

## COVER PAGE

<b>Institution Name: Middlesex Community College</b>  <b>Program Partners (list all high schools and community-based organizations):</b> Bedford High School, Billerica High School, Burlington High School, Dracut High School, Greater Lowell Technical, Groton Dunstable, Innovation Academy Charter, Littleton High School, Lowell High School, Lowell Career Academy, Minuteman Technical High School, Nashoba Valley Technical, and Tewksbury High School. <i>(All partner schools have MOUs.)</i>		<b>Region Served: Middlesex county and nearby communities</b>  <b>List specific target cities/towns:</b> Lowell, Bedford, Billerica, Burlington, Dracut, Littleton, Tewksbury			
<b>Authorizing Agent:</b>  <b>Name:</b> <u>James C. Mabry, PhD</u>  <b>Title:</b> <u>President</u>  <b>Telephone:</b> <u>978/656-3200</u>  <b>Fax:</b> <u>978/452-5545</u>  <b>E-mail:</b> <u>Mabryj@middlesex.mass.edu</u>		<b>Organization/Institution:</b>  <u>Middlesex Community College</u>  <b>Mailing Address:</b>  <u>33 Kearney Square</u>  <u>Lowell, MA 01852</u>			
<b>CDEP Program Director/Lead Contact:</b>  <b>Name:</b> <u>Ellen Grondine, DM</u> <b>Title:</b> <u>Associate Dean of Educational Pathways</u> <b>Address:</b> <u>33 Kearney Square</u> <u>Lowell, MA 01852</u> <b>Telephone:</b> <u>781/280-3665</u> <b>Fax:</b> <u>781/275-4911</u> <b>E-mail:</b> <u>Grondinee@middlesex.mass.edu</u>		<b>Fiscal Director/Coordinator (if different from left)</b>  <b>Name:</b> <u>Gina Spaziani</u> <b>Title:</b> <u>Interim VP, Administration and Finance</u> <b>Address:</b> <u>33 Kearney Square</u> <u>Lowell, MA 01852</u> <b>Telephone:</b> <u>978/656-3145</u> <b>Fax:</b> <u>978/452-5545</u> <b>E-mail:</b> <u>Spazianig@middlesex.mass.edu</u>			
<b>Total CDEP Funds Requested:</b>	<b>\$ 50,000</b>	<b>Total In-Kind Funds:</b>	<b>\$75,765</b>	<b>Total Program Budget:</b>	<b>\$125,765</b>
<b>Total Anticipated to be Served (Beneficiaries):</b>		<b># of Students:</b> 100 unduplicated students; 160 dual enrollment seats total			
<b>Description of Primary Population to be Served - 25 Words Max (E.G. Gender, Income, Race/Ethnicity)</b>		Students under-represented in higher education including: first-generation, low-income, and students of color including Latino, African-American, and Asian students; emphasis on under-represented males.			

I certify that the information reported herein is accurate and complete.

Authorized Agent Signature:

*James C. Mabry*

Date: 6/28/16

**ABSTRACT**

Middlesex Community College (MCC) serves 1900 dual enrollment students on an annual basis through a combination of partnership contracts with area high schools and individual students enrolling in MCC classes. Most are high school juniors and seniors. MCC will address CDEP priorities as follows: **I.)** MCC is committed to closing achievement gaps and enabling underrepresented students to participate in these supported dual enrollment opportunities and will encourage the partner schools to outreach these groups for participation in concurrent enrollment. **II.)** MCC's model is expansive, serving 13 schools with 30+ courses, and uses a significantly reduced tuition rate of (\$87/credit) to encourage participation. **III.)** MCC provides a broad range of supports from information on enrollment and financial aid, to study and research skills, to college and career planning; these supports are integrated into all contract courses with partners and linked to dual enrollment advising for individual (MCC Dual Enrollment Academy) students. **IV.)** MCC currently has MOUs and contract agreements with 13 area high schools; representative agreements are attached to this application. **V.)** MCC regularly works with its partner high schools and the University of Massachusetts - Lowell on the alignment and sequencing of curriculum to support improved student outcomes and transferability. Additional work is done with Perkins Voc Ed and Performance Incentive Fund (PIF) activities to develop a clear, comprehensive approach to student advancement and curriculum alignment and course sequencing.

