve a wider range of student needs, which could stretch resources thin. Vocational students may find that their needs are overshadowed by students pursuing more academic or general degrees.
- Community college's broader academic scope might reduce the focus on vocational and technical programs, potentially leading to less specialized training for trades students. The culture and needs of trade-focused students may become secondary in a larger, more generalized academic environment.
- As a parent I'm still trying to understand what the intent of this shared space is. I mean, is it an intention that our kids are going to have college classes? Is an intention of, like, we're running out of space in Whittier tech, so we need a building over there. Is it both? Is it neither? Is it, you know, coming up with a completely different curriculum?
- I go back to the lens of, how does any of this benefit anybody over the age of 18?
- There are issues about the college credits, and how do you work that out with the students who are maybe dual enrolled there? Is there a way that the traditional college students might also access programs that are at the vocational school?
- Northern Essex takes all the kids. One of the issues with vocational schools is that they test the kids to get in. Any conversations around that, I think I'd be interested in knowing, because I think it's it can be if we're only, if this is only applying to a certain group of kids, then I think we, we become a little bit more of an elitist institution than I think Northern Essex has been over the course of the last several decades.
- I have questions around enrollment to Whittier and how that might affect the Northern Essex model of taking all the kids that apply.
- How will this expand access for students w disabilities?
- Some people clearly say Whittier and other vocational schools are selecting students of a higher potential, whatever the right word is, than in the past, and it is left out a lot of students who would have benefited from a vocational education...I think we have to be very cognizant of that and anticipate how to deal with that and make sure we have the mechanisms that allow us to, you know, make sure that that's not really happening.
- It is like 2% of their budget goes to special education, over 30% of everyone else's budget goes to special ed. So, it's, I think it's wonderful if you have the building, it's wonderful if you have the kids there. Who are your kids? Are they all kids? Are they just kids with mild

disabilities and kids who are smart and that's what they want to do. And are you excluding a group of students? Is your school reflective of the communities it represents?

- A friend with (a speech disorder) wasn't able to be accepted (to Whittier) because of less than stellar grades and absences...those students need trade school the most.
- Will enrollments be spread more evenly across the towns?
- What I have heard people say is they'd like the attendance and participation from the city of Haverhill be greater. You know, I have heard that, and that's a continual, continual wish on the city of Haverhill's part to be able to put more kids into the school.
- If you look at each community and how many students, they allowed versus how many slots they use, if they were using them up to their maximum, you probably would have gotten a different kind of vote.
- My main concern... is the number of students that are currently allowed to enroll (at Whittier). We have disproportionate attendance from Haverhill, which is understandable. The campus is in Haverhill but opening up enrollment to the campus so more students who want to go can go will be hugely beneficial for the trades.
- Some vocational schools may have highly specialized, industry-specific programs that don't easily align with community college systems. This could result in complications in transferring credits or maintaining the relevance of certain courses. Merging institutions might lead to delays or challenges in updating course offerings to meet evolving industry standards.
- And I would like to keep true, or like the school to keep true to its roots of a 9 through 12 system for high school with an easy transition into post-secondary opportunities at Northern Essex.
- We know we need more young people to work in the trades. How will the shared campus facilitate entry into the trades for students who want to enter them?

ENVIRONMENTAL AND LOCAL NEIGHBORHOOD CONCERNS:

- What can we do with the campus to make it acceptable for the residential neighborhoods that surround it?
- (NECC campus) is very close to Kenoza Lake. That's our drinking water, you know. So now you make that a bigger campus, a more dense campus...does that cause any issues with the water supply, which is literally across the street from the campus?
- My biggest concerns are the physical effect of a large campus building on the current Northern Essex campus...over development of the region in general and proximity to the water supply.
- Both campuses are on watershed areas. Both campuses, when they were being constructed, had a great deal of opposition, well as particularly Whittier, because of where it was. If you try to expand the Haverhill campus on the primary drinking water source of the city of Haverhill, there's going to be a bunch of issues.
- The current site where Whittier is located is in a very isolated part of Haverhill that has no access, for example, to the Haverhill sewer system. So, the current building, or any

new building on that site would have to build its own sewer treatment plant, and that, in and of itself, is a huge cost, whereas if you located it on the Northern Essex campus that could tie into Haverhill existing sewer system and reduce the cost of that total project by millions of dollars.

- How will (a shared campus) affect the traffic pattern...what does that look like?
- I don't think that that region can sustain the traffic that will come with people coming and going in droves and putting a strain on the neighborhoods as well.

