

Prepared Remarks, Ellen Kennedy, Chair CC Council of Presidents  
Board of Higher Education, October 31, 2017

Good Morning,

Thank you for the opportunity to bring greetings on behalf of the 15 Massachusetts Community Colleges and share updates on the great work happening on our campuses. It is also an honor to be sitting alongside our friend and colleague, Bridgewater State University President, Fred Clark. President Clark and I share the good fortune of chairing our respective Councils of Presidents. We have committed to strengthening the already solid and productive ties between our segments and have brought together leadership from both segments to discuss issues, opportunities and concerns. All of the Presidents will be coming together in the coming months to introduce our respective new presidents, of which there are many, and identify specific areas of mutual interest and opportunities for collaboration.

Over the last two years you have appointed a number of new presidents to our system. We wanted to take a moment to highlight these new presidents, an interim president and to share the news of a retiring President.

David Podell, President of Mass Bay Community College and John Cook, President of Springfield Technical Community College are beginning their second year. We also welcome William "Bill" Mitchell, Interim President of Massasoit Community College. Bill has been the CFO at Massasoit for a number of years, and is also a graduate of Massasoit.

President Christina Royal arrived last spring at Holyoke Community College. President Royal will be inaugurated this Friday, Nov. 3<sup>rd</sup>.

President James "Jim" Vander Hooven, arrived last Spring at Mount Wachusett Community College and will be inaugurated on March 28, 2018

President Lois Pedraja arrived this summer at Quinsigamond Community College. He will be inaugurated on April 13, 2018.

President Laura Douglas arrived this summer at Bristol Community College. President Douglas will be inaugurated on May 31, 2018.

And, we are preparing to say a fond goodbye to President Bob Pura. Bob has been the President of Greenfield Community College for 17 years. President Pura was previously the Chief Academic Officer at Berkshire and a Dean at Massasoit. Bob is currently the senior president in our entire system.

This is a time of great change, presenting challenges and opportunities as we build new relationships and support major transitions on our campuses. This slide illustrates, and let me add it reflects the main campuses of our Colleges and universities and not the additional sites so many of us have opened, our geographic coverage in meeting the needs of Massachusetts families and the economic needs of the Commonwealth.

We have decided to be more public and to speak more clearly with one voice on issues that impact our students, this system, and our communities. Included in your packets are letters we released under all fifteen signatures, and in one case in partnership with Tommy Chang, Superintendent of Boston Public

Schools in response to concerns with DACA. Although just four of our campuses have Occupational Therapy Assistant programs, we united to state our concerns with the changes Association of Occupational Therapy Assistants (AOTA) intended to implement; I urge you to review that letter. The arguments against the changes were cogent and critical to student success, diversity and debt. We wish to extend our grateful thanks to Commissioner Santiago who sent a strongly worded letter in opposition to the changes. Our efforts were successful in the short term, the changes have been tabled, but we know we must continue our efforts.

This year, at each of these meetings, we plan to focus on an issue of importance to the Board of Higher Education. At this meeting, we are focusing on Early College. We know this is an area of particular interest to all of you, and to Governor Baker. The research is clear that earning college credit while in high school increases college-going behavior.

I will share programs currently occurring on three of our campuses. I have included the slides with my remarks, they are informative and dense. I will focus on a point or two from each and encourage you to take a closer look.

### **Bunker Hill Community College.**

Bunker Hill offers a variety of programs across its catchment area. I wanted to highlight a program in which Bunker Hill partners with Charlestown on a C-Town Tech and Business program that begins in grade nine. Partners include the City of Boston, Jobs for the Future, SAP and the Boston Private Industry Council (PIC). It begins in the summer with an enrichment program, the students are enrolled in BHCC IT courses during the school year and have internships in the industry, along with a structured mentoring program. It began in 2016 in collaboration with Boston BUILD.

BHCC also offers programs in Boston, Malden, Cambridge, Everett and Chelsea.

### **Mount Wachusett Community College**

Last year, 446 high school students earned 4,415 credits from Mount Wachusett. Over the years of dual enrollment, 33.5% of these students went on to matriculate at the Mount. And 32% took their college credits to another college. Others entered the workforce with a high school diploma and some college credit.

The Mount offers two full immersion programs:

Pathways Early College Innovation School. There are 39 students enrolled in this dual enrollment program. They will earn their associates degree two days before they graduate from high school.

The Mount offers a series of tailored programs to meet the needs of high school students in its catchment area..I will mention one more..Diversity Pipeline/Project Healthcare. This program enrolls 58 students from Fitchburg and Leominster. These students, 60% coming from underrepresented populations, are enrolled and receive support while taking college prerequisites for a number of healthcare programs at the Mount that count toward their high school degrees. Some of these students will actually complete an Allied Health Certificate prior to graduating from high school. This program is funded by a grant from Health and Human Services, Office of Minority Health.