This CDEP funding will support 160, 3 credit courses for those students who are least likely to participate, even in reduced rate dual enrollment options through their high schools. Workshops focused on college knowledge, educational planning, and financial aid support are integrated into concurrent course formats and also structured into the dual enrollment process for individual students. Dual enrollment students are also advised and encouraged to take advantage of the many transitional programs available to them at MCC. The extensive network of high school partnerships and the active transfer pathways MCC has established with baccalaureate institutions, including nearly UML, all intentionally work to support MCC's dual enrollment population and student attainment of college credentials.

**I. PROJECT NARRATIVE**

*1. Models.* Middlesex Community College (MCC) has a mix of highly developed dual enrollment options to encourage prepared high school students to earn college credits while still enrolled in high school. These options include concurrent enrollment through partnerships with thirteen (13) area schools in which college

courses are offered onsite at the high school as well as the option for high school students, including home-schooled students, to enroll directly in coursework at MCC's campuses or MCC online courses, through MCC's Dual Enrollment Academy. MCC believes that this mix of options provides the greatest number and range of students with access to dual enrollment opportunities.

Concurrent enrollment, based on contractual agreements with the participating high schools, allows students to simultaneously take college coursework while also fulfilling high school requirements through cohort classes that take place at the high school. These concurrent enrollment courses are complemented with focused planning and advising supports that deliver important information about college programs and the importance of academic planning, as well as supportive services such as tutoring and supplemental instruction.

Individual high school students are also able to enroll in college credit classes at MCC's campuses or through online/hybrid formats. High school students who enroll directly in MCC classes are advised to first consult with their high school guidance counselor regarding their preparedness and appropriate course selection to match their interests and then can follow an application process much like that for other MCC students. This includes college placement testing for Reading, Writing, and Mathematics as well as a Dual Enrollment orientation session. Once admitted, dual enrollment students receive advisement and register for classes with the support of an MCC Dual Enrollment Academy Advisor.

*a. Please describe college awareness and readiness activities that will be infused into the dual enrollment student experience for each proposed model.*

MCC provides workshops for concurrent enrollment at partner high schools and for individual Dual Enrollment Academy students on admissions processes and specific dual enrollment considerations related to the importance of a college education, FAFSA and financial planning for college, the *MassTransferBlock* and the use of structured pathways as a guiding principle of MCC programs. MCC also operates USDOE TRIO programs (Upward Bound, Talent Search, and Gear UP) at Lowell High School and transitional support programs for non-traditional students at MCC campuses that are highlighted in the workshops.

*b. Also, please describe the institution's plan to hire faculty to teach these courses.*

Concurrent enrollment courses are taught by high school teachers who are identified, vetted and deemed to be qualified to teach college level courses by the MCC divisional dean and department chair for that area. The instructors are considered to be MCC adjuncts and are mentored by MCC faculty to ensure the coursework conforms to college standards and is consistent with MCC's curriculum including student learning outcomes.

*2. Target Population.*

CDEP Students Served by Student Characteristics	# of Students served in FY16	Projected # of students served in FY17	% of overall students served in FY16	Projected % of students served in FY17
African American	17	25	11%	16%
Asian	34	34	21%	21%
Hispanic or Latino	24	34	15%	21%
American Indian or Alaskan Native	0	0	0%	0%
Native Hawaiian or Pacific Islander	0	0	0%	0%
White	76	57	48%	36%
Multi-racial (non-Hispanic/Latino)	8	10	5%	6%
Unknown/Declined to report	1		<1%	
Female	89	80	56%	50%
Male	70	80	44%	50%
High Needs:				
• Low-Income	50	70	31%	44%
• First-Generation	60	60	38%	38%
• English Language	30	30	19%	19%
• First Language Not	UNK		0%	
• Students with Disabilities	16	20	1%	13%
Total Number of Students Served	160	160	100%	100%

\*The Students Served table contains projections for FY16 Summer session enrollments as well as certain estimates for concurrent enrollment students. MCC is currently revising the Dual Enrollment application for students in concurrent enrollment courses to obtain more complete demographic information moving forward.