FINANCIAL CONCERNS

- How much will this cost individual towns?
- How much will this cost individual taxpayers?
- How would the cost compare to the earlier proposal?
- I think we need to figure out what the cost drivers are and the cost benefits of doing this.
- The merger process may involve significant upfront costs related to integrating systems, infrastructure, and faculty. Maintaining both trade-specific programs and general education courses could lead to administrative complexity and increased operational costs, which may not be immediately offset by increased revenue or efficiency.
- (There has been) A big disagreement on the funding apparatus of how the building is funded- mainly between payroll and the rest of the towns, because the way the formula is based on how capital projects are funded...that's through the total student population versus the actual attending population. So, the total number of students who live in Haverhill versus the number of kids who actually attend who live from (a neighboring town) is different. I think that that's just one of those things that's been brought up (in opposition to the shared campus proposal). The agreement itself has stated that they're not willing to change it, mainly because it'd be stupid for them to, because they would lose money when it comes to funding, and they would have to pay a lot more. I think that that's just one of those things...a lot of people have talked about since the election happened in January.
- The cities and towns and the sending cities and towns need massive financial relief for their own public-school systems. And it is just, I hate to be that person that has to say this, but the incentive will be a significant cost contribution by the state of Massachusetts to alleviate the burden on the sending cities and towns. And I mean, I'm sorry, but that that's what it's going to be, I think that's going to be the way to get to yes.
- There's such a small percentage of kids that go to school at Whittier from each town. So, their fight is always, 'why do we want to fund something we can't even fund our own school?'
- Well, in the latter case, that is the issue of the proportion of cost unless the regional agreement is changed, that current formula is not going to change...If it's a very, very large cost, and they don't change the funding formula, this problem is not going to go away.

- I think that it's not just a total cost that is of concern to the communities, but also what proportion of that total cost each community would be responsible for.
- I think there's a big disagreement on the funding apparatus of how the building is funded, mainly between payroll and the rest of the towns, because the way the formula is based on how capital projects are funded, that's through the total student population versus the actual attending population. So, like, the total number of students who live in Haverhill versus the number of kids who actually attend who live from Haverhill is different. I think that that's just one of those things that's been brought up, and the agreement itself has stated that they're not willing to change it.
- I think at the end of the day, what tanked this proposal (initially) was not just the price tag, which, while seemingly high, is probably what it will cost to build a new school, but the regional agreement and how it allocated those expenses. And if we don't solve that problem and get over that hurdle, whether we build a new facility on the existing campus or on a shared campus, I fear that we're going to go down the same road we went down before.
- How will (NECC-Whittier Tech) address the financial concerns that community members and leaders have? And until we address that, it's kind of hard to address other issues because the financing comes before the programming.
- I'm on a (school building) committee in (one of the towns served by Whittier) right now, and everyone is concerned about the cost of every educational facility. There's no doubt about that; cost is always an issue.
- My sense is that (a shared campus) would be, it would be supported by the communities... the cost is the most critical element of getting to yes.
- The public is always concerned about cost. I hate to sound like a broken record, but without knowing the cost- cost is the number one problem. How much will this cost?
- People will want to know at least roughly what is this new facility going to cost?
- I think the financial aspect is definitely going to be a top question for the community.
- I think just based on the feedback from the communities in the area, the cost is going to be the top question and priority.
- What is the financial impact on the community?
- The overall price tag on (the proposed new Whittier building), and how it's going to affect the average homeowner in Haverhill.
- I believe all the pieces currently exist to achieve all the goals of collaboration, cooperation, etc. The only thing that's missing is money to build an updated facility for vocational technical education in the area.
- Number one is going to be exploring better financial pathways that would help lower the overall cost.
- What level of, you know, state subsidy are we talking about here? Are we talking about a few million dollars, 10s of millions of dollars, \$100 million? I have no idea, but I'm sure it will certainly be of interest to me. I'm sure it would be for everybody else to know what level of state financial commitment might be, might be forthcoming.

- it all comes down to the money...The cities and towns and the sending cities and towns need massive financial relief for their own public-school systems. And it is just, I hate to be that person that has to say this, but the incentive will be a significant cost contribution by the state of Massachusetts to alleviate the burden on the sending cities and towns. And I mean, I'm sorry, but that that's what it's going to be, I think that's going to be the way to get to yes. The state has to chip in a lot of this portion of the money.
- I think a huge piece is. Is the state going to be kicking in a massive percentage or what? I mean it just keeps coming back to that. And so, I guess I want to hear that the governor and her administration are actively working on financial projections of some sort.
- Money is key here. Either the agreement has to get changed or the state has to come up with some money. I think the most pressing from my perspective is exploring better financial pathways that would help lower the overall cost...There's literally only so much money the sending communities have, and no matter how valuable the programming is at Whittier, that doesn't change the fact that there's only so much money the sending communities have, and that is the reality.