## **Quinsigamond Community College**

Quinsigamond crafted the Attend College Early (ACE) Program. Over the last three years, 114 students in central Massachusetts have participated in this program and the costs have been born by the students and their families. Similar to what we discussed with Mount Wachusett, the intention is to complete high school and earn an Associate degree simultaneously.

In the last three years, Quinsig has enrolled 279 students in a Gateway to College Program. This is a credit recovery program to support students in completing their high school degrees. Seventy-five percent of the students who earn high school diplomas continue-on and matriculate at Quinsigamond.

Finally, Quinsig offers a more traditional Early College High School that has enrolled 1,021 students over the last three years. Students take these courses on their high school campuses for high school and college credit. They graduate from high school with college credit.

These examples represent programs offered at many of our campuses and the costs of these programs are often born by the campuses. Though we appreciate some funding from the Commonwealth Dual Enrollment Partnership (CDEP), the \$250 per course does not begin to cover the actual costs of supporting these students. Those additional costs are often born by our respective student bodies through tuition and fees.

## **DCAMM Strategic Capital Planning**

Cape Cod Community College President John Cox expertly testified on October 5th, on H3730, An Act Providing for Immediate Capital Improvement Needs of the Commonwealth.

We are pleased and proud of the major infrastructure improvements that have taken place on the State University and UMass campuses. We do not begrudge **a single penny** of investment and, in fact, we hope investment continues. We call your attention to this chart. We educate almost half of those enrolled in public higher education, we educate the most diverse population of students and yet we expended just 15% of the 2008 Higher Education Bond Bill. Our campuses reflect a different era of higher education. We support the efforts of the Governor to provide additional bond funding and fervently hope a reinvestment in community colleges will enhance the learning that takes place on our campuses, leading to well prepared (as in 21<sup>st</sup> Century) students who successfully transfer and complete at our four-year colleges and universities or enter the workforce.

I hope you are intrigued enough to learn more about the efforts underway on our campuses. Our efforts are usually focused on the specific needs of each of our regions. Alas, we have not refined the important skill of **self-promotion**. President Clark and I, representing our segments, are collaborating to raise the profile and help Massachusetts families and Business and Government leadership better understand what public higher education means to the Massachusetts economy.

**Thank you for your kind attention.**

Attachments:

BHE PowerPoint Presentation

DACA letter

#Charlottesville letter

AOTA letter

Full slides from BHCC, MWCC, QCC Early College

President Cox Letter, Oct. 5 Testimony H3730



2017–2018

MASSACHUSETTS  
COMMUNITY COLLEGE

**Council of  
Presidents**

**Board of Higher Education**

October 31, 2017

**WELCOME!**



**David Podell**

MassBay Community College



**John Cook**

Springfield Technical Community College



**Bill Mitchell**

Massasoit Community College  
Interim President



**WELCOME!**



**Christina Royal**  
**Holyoke Community College**  
**Inauguration: November 3, 2017**



**WELCOME!**



**James Vander Hooven**  
**Mount Wachusett Community College**  
**Inauguration: March 26, 2018**



**WELCOME!**



**Luis Pedraja**  
**Quinsigamond Community College**  
**Inauguration: April 13, 2018**



**WELCOME!**



**Laura Douglas**  
**Bristol Community College**  
**Inauguration: May 31, 2018**



**FAREWELL!**



**Bob Pura**  
**Greenfield Community College**



# Massachusetts Public Higher Education



# Community College Collaboration



#Charlottesville



Massachusetts Community Colleges Unite Against Hatred

The Presidents of the 15 Community Colleges of Massachusetts unite to voice our opposition to the violence, bigotry, racism and hate we witnessed in Charlottesville, Virginia this past weekend.

The students on our campuses across the Commonwealth reflect the rich diversity of our nation. Our philosophy of teaching and learning has, at its core, the promise of inclusive excellence and social justice. We embrace our shared values of global citizenship and prize the richness of cultural wealth in our diverse communities. We respect people from all nations, cultures, background, and experience and welcome them to join our community of scholars and learners, for therein lies the hope and the future strength of our nation and our world.

We reject, in the strongest possible terms, hateful rhetoric, harmful actions, or attempts to diminish the values or identity of our community members, while remaining committed to the fundamental right of free speech. These actions will not gain a foothold on our campuses. We will provide safe and secure environments for our students, faculty and staff. We will continue to embrace the diversity that makes our institutions strong.

Our community colleges are democracy's colleges. The teaching and learning that happen at our 15 colleges speaks to the immense compassion and potential that enrich our nation. In these times that test our resolve as leaders, we renew our pledge to our communities. You are all welcome and valued; your religion, race, ethnicity, language, citizenship, and gender are honored. We will continue to learn together. Hate has no place at our Massachusetts Community Colleges.