*3. Student eligibility. Describe how the institution will ensure that students meet CDEP eligibility requirements?*

Qualifying criteria for participation in dual enrollment through this CDEP project will include a GPA of 2.5; Accuplacer threshold scores to establish readiness for college level math and English courses; and for certain coursework - particularly in STEM disciplines - required pre-requisites. MCC's Associate Dean of Educational Pathways works directly with high school guidance counselors and other staff to ensure this protocol is used in

conjunction with priority outreach and recruitment of first generation, low-income, or students from under-represented groups, especially males of color. “Middle achievers” that is, students at level for their high school coursework but below the 2.5 GPA, will be included in cohort concurrent enrollment classes at the discretion of the high school administration or teacher recommendation and provided with additional supports as indicated.

4. *Course eligibility. How will the institution ensure that courses meet CDEP eligibility standards?*

Concurrent enrollment contract courses offered by MCC and its partner high schools as well as courses that high school students apply for individually will adhere to CDEP criteria. Specifically these are courses that are listed in MCC’s course catalog, have a minimum of 3 credits, qualify for the *MassTransferBlock* or are in Computer Science, Technology or Engineering, and taught by college or high school faculty deemed qualified.

5. *Student Supports and College Awareness Activities.* Both college and high school staff will play a role in helping dual enrollment students understand how the college credits they earn through dual enrollment can be part of a long-term college and career strategy. Presently MCC academic advisors provide orientations for dual enrollment students at MCC campuses as part of the overall college experience which includes college planning and the use of the Degree Works degree audit tool. Workshops provided to concurrent enrollment students address specific dual enrollment considerations. The recent announcement of the Commonwealth Commitment will also be highlighted in the context of making a college education affordable and accessible.

Additional workshops planned for the coming year are: Library Research Forums (taught by MCC Librarians), Writing workshops (offered by MCC’s Writing Center), College Engagement Opportunities (through MCC Student Services on co-curricular activities), and a presentation on the Commonwealth Honors program.

MCC has already undertaken professional development institutes with high school guidance personnel to increase their understanding of college planning and the vertical alignment of high school and college curriculum through MCC’s program pathways mapping, and most recently, addressing the development of shared student learning outcomes for dual enrollment courses.

6. *Oversight.* This CDEP initiative will reside within MCC's Academic Affairs component under the management of Dr. Ellen Grondine, Associate Dean of Educational Pathways. Dr. Grondine has extensive expertise in the development and implementation of dual enrollment/early college programming, curriculum alignment, and joint programming. Dr. Grondine will assure that the elements are in place for successful outreach to target populations, academic programming, as well as effective support for advising and planning.

7. *Partner Relationship.* MCC currently has active partner agreements with 13 area high schools to offer concurrent enrollment courses by contract. These schools are: Bedford High School, Billerica High School, Burlington High School, Greater Lowell Technical High School, Groton Dunstable High School, Lowell High School, Minuteman Technical High School, Nashoba Valley Technical High School, and Tewksbury High School. Over the past year the number of partnerships has grown from 9 to 13. The Associate Dean of Educational Pathways takes an active role in developing these partnerships and in cultivating new ones. This includes identifying new courses, conducting high school instructors and guidance counselor professional development activities, and facilitating curriculum alignment and the development of program pathways. Support includes the placement of MCC faculty and mentors with high school instructors and developing new elements that foster increased numbers of dual enrollment students and high school partnerships.

*a. How will your institution effectively manage this partnership in the new funding cycle?*

In order to use CDEP funds to reach and serve the target audiences, Dr. Grondine will oversee the allotment and distribution of CDEP seats to the high school partners across the region to be coordinated with concurrent courses in order to offset family contributions for tuition/fees. Seats will also be devoted to MCC classes and some of these will be allocated to the needs of home schooled students.