BUILDING RELATED CONCERNS

- Does this involve a new building in NECC's campus?
- Where will the building be placed?
- Will this shared campus just be one building?
- Will this proposed shared campus be making use of an existing NECC building?
- If this is the case, what would the cost be to update a preexisting building?
- Where would it be located? If the YMCA follows through with its bid there, where would that be located? How will that affect the campus area?
- Where such a structure would be built, on the NECC campus, and what exactly its functions would be?
- I really don't understand what we're talking about here, as far as the underusage of the Haverhill campus, underusage in the sense that the buildings that exist are underused. If we're talking about open space being underused, then I'd like to know where they intend to build something because that's not clear.
- Is this a brand-new campus?
- Is there enough land for a joint campus?
- If the YMCA follows through with its bid there, where would that be located? How will that affect the campus area? ...There are construction issues about where it all of that goes.
- (concern from resident regarding the increase in time it'll take students to travel to classes if their classes are in different buildings across the NECC campus) The more you move people from one location to the other, you essentially get a built-in inefficiency in the process...As you move people's student body from one building to another building, there is loss of time.
- Logistics and travel. How does that change the configuration for students?

- Can the community college handle an influx of students for a shared campus?
- Is building on this campus a more efficient model than building where rebuilding, where Whittier is, because you have access to utilities and some other things that aren't on the existing site?
- Will the distance students need to travel from one class to another (and its impact on in class learning time) be considered if this proposal involves more than one building?
- Are they planning to try to refurbish the old Whittier tech or classrooms, and looking at just building their labs or work, workspace, training workspace here on this campus?
- Will the current Whittier Tech building be abandoned or turned into something useful?
- What do you do with the old Whittier tech building? I think that also needs to be planned, because clearly it has been made evident that there are significant challenges with that building... I think it's really important to really plan for the buildings that are no longer going to be occupied with it, and what do you do with it? Because you don't want it to just sit there for years and now you got to tear it down, or it could have served a better purpose.
- If you have the shared campus now, what becomes of the current Whittier building?
- People have spoken to me, and some (Select Board members) have spoken to me about the possible abandonment of the current school location, and the concern being that what's going to happen to that property and who owns it?...Another question would be, once the if the property is abandoned and it's going to be sold, you know, could that money be used to help with the town's assessments in the future?

ADDITIONAL CONCERNS:

- How does the multi town agreement play a role in this proposed shared campus?
- Issues with the regional agreement and governance – how does that shake out?
- The regional agreement will likely have to be brand new, not “fixed”, with everyone at the table to re-draw it
- I am still kind of confused of where the process is in revamping the agreement between the 11 communities, which hasn't been I don't know if it's been addressed. I think there's been talk of it, but that seems like a monumental task to change that scope.
- So, I think if this is going to move forward, then the Whittier agreement has to be redrafted and to reflect the 2020s, not the 1970s...I'm all for vocational education, but the agreement has to be reasonable and fair and redrafted.
- Actual logistics of having students on campus w young adults-how will they be kept safe?
- How is this model going to operate on this campus? What are the interactions between these college students along with these high school students? And are there sort of parameters set around that?
- You're going basically from a closed campus, which most high schools are, to what I assume at Northern Essex is an open campus. And that's, that's not a small move, and it's, it's one that needs to be seriously considered.

- How can you ensure the safety of our students, some which could be as young as 14 years old, you know, potentially mixing in some way, shape or form with someone who's in their 30s or 40s. You know, I think those are valid concerns, and how this project, or how any project, would seek to create guardrails around that it would be helpful...Being able to have a cogent answer is going to go a long way in making sure that people realize that you know their number one resource, their children, are being thought of, and their safety is a priority.
- I think the only concerns people are going to have are, how do you secure a college campus? How do you keep my kids secure in the Whittier section of it? But all of that is so easily, like in a new building that's so easily controlled about who gets access in and out between, you know, fobs, codes, vestibules, hitting a button coming in. You know, gone are the days of any new building where you can just walk in and just talk some of the front like you have to be beeped in before you even get to the front. So, I think those concerns will come up, but they're easily addressed.

Appendix D: Compiled Community Recommendations

The following appendix contains compiled community interventions, suggestions and recommendations towards the proposed shared campus that have been brought to the research teams attention during one-on-one interviews, community listening sessions and through direct email with the UMDI team. All suggestions, interventions and recommendations are listed below in the form of anonymized quotes, to maintain participant confidentiality and are organized topically.