Sincerely,

President, Berkshire Community College

President, Bristol Community College

President, Bunker Hill Community College

President, Cape Cod Community College

President, Greenfield Community College

President, Holyoke Community College

President, MassBay Community College

President, Massasoit Community College

President, Middlesex Community College

President, Mt. Wachusett Community College

President, North Shore Community College

President, Northern Essex Community College

President, Quinsigamond Community College

President, Roxbury Community College

President, Springfield Technical Community College



# Early College



# Early College

DISTRICT/SITE	CURRENT OFFERINGS
<b>BOSTON</b>	<ul style="list-style-type: none"><li>• <b>District-wide</b> general education courses offered at a centrally located school and BHCC's South End Satellite.</li><li>• <b>C-Town Tech/Business</b> - A career-focused pathway at Charlestown High School* beginning in grade 9. C-Town Tech was developed in collaboration with the City of Boston, Jobs for the Future, SAP and the Boston PIC. Initial cohort of students participate in summer enrichment program, are taught BHCC IT classes during the school year and will receive field specific internships and mentoring. C-Town Business pathway began in Fall 2016 in collaboration with BUILD.</li></ul>

\*Engaged in curriculum alignment work in partnership with dual enrollment.



# Early College

DISTRICT/SITE	CURRENT OFFERINGS
<b>MALDEN*</b>	<ul style="list-style-type: none"><li>• <b>Satellite campus:</b> Over 50 course sections.</li><li>• <b>Dual Enrollment:</b> Nearly 200 MHS students enrolled in fall 2016.</li><li>• <b>Early College Pilot Program:</b> Students can earn a Malden High School diploma and an Associate degree or up to two years of college credit. Students take only BHCC classes in Junior and Senior years.</li></ul>
<b>CBOs</b>	<ul style="list-style-type: none"><li>• <b>On-site courses</b> at community based organizations, including College Bound Dorchester, JVS*, X-Cel, Inc. and Youth Build Just-A-Start.</li></ul>

\*Engaged in curriculum alignment work in partnership with dual enrollment.



# Early College

DISTRICT/SITE	CURRENT OFFERINGS
<b>CAMBRIDGE*</b>	<ul style="list-style-type: none"><li>• <b>On-site course</b> taught during the school day in college-level English.</li></ul>
<b>EVERETT</b>	<ul style="list-style-type: none"><li>• <b>Instructional Site:</b> On-site Dual Enrollment Courses in Allied Health and Criminal Justice using a mixed-enrollment model. Students also travel to nearby Malden Satellite to take courses. 60+ students.</li></ul>
<b>CHELSEA</b>	<ul style="list-style-type: none"><li>• <b>On-site Early College Pilot Program</b> - Cohort model of 150+ juniors and seniors each taking 2 BHCC classes in subjects such as math, English, Sociology and Allied Health during the school day – in collaboration with the BHCC TRiO Talent Search Program at Chelsea High School.</li></ul>

\*Engaged in curriculum alignment work in partnership with dual enrollment.



# Early College



2016-2017: **446** high school students attained **4,415** college credits

Fall 2017: **388** high school students are pursuing **2,561** college credits

MWCC partners with numerous school districts across the region, including Fitchburg, Leominster, Gardner, Mahar (Orange), Athol, Murdock (Winchendon), Monty Tech and Sizer Charter (Fitchburg)

Of the students who have participated in dual enrollment coursework since 2010, **33.5%** matriculated to MWCC; **31.8%** attended another institution; **34.7%** did not enroll in higher education (workforce)

Funding to support these initiatives remains a challenge



# Early College

## Full-Immersion Early College Programs



Mount Wachusett  
Community College



### Pathways Early College Innovation School

- 39 of these students are currently enrolled, and complete their junior and senior years of high school at MWCC
- Students will receive an Associate's Degree two days before their High School Diploma



### Gateway to College

- 85 of these students are enrolled
- Challenges in traditional high school settings, and are considered at-risk.
- Students will graduate high school with an average of half an Associate's Degree completed



# Early College Offsite Programs



## Early College Designation Application

- “Stackable” Credentials on specific academic pathways: allowing for students to gain job-specific training and certification, leading to an associate’s degree, and building into bachelor degree program.