*b. What role(s) will your partners play in implementing dual enrollment funded activities?*

This CDEP application includes the further development and expansion of student supports for advising, college planning, and the development of skills for college success. This years' application also addresses additional professional development for dual enrollment instructors together with MCC faculty to cover areas such as MCC grading processes, curriculum alignment strategies, and student learning outcomes. Other

supports for students in contract courses include supplemental instructional and tutoring that will be linked to coursework through the dual enrollment instructors.

*c. How do these partnerships interact to provide students' academic, socio-emotional and other supports to promote positive dual enrollment outcomes?*

MCC's dual enrollment partnerships have developed supports specifically designed for dual enrollment students including a series of workshops geared towards dual enrollment students and their families. Dual enrollment students and their parents/families are encouraged to attend Admissions and Financial Services Nights conducted at MCC campuses and to join Talent Search and Upward Bound programming whenever possible because of its emphasis on creating a positive college-going culture to empower under-represented students. In the coming year, dual enrollment will benefit from increased professional development opportunities as well as additional resources in the form of student workshops and seminars on: library research, writing skills, college engagement and co-curricular activities, and the Commonwealth Honors program.

*d. Please provide a detailed description of the collaboration between your institution and school district partners. Please attach letter(s) or commitment and/or memorandum(s) of understanding.*

Dr. Grondine works closely with high school Principals and Curriculum Directors partners to form dual enrollment collaborations and identify the best course choices for contract instruction. Courses are often from among the required Core Curriculum General Education courses (including eligible electives) with a growing number of STEM options including Engineering, Physics, General Biology, Anatomy & Physiology, Environmental Studies, and Calculus. All partner high schools enter into a Memorandum of Understanding (MOU) with MCC that clearly describes the process for establishing student eligibility, enrolling students and providing instruction as well as the process for assuring consistency with MCC academic policies and the achievement of student learning outcomes.

8. *Communication and Coordination with other Institutions of Higher Education.* MCC will continue to convene cross-sector faculty and administrator groups comprised of high school partners, the University of Massachusetts, Lowell and MCC as a means of promoting curriculum alignment, strengthening transfer agreements that support student learning trajectory from associates to bachelor degree completion, and enhance

understanding and implementation of the Massachusetts Transfer Pathways. In 2015-16 the working groups aligned the English Composition I & II content and sequence, and explored strategy around writing across academic disciplines. Science, Technology, Engineering, and Math working groups met to review math skill development and pre-requisite course offerings to address necessary skill attainment in high school in preparation for careers in STEM.

Faculty, guidance, and administrator convenings have been planned for summer, fall, and spring 2016-17. The focus of this work will be centered on course content rigor and alignment, strengthened communication, stream-lined transfer pathways and academic mapping, and state-wide initiatives aimed at supporting students from targeted groups outlined in this proposal.

9. *Accountability for Implementation.* MCC is seeking to cover the cost of 160, 3 credit dual enrollment seats, of which 100 students will be unduplicated. Of the unduplicated number, an average of 10 seats/high school will be allocated to offset the cost families pay for students to participate at the highs schools plus a reserve of 10 seats for homeschoolers. MCC's FY 17 CDEP enrollment continues the expansion of dual enrollment that took place in FY16 with a focus on serving greater numbers and percentages of minority and underrepresented students than in previous years. MCC had used to CDEP to pay individual students tuition/fees with little protocol for ensuring that the funds addressed students who had economic need or were in groups affected by achievement gaps and is revising that practice. Based on the student demographics of the service area, MCC has set the following FY 17 CDEP goals:

- African-American CDEP participation from 0% (FY15), 11% (FY16) to 16% in FY17;
- Asian CDEP participation from 0% (FY15), 21% (FY16) to 21% in FY17;
- Latino CDEP participation from 3% (FY15), 15% (FY16) to 21% in FY17; and:
- Low income CDEP participation from 0% (FY15) to 31% (FY16) to 44% in FY17.

a. *How will data be collected and who is responsible for its collection?*

CDEP students in the MCC Dual Enrollment Academy as well as students served by contract dual enrollment partnerships are entered into MCC's student information/MIS database (BANNER) and data is



managed through the College's Office of Institutional Research. Dr. Grondine will assure that the information is collected and maintained appropriately.