RECOMMENDATIONS TO DISPEL MISPERCEPTION ABOUT THE VALUE OF CTE TRAINING:

- Address how careers in the trades are positive opportunities for students, and can give them a good quality of life
- Clearly describe the value of a shared campus, and the value of bringing the two (NECC-WT) groups together
- Address misperceptions of the role of vocational technical education, the nature of the programs, the value of the programs and do so in an understanding, positive view of the students
- On (respondents region of Massachusetts), we hosted a career fair with the community college, hospital, trades, employers of all types in the area in one room. Parents and students show up and see the variance in opportunity, the potential for themselves if they take this route, and the real faces of people in their community which really helps
- On the building trades issue, I don't think there's a shortage of people who want to go into those trades, but rather the lack of access to it. Tech schools aren't providing us with the data on demand and what shops are chosen though
- If you need a tradesman, you know, they're very, very expensive today, and they're very hard to find. And that's one thing that Whittier does. Normally they do the traditional vocational jobs of like carpenter, electrician, all that, but they're getting involved in some unique ideas for jobs of the future. And I think that's what needs to be stressed.
- More testimonials of students who are really benefiting from the vocational education.
- If the school is if the high school, assuming the elementary schools and at the education leaders at the local level, don't value vocational technical education, and if the parents don't, the kids not going to end up going there. So that's one of the things you have to do. You have to be able to build a sense of value in the community for what's happening at the at the voc tech school and at the community college.
- But what is it that we really want for our Whittier Tech students? I think it's beyond just workforce development. I think it's supporting whatever pathway, and for me trade the trade experiences, the experiences that they have in CTE programs are a way to engage students who oftentimes in traditional academic high schools are not engaged, and they find new ways to become engaged because of the hands on learning opportunities that open up the opportunity for them that they never even considered before, if they were to attend a traditional academic high school.
- I am a tradesperson... Every single trade that I went through at Whittier prepared me for it. And I think it's really a missed opportunity to continually say that trades people do not want education. It is every single trade, every single union has apprenticeship programs where people have to

study that for years and to be working on your apprenticeship credits at the same time as you're learning electrical skills per se, you know you're coming out leaps and bounds ahead of your peers who maybe just went into the trades. And so, I think that is a really golden opportunity

- Convince the parents that their kids going down this path are going to have a great life. Working with their hands but having that finishing piece that's missing. I think you got a win, win for everybody. How do we help that?
- Why not start with creating a value argument for why it would be beneficial to have career education in the first place, why it's expensive to do it and then try to move forward. I think the comments that I've heard from people in the community that indicated to me a total ignorance of the role of vocational technical education, the nature of the programs, the value of the programs and in an understanding view of the students.
- But what's really needed, I want to be a broken record purposely, is just enlightening people as the value of these schools.
- I think we really need to educate our communities on the great things that are happening at Whittier so that they know they're getting a return on their investment.

RECOMMENDATIONS TO HELP ADDRESS FINANCIAL QUESTIONS AND CHALLENGES SURROUNDING THE PROPOSAL:

- As a taxpayer, it'd be awesome for me to hear, hey, we're going to have this new Whittier school building that's going to be on Northern Essex campus by but with that campus on that's going to increase your taxes by about \$70 a month. Your taxes are going to go up. If that, like, it won't even be that, but you can say if that, it might be 25 like, it's not going to be staggering, right? ...But I would never say "this is a \$436 million project." I would always say, here's a calculator. This calculator tell you how much you would pay on a monthly basis, and I'm guessing it'd be something like 20 bucks a month. And when that's put in those terms, nobody cares.
- There was some ambiguity around how much it was actually going to be the first time around. And so, there was sticker shock. And so, to your point, when you see hundreds of millions, there's sticker shock, and people don't really know what exactly does that mean for me in my pocketbook? And so, boiling it down to that monthly or even a weekly cost, I think is helpful.
- Describe the extent to which Whittier Tech needs repairs and what the cost of those repairs would be.
- Emphasize the value of this shared campus to public... We've created a new position to get that point across. High demand, high salary, hand on training. The opportunity to own your own business, the flexibility that comes with that, etc.
- I think when they go public with their marketing campaign, or whatever it is they're going to be doing, I think it just needs to be basic language, you know, because it's going to be basic language that the taxpayer can understand... this is going to be very expensive proposition, and they need to understand how they benefit directly.
- Reach out to the State administration to "see what they can do to help garner more grants, whether it's at the state level then federal level, to really put Massachusetts on the map for this type of vocational joint venture with Community Colleges."
- The state has to chip in a lot of this portion of the money