## Concurrent Enrollment non-grant funded

- 65 students enrolled
- Courses delivered at partner schools, during school hours
- Biotech (BTC101) at Montachusett Regional Vocational

## Commonwealth Dual Enrollment Partnership (CDEP)

- 120 students enrolled
- Courses are delivered onsite at partnering high schools, and at MWCC Gardner and Leominster campuses after school hours

## Diversity Pipeline/Project Healthcare

- 58 students from Fitchburg High School and Leominster High School are enrolled in college courses during the school day that align with the pre-requisites necessary to enter MWCC’s selective healthcare majors.
- Funded by a grant from the Office of Health and Human Services, Office of Minority Health

## CNA Certification (HEA115 & HEA116)

- Fitchburg High School is partnering with MWCC to run a Certified Nursing Assistant certificate program for 10 students per year, starting Fall 2017



# Early College

## Attend College Early Program (ACE)



**QUINSIGAMOND**  
Community College

ACE	2014-2015	2015-2016	2016-2017	Three Year Total
<b># of Students Served</b>	<b>25</b>	<b>42</b>	<b>47</b>	<b>114</b>

The Attend College Early program is a dual enrollment collaborative among students, their family, their high school, and Quinsigamond Community College. It is an opportunity for mature, college ready students to simultaneously complete high school graduation requirements and begin their pursuit of higher education. The students and their families are responsible for covering the cost of the program.



# Early College

## Gateway to College (GTC) Program



**QUINSIGAMOND**  
Community College

GTC	2014-2015	2015-2016	2016-2017	Three Year Total
<b># of Students Served</b>	<b>86</b>	<b>98</b>	<b>95</b>	<b>279</b>

QCC's Gateway to College dual enrollment program serves students who have dropped out of high school, are behind in their high school course work, and/or are at risk of dropping out and may not graduate from high school. Through the program, students obtain their high school diploma while earning college credits and in some cases earn their associate degree. 75% of the GTC students who earn their high school diploma continue their studies at QCC; the largest number of students complete their associate degree in General Studies or Liberal Arts with the intent to transfer.



# Early College

## Early College High School (ECHS) Program



**QUINSIGAMOND**  
Community College

ECHS	2014-2015	2015-2016	2016-2017	Three Year Total
# of Students Served	317	277	427	1,021

QCC's Early College High School program enables high school students to enroll in college credit courses, with a focus on career and academic pathways, while in their supportive high school environment. Students can earn college and high school credits simultaneously and graduate from high school with college credits.

*\*\*Early College Funding Sources*



# Bond Bill

## 2008 Higher Education Bond Bill (Chap 258 Acts of 2008) Report of May 11, 2017

	Set Aside Budget	% of Total Budget	Total Expended	Total Expended % of Set Aside Budget	Total Expended % of Total Set Aside
<b>Community Colleges</b>	\$686,952,546	30.87%	\$332,690,995	48.43%	14.95%
<b>State Universities</b>	\$546,310,109	24.55%	\$487,891,048	89.31%	21.92%
<b>UMass System</b>	\$940,921,313	42.28%	\$577,781,822	61.41%	25.96%
<b>DCAMM</b>	\$50,189,000	2.26%	\$45,007,007	89.68%	2.02%
<b>BHE</b>	\$1,000,000	0.04%	\$805,553	80.56%	0.04%
	<b>\$2,225,372,969</b>	<b>100.00%</b>	<b>\$1,444,176,425</b>	<b>64.90%</b>	<b>64.90%</b>



**Thank you!**





### A Joint Statement in Support of DACA

Massachusetts was recently named first in the country in terms of its K-12 education and the number of residents with college degrees. We recognize and affirm that excellent education is critical to the Commonwealth's and America's future economic vitality. We are committed to the education of all our children and young adults who pass through our doors.

In many respects, our country has grown to its present strength due to the past influx of immigrants seeking the American Dream. That dream is grounded in our country's belief that all are endowed with three basic rights: life, liberty, and the pursuit of happiness. The "crime" of the undocumented immigrant today is pursuing the same dream of many in the past – a better life for their families.

Five years ago, in recognition that the infants and children who accompanied their immigrant parents illegally entering our country did not choose to do so, the previous federal administration established Deferred Action for Childhood Arrivals (DACA). Those with DACA status attend and graduate from our K-12 schools and benefit from the ability to attend excellent post-secondary education in order to bring the skills and credentials needed in our workforce today. Individuals with DACA status live in our communities, pay taxes, and are ready and willing to continue to positively contribute to our local economies and communities. Ending DACA and subjecting these individuals to deportation not only contradicts our shared values and the inherent principles in our educational missions, but threatens the economic well-being of our region, state, and country.

We remain committed to meeting the needs of every person who walks through our doors looking to learn and achieve, regardless of their immigration status. We stand together to fight for the continued protection of all the young people with and eligible for DACA.