*b. What system will be in place for the partnership to review, evaluate and make decisions on program activities vis-à-vis data and outcomes?*

The Associate Dean of Educational Pathways meets regularly with high school partnership teams comprised of Curriculum Directors, Principals, Guidance Directors, and faculty throughout the academic school year to assess student progress and attainment of student learning outcomes. Review of student mid-term exams, high school progress reports, and attendance records are among some of the assessments that will be used to establish patterns of success and identify areas in need of improvement. Further, strategies related to identified areas of student need will include tutoring (before and after school), coaching and support between MCC faculty and high school faculty, and one on one academic advising.

Partnership Teams will meet in October, just after progress reports are completed and student performance can be initially assessed. The teams will identify students in need of support and respond accordingly. The teams will also reconvene in late November to review benchmark exams (in some cases mid-terms) to assess the value of the strategies and interventions used to engage and support student learning. In late December or early January the teams will review over-all student performance, collect faculty feedback, and prepare individual students for next steps in course selection, registration, and to begin discussion around career insights and planning.

## II. Budget and Narrative

### Institution Fiscal Year 2017 Budget Request

Budget Items	Fall 2016 Budgeted Expenditures	Spring 2017 Budgeted Expenditures	Summer 2017 Budgeted Expenditures	FY 2017 Total
Tuition and Fees: @ \$87 / 3 credits x 160 (3 credit seat/slot; 60 Fall, 60 Spring, 40 Summer)	\$ 15,660	\$ 15,660	\$ 10,440	\$ 41,760
Student Books: Vouchers @ \$50 per 3 credits x 40	\$500	\$500	\$1,000	\$ 2,000
Other/lab fees @ \$125 x 20	\$ 750	\$ 750	\$1,000	\$ 2,500

courses				
<b>Salaries</b>				
Other: Professional development stipends for high school and MCC faculty @ \$35/hr x 110hrs	\$ 1,245	\$ 1,245	\$1,245	\$ 3,740
<b>College Awareness Activities &amp; Supports</b>				
<b>TOTALS:</b>	\$ 18,155	\$ 18,155	\$ 13,685	\$50,000

**REQUEST BUDGET NARRATIVE**

**Tuition and Fees:** Dual enrollment tuition and fees @ \$87/credit per 3 credit seat x 160; model assumes contract course basis of 20 students per section of seats/slots x 8 sections

**Student Books:** Based on \$50 voucher per 3 credits x student seats allocated over 3 semesters; book balance to be assumed by students when necessary.

**Other:** With STEM priority, lab fee offset of \$125/lab fee x 20 courses allocated over 3 semesters; lab balance to be assumed by students when necessary.

**Salaries**

**Other:** Stipends for high school and college faculty (mentors) to continue curriculum alignment and consistency related course sequencing and student outcomes; paid at faculty rate of \$35/hr

**INSTITUTIONAL COMMITMENT**

**Tuition and Fees:** Difference between dual enrollment rate (\$87/credit) and regular tuition and fee rate (\$195/credit) x 480 credits (160, 3 credit seats)

**Project Oversight and Coordination:** Time and effort match (15%) of Associate Dean for partnership development and management, planning, oversight of curriculum alignment and integration of CDEP goals to program pathways, allotment of CDEP seats to high school partners, faculty and mentor assignments and offering of workshops/seminars to CDEP students and parents.

**Fiscal Year 2017 Institution and Partner Commitments**

Budget Items	Higher Ed Institution	Partner #1	Partner #2	FY 2017 Total
Tuition and Fees	\$51,840	\$ 0	\$ 0	\$51,840
Student Books	\$0	\$0	\$0	\$0
<b>Salaries</b>				
Administrator Salaries	\$ 15,000			\$15,000
Other (specify), Professional development stipends for high school and MCC faculty @ \$35/hr:	\$ 8925 (Perkins Pro Dev)	\$ 0	\$ 0	\$ 8925
<b>College Awareness Activities &amp; Supports</b>				
<b>TOTALS:</b>	\$ 75,765	\$ 0	\$ 0	\$ 75,765

**III. Attachments**

Applicants should include the following: Description of Collaboration; Institution and K-12 Partnership(s). Please provide letters of commitment by all partners and/or memorandum(s) of understanding.