- High School trade school is workforce training, and it makes sense for the state to be addressing and financially supporting workforce training at the high school level.
- I think the state really should be looking at the costs of these school buildings and thinking about pitching in a little bit more than what they're currently pitching in
- Has anyone reached out to the current Massachusetts administration to see if there's a way of sort of navigating around DESE (Department of Elementary and Secondary Education) and how they allot for school funding to look at additional grants for this type of hybrid campus, because that's truly what it is.
- Money is key here. Either the agreement has to get changed or the state has to come up with some money.
- I think the opportunity to build a new building for Whittier on the Northern Essex campus may afford the district the opportunity to take advantage of additional state funding, and if that's state funding is applied to the cost of the new building, it will reduce the net cost to the communities

SUGGESTION TO EXPAND STUDENT ACCESSIBILITY:

- Ensure robust, low-cost public transportation to campus
- Increase access to programming/enrollment and resources (such as specialized staffing) for students with disabilities
- The big question that I hear in Haverhill is the can they expand the admission for Haverhill residents? That's the big that's the number one question for Haverhill.
- Every other parent I talk to who gets (upset) that their kids aren't in Whittier, has to do with Whittier and other technical schools not running robust special education programming in their public schools.
- Whittier doesn't have the special education programming for them... So many of our students aren't going to college because they don't have the capacity to or they're not book wise, could possibly go into a trade or some type of a pathway where they'll thrive, but they just are never given the opportunity, because those programs don't exist there, and there are so many parents I talk to of students who have special needs (like my kid) that will never get in.
- Have NECC and Whittier Tech really think through a more holistic approach to student enrollment and the general criteria for even getting into the school.
- Higher enrollment because there's, there's almost always students that are left on the wait list from Haverhill.

RECOMMENDATION TO INCREASE TRANSPARENCY AND COMMUNICATION FROM NECC AND WHITTIER TECH:

- Vision. What is the vision? It kind of goes back to the how, but it's even more than that. It's, you know, what is the vision so that people can just grab on to it and support it?
- I support the idea in the abstract, but it's too vague at this point to know really what's being proposed, and that is a sentiment that has been echoed throughout today's discussion.
- So, a detailed plan for how the shared campus would work, detailed being the key word, possibly with options that include different levels of integration and cost. The neighborhood will need appropriate and realistic information about how a new building will impact their quality of life.

Explaining how a shared campus proposal benefits traditional adults, students, high school students and taxpayers. Protecting the water supply is also something being mentioned.

- Improve communication of project proposals to the general public, presenting information in an easily understandable format
- Increase communication w towns and community members before proceeding to next steps
- A major concern of a lot of residents, was communication with the (general) population leading up to this entire question or the last question.
- The neighborhood will need appropriate and realistic information about how a new building will impact their quality of life. Explaining how a shared campus proposal benefits traditional adults, students, high school students and taxpayers.
- I think that we should do more to open up the discussion with the community, to allow space for them to talk about their concerns or their thoughts and how to make this a better project.
- I think if you can relate it to the public in terms of, you know, what, what are their needs as individuals, and then what is the need of the community at large, which is the workforce in general?
- If you're trying to get a new campus, you really need to talk to folks at every level. But zoom, webinars like this, or in-person events that are more structured.
- "The group that was closing the rebuild did a very poor job of explaining to the community where the actual Whittier model fits into the current educational environment.
- I think collaboration between the President and the superintendent is critical. Open lines of communication. I think when conversations are had, they should be had together in a shared message. You know, just because the President is higher ed and the superintendent is secondary, they should be colleagues and work together and really give a shared message out there
- I would never say this is a \$436 million project. I would always say, here's a calculator. This calculator tell you how much you would pay on a monthly basis, and I'm guessing it'd be something like 20 bucks a month. And no one's gonna when that's put in those terms, nobody cares. 436 million this brain can't comprehend that much money.
- if you're trying to get a new campus, you like, you really need to talk to folks at an at every level.
- I think having that outreach to the other communities and making them feel like this isn't just a Haverhill thing- this is for all of you. This can benefit everybody. This isn't just about benefiting NECC. It's not just about benefiting Whittier Tech. It benefits your communities and your students, and it opens up an opportunity for them that they wouldn't otherwise have.
- To get more answers is to potentially make available a confidential Google form or something like that, with the same questions you just asked us that people maybe can fill in later, just when they have more time to think about it.
- "What do you need to know and What? What? What can we help you with? What were your concerns? What's your perception of the role of Whittier and of Northern Essex in the Merrimack Valley? What could we provide you with legitimate information that would help to get you on a board supporting it by help us to make some changes?"
- Everything about this will be financial. So a question is going to be, you need to you certainly need to get the big mouths like the mayors of each of the towns or the chairs of the selectmen, depending if it's a big if it's a city or a small town, but just have a sit down with them and say, "Here, let's talk about what didn't go well the first time", and everything's going to come down to money at the end of the day it's all going to come down to the cost.