Ellen L. Kennedy  
President, Berkshire Community College

Laura L. Douglas  
President, Bristol Community College

Pam Eddinger  
President, Bunker Hill Community College

John L. Cox  
President, Cape Cod Community College

Robert Pura  
President, Greenfield Community College

Christina Royal  
President, Holyoke Community College

Charles Wall  
President, Massasoit Community College

David Podell  
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Tommy Chang  
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# Bunker Hill Community College

## Dual Enrollment/Early College Sites

DISTRICT/SITE	CURRENT OFFERINGS
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<b>CHELSEA</b>	<ul style="list-style-type: none"><li>• <b>On-site Early College Pilot Program</b> - Cohort model of 150+ juniors and seniors each taking 2 BHCC classes in subjects such as math, English, Sociology and Allied Health during the school day – in collaboration with the BHCC TRiO Talent Search Program at Chelsea High School.</li></ul>

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Fall 2017: **388** high school students are pursuing **2,561** college credits

MWCC partners with numerous school districts across the region, including Fitchburg, Leominster, Gardner, Mahar (Orange), Athol, Murdock (Winchendon), Monty Tech and Sizer Charter (Fitchburg)

Additional school districts have requested to partner on early college initiatives, and initial planning will commence in early spring

MWCC offers both full-immersion early college programming AND dual enrollment courses offered at partnering high schools

MWCC's college access programs are intentionally leveraged together with early college and dual enrollment in order to prioritize access for **first generation and low income** students

**Accuplacer** is the current metric for college-readiness; conversations and deliberations about other indicators are underway

Of the students who have participated in dual enrollment coursework since 2010, **33.5% matriculated to MWCC; 31.8% attended another institution; 34.7% did not enroll in higher education (workforce)**

Funding to support these initiatives remains a challenge



# Full-Immersion Early College Programs



Early College Designation submitted to target  
“Middle Achieving” students for a new cohort

## Pathways Early College Innovation School

- 39 of these students are currently enrolled, and complete their junior and senior years of high school at MWCC
- Students will receive an Associate’s Degree two days before their High School Diploma
- Students attain a degree in whatever program they determine is the best fit for them
- A dedicated intrusive advisor works with students and with parents to achieve student success over the two years
- Students school-choice into Mahar Regional School District
- Home school students comprise the second largest sending district for this program (Gardner is the largest)

## Gateway to College

- 85 of these students are enrolled in Gateway to College; an additional 20 will join the program for a January start
- Gateway students have had significant challenges in traditional high school settings, and are considered at-risk. Many have dropped out of high school, are behind in high school credits, or had significant social/adjustment challenges
- Students will graduate high school with an average of half an Associate’s Degree completed
- 2 intrusive advisors provide support and academic advising for students, run credit recovery where necessary, and provide a point of contact with DCF, probation officers and parents
- Classes are cohorted together to maximize efficiency, and students are mapped to a liberal arts transfer degree

# Fall 2017 Early College Offsite Programs

## Early College Designation Application

- “Stackable” Credentials on specific academic pathways: allowing for students to gain job-specific training and certification, leading to an associate’s degree, and building into bachelor degree program.



## Concurrent Enrollment non-grant funded

- 65 students enrolled
- Courses delivered at partner schools, during school hours
- Biotech (BTC101) @ Montachusett Regional Vocational Technical School
- Psychology (PSY105) @ Ayer-Shirley Regional
- Criminal Justice (CJU131) @ Northbrookfield High School

## Commonwealth Dual Enrollment Partnership (CDEP)

- 120 students enrolled
- Courses are delivered onsite at partnering high schools, and at MWCC Gardner and Leominster campuses after school hours
- Courses align with Mass Transfer
- Targets underrepresented populations

## Diversity Pipeline/Project Healthcare

- 58 students from Fitchburg High School and Leominster High School are enrolled in college courses during the school day that align with the pre-requisites necessary to enter MWCC’s selective healthcare majors.
- Targets underrepresented populations (currently serving 60% minority students)
- Some students on track to complete an MWCC Allied Health Certificate prior to high school graduation.
- Funded by a grant from the Office of Health and Human Services, Office of Minority Health
- **CNA Certification (HEA115 & HEA116)**
  - Fitchburg High School is partnering with MWCC to run a Certified Nursing Assistant certificate program for 10 students per year, starting Fall 2017
  - MWCC Adjunct and RN Professor and SIM lab onsite at FHS
  - Nurse Aide Training students will attend 59.25 classroom hours; and 30 hours of clinical hours onsite at a long term health care facility
  - At the completion of the program students will sit for the Red Cross Certified Nursing Assistant Exam
  - Students gain 5 college credits, hands-on experience with SIM man and live patients, CPR and first aid certification, and preparation to be a home health aid, and a CNA
  - Provides a working model of the early college designation proposal

# Dual Enrollment/Early College Programming



# *QCC's Mission and Vision*

## **Mission:**

Dual enrollment programming at QCC seeks to increase the size and diversity of the college-going population within Central Massachusetts, as well as provide low income and underserved populations with a college experience. We prepare and support high school students to accrue college credits while earning their diploma, to plan an academic/career pathway, and to reduce the time and cost of completing a postsecondary program through multiple dual enrollment choices.

## **Vision:**

Dual enrollment programming at QCC delivers post-secondary education to high school aged students through multiple venues that are accessible, affordable and of the highest quality.

