

Early College Advanced Manufacturing Pathway – ECAMP™

Operations Plan Executive Summary

- **Program Overview:** ECAMP is the only half-day manufacturing magnet program designed for 12th-grade scholars from districts in the Greater Hartford region. The program aims to bridge the gap between high school and high-demand manufacturing careers (such as robotics, medical devices, and pharmaceuticals) by providing college-level preparation, 21 college credits, and a CNC Machining certificate, all of which are backward-mapped to meet high school graduation requirements. The program requires participants to be on track to graduate on time at their home district and possess a minimum of 18 credits by the end of their junior year.
- **Capacity, Enrollment, & Demographics:** Launched in 2022-2023 with an initial cohort of 15 students, the program follows a strategic growth model designed to reach a maximum capacity of 45 students by the 2024-2025 school year. Recruitment prioritizes compliance with Sheff v. O'Neil stipulations, with significant outreach efforts targeting Hartford students and various suburban districts (e.g., Vernon, Coventry, Bolton, South Windsor, and Wethersfield) to reduce minority isolation.
- **Curriculum & Industry Integration:** The curriculum is taught by Goodwin University Magnet School staff who also serve as adjunct professors and emphasize hands-on learning in state-of-the-art facilities like the Goodwin University Business, Technology, and Advanced Manufacturing Center. The coursework focuses on critical thinking, industry-standard technology literacy (CAD/CAM, CNC, metrology), and soft skills. Furthermore, the program integrates robust industry partnerships, offering pre-apprenticeships and guest speaker events to ensure graduates are prepared for immediate workforce entry or continued post-secondary engineering education.
- **Student Support & Culture:** ECAMP employs a holistic support framework, including personalized student success plans (SSPs), a tiered Response to Intervention (RTI) model, and Social-Emotional Learning (SEL) centered on restorative practices and "Habits of Mind." The program prioritizes inclusivity through multicultural staff representation, active engagement with families, and ongoing professional development for educators focused on our core values, ensuring an intellectually and emotionally safe learning environment.