- Each of the cities and towns, each of the member districts, their leadership has to be engaged in the process right from the beginning.
- There needed to be some leadership from the local communities, and that there were no people on the local level speaking in favor. I think what you have to do is, is educate...Start with the town councilors, start with the mayors and city main town managers. Get them aboard so they see it as the asset it is.
- I think the whole issue of whether there should have been a new Whittier might have come out differently if more employers were stepping forward and...advocated for a new facility. I think their voice would have been, could have been heard louder.
- Marketing, marketing, marketing, marketing, marketing.
- There has to be clearly demarcated, like goals for what is the public good and making sure that your marketing is doing a really good job of selling that message while also then mitigating or at least explaining the mitigation of risks.
- I think when they go public with their marketing campaign, or whatever it is they're going to be doing, I think it just needs to be basic language, you know, because it's going to be basic language that the taxpayer can understand...This is going to be very expensive proposition, and they need to understand how they benefit directly.
- I think that they, they should market it so that it's a benefit by being together, and it's not being done just to save money...it actually brings education better for the kids and for those that are going to be in different age groups and different opportunities.
- (Describing why the first proposed collaboration failed) There was no big sale. There was no pitch, there was no connection...when you put a PR person who's talking in a language that's foreign and talking to people, they don't know...it's not a good situation, especially when you're asking for millions and millions of dollars.
- You have to have people that are able to explain the facts in a conversational way, not an adversarial way
- A website that would list here's where you can find all the answers, so that there isn't all of this disinformation that's out there.
- There needs to be a very strong educational and marketing campaign to raise awareness of this topic. I think the good public relations effort would be helpful on the part of the communities and the state and Northern Essex, if we all were on the same page. Promoting this as a positive opportunity for kids throughout the 11 member communities to take advantage of this new campus. I think, you know, educating people about this would be a very important thing, but just ultimately the community, communities are going to have to re vote as to whether they're going to support a new facility. So, the more people are educated up front, I think the better chance they would be that it would pass.
- The biggest takeaway for me from the community sessions was the "What do you mean by a shared campus?" question. Maybe we need to begin articulating what that looks like, perhaps with 3 examples. It's difficult for people to engage in the financial conversation without that
- +1 to (listening session participant) point, to bring this home, you need to think about the student journey
- We have the potential to create a 9-14 institution her, it's an enormous challenge. To market-use the early college argument, i.e. "get a head start/a leg up, for free, in the post-secondary world"
- Emphasize the savings and consolidation of programs

- For pathways – emphasize not specifically the trades, medical, IT, etc., but that it's about high demand occupations.

PROGRAMMING SUGGESTIONS

- Make WT's building dual use- after school hours, the building could be used for night classes where adults would use the equipment
- In the off hours, then the college would use the available new facilities that were being built.
- some NECC programs are run during evening hours for working students. I would expect that shops could be open days for Whittier Tech High School students and evenings for NECC students with NECC faculty supervising the evening sections.
- I would hope that the technical facilities be used by Whittier during the day and by the college, after high school hours.
- Consider offering dynamic programming in the future, as programs should change based on regional need
- (Reminds session that current Whittier building is old and isn't designed to handle the new kinds of programs needed for upcoming and growing occupations like clean energy) They weren't designed to accommodate those types of programs, and that seems to be a real limiting factor, not just the condition of the building, but the ability of these spaces to accommodate new programs. So, I think the flexibility is as an essential consideration, the flexibility of spaces to be able to accommodate new programs over time that we will need to accommodate our regional workforce needs.
- Prioritize specific, expanded programming access for advanced skill training for those already in the workforce and also early college.
- We need to consider that modern vocational technical high schools should and do offer nontraditional trade education programs such as biotech and environmental science. These are growing employment fields.
- Look into establishing mentoring programs/ collaborations for students with industry partners
- As we talk about expanding and enrollment, and it applies to these certificates and apprenticeships like it's just speaking to the community members and saying, how can we best turn out students that you want to hire?
- It's a great opportunity to bring industry close have them be a part of like co-ops and learning experience project days. And I think in the end, if industry isn't going to be hiring, does it really matter that you've created a bunch of training and programs? So having them be a part of the vision casting for students.
- I think that's a huge selling point for the students, for the communities, to say, 'We've collaborated with these local companies and sat down with them and said, "Okay, as we expand, as we look to the future, what do you need? What you know? What do our students need to have in their tool belt, literally and figuratively, that they don't have walking out the door?" I think that's huge, especially as we talk about expanding and enrollment...just speaking to the community members and saying, how can we best turn out students that you want to hire?
- mentoring program between maybe somebody who is going for their master's level to have an active apprentice mentee.