# Attend College Early (ACE) Program

ACE	2014-2015	2015-2016	2016-2017	Three Year Total
Number of Students Served Each Year	25	42	47	114
Approximate Amount of Revenue QCC Received Each Year	\$108,600 (12 credits X 2 semesters X \$181/credit)	\$189,504 (12 credits X 2 semesters X \$188/credit)	\$215,448 (12 credits X 2 semester X \$191/credit)	\$ 513,552
Approximate Cost to the College beyond Salaries, etc.	\$200 for Marketing	\$200 for marketing	\$200 for marketing	\$600

The Attend College Early program is a dual enrollment collaborative among students, their family, their high school, and Quinsigamond Community College. It is an opportunity for mature, college ready students to simultaneously complete high school graduation requirements and begin their pursuit of higher education. The students and their families are responsible for covering the cost of the program.

# Gateway to College (GTC) Program

GTC	2014-2015	2015-2016	2016-2017	Three Year Total
Number of Students Served Each Year	86	98	95	279
Approximate Amount of Revenue QCC Received Each Year	\$2,000/student/semester = \$ 344,000	\$2,000/student/semester = \$ 392,000	\$2,000/student/semester = \$380,000	\$1,226,000
Approximate Cost to the College: salaries, fringe, etc.	\$294,208	\$ 294,208	\$ 294,208	\$ 882,624

QCC's Gateway to College dual enrollment program serves students who have dropped out of high school, are behind in their high school course work, and/or are at risk of dropping out and may not graduate from high school. Through the program, students obtain their high school diploma while earning college credits and in some cases earn their associate degree. 75% of the GTC students who earn their high school diploma continue their studies at QCC; the largest number of students complete their associate degree in General Studies or Liberal Arts with the intent to transfer.

# Early College High School (ECHS) Program

<b>ECHS</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>Three Year Total</b>
Number of Students Served Each Year	317	277	427	1,021
Approximate Amount of Funding QCC Received Each Year to Operate the Programs	Funding through various sources: Perkins, CDEP, MOUs, individual student payment at discounted price**	Funding through various sources: Perkins, CDEP, MOUs, individual student payment at discounted price**	Funding through various sources: Perkins, CDEP, MOUs, individual student payment at discounted price**	
Approximate Cost to the College	High school waivers approved by the President	High school waivers approved by the President	High school waivers approved by the President	

QCC’s Early College High School program enables high school students to enroll in college credit courses, with a focus on career and academic pathways, while in their supportive high school environment. Students can earn college and high school credits simultaneously and graduate from high school with college credits.

*\*\*Early College Funding Sources*

# *The Commonwealth Dual Enrollment Partnership (CDEP)*

The Commonwealth Dual Enrollment Partnership (CDEP) is a grant issued through MA Department of Higher Education (DHE) that allows eligible high school students to take college-level courses, free of charge at Quinsigamond Community College or at their high school. The students earn simultaneous credit toward their high school diploma and for college course completion.

QCC's current cost model is: \$250 per student per course when the college faculty teaches the course, or \$100 per student per course when the high school teaches the course. Any remaining costs have been covered by QCC through presidential waivers. The current view of DHE is that providing credit courses within the high schools better meets the goal of reaching the student who is first generation, economically disadvantaged, and does not believe attending college is within their reach.

- In 2014/2015, CDEP monies went to individual students to enroll at QCC;
- In 2015/2016, The \$15,000 CDEP grant was allocated to QCC's Early College program in the high school;
- In 2016/2017, \$ 40,000 CDEP grant was allocated to QCC's Early College program in the high school.

# *Funding*

## **Perkins Secondary Post Secondary Linkages Allocation Grant**

Perkins funding is earmarked to support activities and services that are planned and carried out in partnership with secondary schools to support students' seamless and successful completion of career and technical education programs. 20% of the grant must support CTE linkages.

- In 2014/2015, \$77,059 of Perkins funding was assigned to QCC's Early College program in the high schools
- In 2015/2016, \$76,044 of Perkins funding was assigned to QCC's Early College program in the high schools
- In 2016/2017, \$80,498 of Perkins funding was assigned to QCC's Early College program in the high schools

## **Additional Funding Sources: Grants and Memorandum of understanding**

One program, Future Steps, is a collaborative effort among two high schools (Marlborough/Hudson) and the Marlborough Chamber of Commerce to support credit courses delivered within the high school.

QCC's current cost model is \$100 per student if the course is taught by a high school teacher and \$250, if the course is taught by a QCC faculty member. The high school collects the money from the students/parents; QCC invoices the high school for the course.

Marlborough High School's STEM Early College Youth Career Connect Grant pays QCC \$450 per student, per course.