- If you're aligning to regional workforce needs, there needs to be a third place for industry on the campus...It's a great opportunity to bring industry close have them be a part of like co-ops and learning experience
- I think we can, you know, use our space more effectively through partnerships...if you do build new buildings, you can do it in a way that it has multi-purpose use and that it's not just a single purpose use so then both the campus at both the college and voc school have adult learning.
- We need to get business much more invested in all of this...if we could get more business, more engaged and more involved in it so that they recognize this is for their benefit too, we're there to help them.
- I think a relationship involving the workforce, Investment Board, mass hire and other entities, community-based entities, are really important, because if you don't have a workforce, or if you don't know what the workforce demands are, you're not going to be able to know what training opportunities there are. So vocational schools and community colleges must work very closely with mass hire.

ADDITIONAL SUGGESTED FEATURES OF THE PROPOSED SHARED CAMPUS:

- Under really good supervision, I actually can see also an added benefit of 9 through 12 students working with adults on teams, because when you turn to the job force, the reality is, it's, it's, it's a mixed bag. And so, learning to communicate cross generationally, both from a curricular perspective, but also just from a human development perspective, is a wonderful opportunity.
- If there were some type of early childhood programming that was done somewhere on that site, I think that would be huge, because it's just places have shut down, left and right, and parents, I think, struggle to find a place to go.
- A culinary student-run publicly open restaurant would be a community draw.
- Segment the population (by age/generational groups) and see what their needs would be, what would be their opportunities, and what would be the desires to learn, you know, in this new facility.
- I think there should be, although it's a shared campus, I think there should be a separation of the schools...Making sure that, although it's a shared campus, that there is some autonomy to it, where you have distinguishable handbooks and policies. And so, you might have some shared policies as it relates to the campus itself, from one building to the other, it should have some separation.
- I think if, if that's something, that's if it becomes a destination point where people can come to participate in activities. When I say people, I'm always going to say, you're 55 plus. Those are going to be the people who control the vote. So, you have got to get out there and make sure there's something for them that's a value in this, whether it's in the old building becomes something, or the new building has whatever it has like for seniors that is going to be super important that they see the value. Because many of our folks would vote for education because it's education. But there's always going to be more than a handful that are like, "I've already paid my kids. I don't my kids don't go to school. This has got nothing for me."

FEASIBILITY STUDY COST ESTIMATES

	FY26 Capital %	Cost Estimate	Cost Estimate w/ WT/NECC Contrib	Estimated Cost Per Year FY27 and FY28	For Comparison FY26 Capital Cost	Increase From FY26 to FY27/28
		\$2,500,000	\$1,500,000	\$750,000	\$695,000	\$55,000
Amesbury	9.82%	\$245,500	\$147,300	\$73,650	\$68,249	\$5,401
Georgetown	6.92%	\$173,000	\$103,800	\$51,900	\$48,094	\$3,806
Groveland	4.42%	\$110,500	\$66,300	\$33,150	\$30,719	\$2,431
Haverhill	42.73%	\$1,068,250	\$640,950	\$320,475	\$296,974	\$23,502
Ipswich	7.28%	\$182,000	\$109,200	\$54,600	\$50,596	\$4,004
Merrimac	4.11%	\$102,750	\$61,650	\$30,825	\$28,565	\$2,261
Newbury	3.23%	\$80,750	\$48,450	\$24,225	\$22,449	\$1,777
Newburyport	10.70%	\$267,500	\$160,500	\$80,250	\$74,365	\$5,885
Rowley	3.68%	\$92,000	\$55,200	\$27,600	\$25,576	\$2,024
Salisbury	4.02%	\$100,500	\$60,300	\$30,150	\$27,939	\$2,211
West Newbury	3.09%	\$77,250	\$46,350	\$23,175	\$21,476	\$1,700
	100.00%	\$2,500,000	\$1,500,000	\$750,000	\$695,000	\$55,000



April 11, 2025

Sean Gallagher
Superintendent
Newburyport Public Schools
70 Low Street
Newburyport, MA 01950

Dear Superintendent Gallagher:

On behalf of Interim Commissioner Patrick Tutwiler, I am pleased to inform you that, after careful review, the Innovation Career Pathway program submitted by your district has been granted designation. Congratulations on achieving this distinction. We are confident that your two **Innovation Career Pathways in Healthcare and Social Assistance** and **Advanced Manufacturing** will offer students a transformative experience, enabling them to develop essential skills, gain awareness of future career opportunities, and make informed choices about post-secondary education in promising fields.