# *Additional Potential Funding Sources*

## **Entitlement Funds**

- **Title I, Part A** of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Districts have a great deal of discretion as to how they use these funds and could allocate a percentage of their Title 1 allocation to fund dual enrollment programs for disconnected students.
- **Title III** Under the newly reauthorized Elementary and Secondary Education Act (ESEA) regulations, districts can use Title III funds to support dual enrollment activities for English Learners. <http://www.doe.mass.edu/ell/titleIII/default.html>

# *QCC's Current Staff Structure of Dual Enrollment Programs:*

- **Attend College Early Program** is housed within QCC Admissions Office. One enrollment counselor initially meets with the students and introduces them to the college.
- **Gateway to College** is housed within Academic Affairs. Three full-time staff recruit, enroll, advise, and support the students from entry through their graduation.
- **Early College High School** is housed within Academic Affairs. One full-time manager and one part time linkages specialist. Fifteen high schools participated in concurrent enrollment in 2016-2017.



# Massachusetts Community Colleges

EXECUTIVE OFFICE

September 29, 2017

Heather Stagliano, DHSc, OTR  
Associate Chief Officer for Accreditation  
Accreditation Council for Occupational Therapy Education  
4720 Montgomery Lane, Suite 200  
Bethesda, MD 20814-3449

Dear Dr. Stagliano:

The presidents of the public community colleges of Massachusetts are opposed to the recent mandate by ACOTE to move the entry-level educational requirement from dual entry for Occupational Therapy Assistant (OTA) programs through an associate degree and baccalaureate degree to sole entry through the baccalaureate degree. The following reasons cause us to provide to you our official opposition to this mandate:

- The process utilized by ACOTE to determine this recent mandate did not include current input or feedback from the institutions directly affected by this decision. We believe this to be in conflict with ACOTE guidelines and policies. A 2013 ACOTE survey that included institutions indicated that now is not the right time to move this forward and that additional research and data was needed. We have not seen such research come forward.
- The students in open access community college programs represent a much larger population of first generation to college students, people of color and families of low and medium income than those who enroll in selective baccalaureate degree granting institutions. Requiring these students to apply to more selective and expensive institutions of higher education will present enormous financial and other challenges that, we have no doubt, will limit the diversity and inclusiveness of the potential student population.
- As a result of a longer and more expensive entry to the workforce, all students will incur greater expense, lost opportunity for field related work while pursuing the bachelor degree, and exacerbate the student loan crisis in our region and the country.
- Our colleges that provide successful OTA programs will incur irreparable harm due to the short time frame to transition our programs stated in the mandate; the probable loss of our existing OTA programs and students; the harm to our faculty, sunk costs in infrastructure, and substantial past investment of institutional resources; and, in this state, the lack of option for a public community college to offer a bachelor degree.
- The standards for the bachelor degree are not yet finalized, yet ACOTE has moved quickly without input from college stakeholders to this mandate. Without differentiation as to the

617-542-2911 PHONE • WWW.MASSCC.ORG • 617-542-2904 FAX  
15 COURT SQUARE, SUITE 1100 BOSTON, MA 02108

curricular and program standards between the current associate degree and proposed bachelor degree, we are astounded by ACOTE's rush to this new mandate. It is premature to declare a transition without setting approved standards that reflect significant research that would enable all to better project positive and negative impacts, especially those that may be unintended as described in points above.

- There is little evidence that this move is required to best serve needs in the field, practice or will enhance a knowledgeable and skilled workforce. More research is needed to demonstrate the added value prior to turning the established and successful structure upside down.

We urge you to rescind this new mandate and allow more time for research, processing, discussion and inclusion of the educational institutions directly affected.

Sincerely,



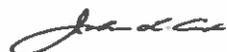
Ellen L. Kennedy  
President, Berkshire Community College



Laura L. Douglas  
President, Bristol Community College



Pam Eddinger  
President, Bunker Hill Community College



John L. Cox  
President, Cape Cod Community College



Robert Pura  
President, Greenfield Community College



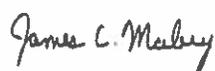
Christina Royal  
President, Holyoke Community College



William Mitchell  
Interim President, Massasoit Community College



David Podell  
President, MassBay Community College



James C. Mabry  
President, Middlesex Community College



James Vander Hooven  
President, Mt. Wachusett Community College



Patricia A. Gentile  
President, North Shore Community College



Lane A. Glenn  
President, Northern Essex Community College



Luis Pedraja  
President, Quinsigamond Community College



Valerie R. Roberson  
President, Roxbury Community College



John B. Cook  
President, Springfield Technical Community College



House Committee on Bonding, Capital Expenditures and State Assets  
Thursday, October 5, 2017  
Testimony in Support of H3730  
An Act Providing for Immediate Capital Improvement Needs of the Commonwealth

John L. Cox, EdD, CPA, President of Cape Cod Community College on  
behalf of Massachusetts Community Colleges

Chairman Cabral, members of the Committee, over the course of last year, I had the privilege of serving on the Work Group and even participating with the Steering Committee of the Strategic Framework for Public Higher Education Capital Funding on behalf of our MA community colleges.

On behalf of my colleagues, we are very supportive of House Bill 3730, *An Act Providing for Immediate Capital Improvement Needs of the Commonwealth*. The authorization to borrow \$3.795 billion for capital improvements will put life into efforts to continue to address deferred maintenance needs, and in many cases, very critical needs, as we tackle the \$5.5 billion in accumulated deferred maintenance across all of Massachusetts public higher education.

Specifically, within the legislation, under DCAMM line 7066-8110, \$950 million is authorized across all of MA public higher education. Based on the new procedural structure for capital funding requests through DCAMM, \$140 million in project approvals would be authorized beginning with the FY 2019 Capital Investment Plan.

Based on the new framework, which adds a greater degree of clarity about the decision process for institutions, there are four priorities used in determining capital funding:

- Repairing, renovating, or replacing current facilities, maximizing the use and functionality of existing spaces;
- Expanding programmatic collaborations between and among other institutions and outside partners;
- Aligning investments to the priorities of the Workforce Skills Cabinet or labor market needs; and,
- Developing more flexible and innovative program delivery models, including online or hybrid learning.

Under the new strategic framework for vetting capital proposals, these major projects are designed for funding between \$5 million and \$20 million, a limitation that will prove problematic for some institutions facing substantial repair and replacement, and that want to avoid shifting the remainder of the capital costs directly to students.

The legislation also adds to the existing 2008 Higher Education Bond Bill authorization with an additional \$100 million for community colleges and state universities and \$100 million for UMass for projects in progress.

A quick review of the total expended through the 2008 Higher Ed Bond Bill indicates as of May 2017, 65% of the authorization has been invested in MA public higher education. Of that total spending, 15%, or less than half of the budgeted allocation for community colleges, has been spent on community colleges.

**2008 Higher Education Bond Bill (Chap 258 Acts of 2008) Report of May 11, 2017**

	Set Aside Budget	% of Total Budget	Total Expended	Total Expended % of Set Aside Budget	Total Expended % of Total Set Aside
<b>Community Colleges</b>	\$686,952,546	30.87%	\$332,690,995	48.43%	14.95%
<b>State Universities</b>	\$546,310,109	24.55%	\$487,891,048	89.31%	21.92%
<b>UMass System</b>	\$940,921,313	42.28%	\$577,781,822	61.41%	25.96%
<b>DCAMM</b>	\$50,189,000	2.26%	\$45,007,007	89.68%	2.02%
<b>BHE</b>	\$1,000,000	0.04%	\$805,553	80.56%	0.04%
	<b>\$2,225,372,969</b>	<b>100.00%</b>	<b>\$1,444,176,425</b>	<b>64.90%</b>	<b>64.90%</b>

	% of Total HE Bond Bill Budget	Total Expended % of Total Bond Bill Set Aside	DM Backlog (2015)	% of Total DM Backlog	Student Headcount (FY2016)	% of Total Student MA Public HE Headcount	MA Residents (Fall 2015)
<b>Community Colleges</b>	30.87%	14.95%	\$1,339,000,000	24%	127,324	47%	96%
<b>State Universities</b>	24.55%	21.92%	\$858,000,000	15%	72,484	26%	89%
<b>UMass System</b>	42.28%	25.96%	\$3,377,000,000	61%	73,744	27%	74%
<b>DCAMM</b>	2.26%	2.02%					
<b>BHE</b>	0.04%	0.04%					
	100.00%	64.90%	\$5,574,000,000	100%	273,552	100%	

Note: Regarding Deferred Maintenance, UMass Gross Square Footage (GSF) is 14.2 million, community colleges are 7.2 million GSF, and state universities are 6.8 million GSF.

The previous bond bill identified specific projects, but many will likely not occur. The annual proposal process to be implemented this Fall will be more nimble for institutions, as approved proposals become part of the Capital Investment Plan. Through the peer-review process during the submission phase, this provides feedback on the initial proposal with time for refining and submitting for final review. The submission process becomes very transparent across public higher education.

With the new authorization, we would ask that the Administrative Bond Cap continue at current or higher levels to ensure that the Commonwealth is able to maximize the annual capital investment in state facilities under this authority, ensuring at least the \$140 million threshold in capital investment to address the \$5.5 billion of accumulated deferred maintenance needs.

Finally, the legislation also includes a provision raising the maximum size of a project that DCAMM can delegate to our community colleges and state universities to \$5 million. Collectively, we are supportive of this move. Many of us have been quite successful with managing projects below the current \$2 million threshold.

In closing, on behalf of my community college colleagues, we are very supportive of HB3730, and recognize that time is of the essence in terms of ensuring the availability of funds to move forward with the Strategic Framework for Public Higher Education Capital Funding. Thank you.

John L. Cox  
[jcox@capecod.edu](mailto:jcox@capecod.edu)