This designation is issued as a five-year performance contract, with annual reporting requirements and a formal review after the first three years. Regular and ongoing professional development will be provided to support your work through the Innovation Career Pathways Community of Practice.

Kindly share this good news with your partners. You may direct any questions to Jennifer Gwatin, Coordinator, Innovation Career Pathways and STEM, at jennifer.a.gwatin@mass.gov.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth D. Bennett".

Elizabeth Bennett
Associate Commissioner for College, Career, and Technical Education

cc: Regina Robinson, Deputy Commissioner



DEDICATION OF
JEAN C. KIRKPATRICK
2ND GRADE CLASSROOM

MAY 10, 2025



WELCOME

Kim Rock, COO/EVP, Institution for Savings

REFLECTION

Honorable Newburyport Mayor Sean Reardon

REFLECTION

Mary Anne Clancy, former student

REFLECTION

Joan Sheehan, former student, retired teacher

UNVEILING OF PLAQUE

Michael J. Jones, President/CEO,
Institution for Savings

REMARKS

Mrs. Jean C. Kirkpatrick

REFRESHMENTS





"You can find magic wherever you look.
Sit back and relax, all you need is a book!"

- Dr. Seuss



Enjoy this book in honor of Longtime 2nd Grade Teacher
Jean Kirkpatrick



THANK YOU

The HRC gratefully acknowledges the support of:

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Superintendent Sean T. Gallagher
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www.cityofnewburyport.com/human-rights-commission

nbpthrc@gmail.com



NEWBURYPORT
HUMAN RIGHTS
COMMISSION

2025 Peace Prize Ceremony

May 14, 2025
Senior Community Center - 331 High Street

THE HRC MISSION

It is the policy of the City of Newburyport to uphold the human rights of all persons in Newburyport and the free exercise and enjoyment of any rights and privileges secured by the Constitutions and laws of the United States and the Commonwealth of Massachusetts. This policy shall ensure equal opportunity to each person regardless of race, color, religious creed, national origin, sex, age, ancestry, sexual orientation, gender identity and expression, marital, family or military status, source of income or disability where unlawful discrimination exists in housing, employment, education, public accommodations, City services, insurance, banking, credit and health care.

2025 Peace Prize Ceremony

*Presented by The Human Rights Commission,
Newburyport, Massachusetts*

OPENING COMMENTS

<i>HRC Welcome & Pledge of Allegiance</i>	Shane Cough, Chair
<i>Mayor's Greeting</i>	Sean Reardon
<i>Poetry Soup Poets</i>	
<i>Nadia Toth, Lucius Nelson, Felice Martino, and Calli Taffel</i>	

PEACE PRIZE PRESENTERS

<i>River Valley Charter School</i>	Colin Vandenburg
<i>Immaculate Conception School</i>	Joan Sullivan
<i>Francis T. Bresnahan Elementary School</i>	Jamie Sokolowski, Jill Mailloux, Julie Doyle, & Katara Harding
<i>Molin Upper Elementary School</i>	Tara Rossi, Krysta Padellaro, Victoria Biddle, Robert Doyle, & Stef Berger
<i>Rupert A. Nock Middle School</i>	Nicholas Markos, Jen Groskin, & The Grade 7 Crimson Team
<i>Newburyport High School</i>	Mike Testa, Aaron Ribaudo-Smith & Gary Matloff
<i>Adult Awards</i>	Jamie Sokolowski & Ben Harman

PEACE PRIZE RECIPIENTS

<i>River Valley Charter School</i>	Eva Hunt
<i>Immaculate Conception School</i>	Ben Pocsik Matias Frueh
<i>Francis T. Bresnahan Elementary School</i>	Sam DePasqua Charlotte Fulmer Poppy Kuperman
<i>Molin Upper Elementary School</i>	Harper Tierney Everleigh Anderegg
<i>Rupert A. Nock Middle School</i>	Connor Contrino Emma Rabeau
<i>Newburyport High School</i>	Lizzy Homer Tatsu Davis
<i>Musical Selection</i> Oliver Dehner on guitar	
<i>Adult Awards</i>	John Feehan Tarah Luciano

CEREMONY CONCLUSION

<i>Closing Remarks</i>	Shane Cough, Chair & Kathleen Shaw
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