## 2016-2017 Dual Enrollment Memorandum of Understanding

Date: June 14, 2016

To: Amy Mcleod, Lyn Blouin-Lowell High School & LHS Dual Enrollment Faculty

From: Dr. Ellen M. Grondine, Associate Dean of Educational Pathways  
Middlesex Community College

cc: Susan Anderson, Phil Sisson, Phyllis Gleason

### Purpose:

The purpose of the Dual Enrollment Program is to provide early college opportunities to high school students. Early college opportunities contribute to the Middlesex Community College (MCC) overarching goals of increasing the number of students who earn college credit before high school graduation; increasing the number of students who attend college after high school graduation; and decreasing the number of students who require developmental coursework when they attend college. The MCC Dual Enrollment Program aims to increase participation of underrepresented, first-generation, low income or economically disadvantaged students, students of color, and to close achievement gaps, eliminate disparities related to college access, and increase retention and course completion rates.

High School Faculty teaching dual enrollment courses are considered Adjunct Faculty. Middlesex considers dual enrollment courses taught by High School Faculty to be "outside entity" courses as defined in the Adjunct Faculty contract. Accordingly, Adjunct Faculty are precluded from being unit members while teaching dual enrollment courses. Each high school dual enrollment adjunct faculty member is vetted and approved by the divisional dean and department chair, and then matched with another MCC Faculty member from the same department to serve as mentor and to provide support to high school faculty teaching on their respective campuses.

### Faculty will:

1. Select course texts in collaboration with Middlesex and high school department chairs
2. Submit course syllabus to Middlesex department chair, MCC faculty dual enrollment liaison, the Associate Dean of Educational Pathways and high school Guidance no later than the end of the first week of high school classes.
3. Each semester, Middlesex reports all dual enrollment students to the Department of Higher Education (DHE). To ensure accurate data are reported to the DHE, all Middlesex dual enrollment rosters must be finalized by October 9<sup>th</sup>. All students on the roster after October 9<sup>th</sup> will receive a Middlesex grade. To access the Middlesex roster, log into the MiddleNet portal. Compare the high school roster and MCC rosters and inform the MCC Associate Dean of Educational Pathways of any discrepancies. This is an important step in ensuring all students

receive a grade at the end of the semester. If you are unable to access MiddleNet you may request a Middlesex roster from the Associate Dean.

4. In alignment with the high school progress report process, conduct individual student conferences within the 4"-6" week of the course to discuss course progress. For a student at risk of receiving a failing mid-term grade, design a written improvement plan in collaboration with the student. Communicate concerns with the Associate Dean as soon as possible.

By October:

1. Submit mid-term deficiency grades via MiddleNet by October 24".

By November:

1. Provide the Associate Dean with names and Middlesex ID numbers of students withdrawing from the course no later than November 1". Students may officially withdraw from a course and be assigned a grade of W during the first two-thirds of the semester.

By January (unless course runs for the full school year- June due date)

1. Submit final exam to the Middlesex department chair and MCC faculty dual enrollment liaison no later than one week prior to administration of the final.
2. Administer a final examination/assessment according to appropriate department policies.
3. Submit final grades via MiddleNet within 48 hours after the last day of term 2 exams. As indicated in the Middlesex Academic Catalog, a letter grading system is used. For an explanation of the grading system, visit this link:

<http://catalog.middlesex.mass.edu/c9ntr.php?catoid=511&ivoid=124211Cira.cj.in.g>

Ongoing- Dual Enrollment Faculty will:

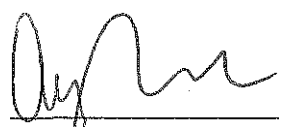
1. Consult with assigned MCC faculty dual enrollment liaison to ensure proper delivery of course content and achievement of student learning outcomes, including college student success skills. Resources on Middlesex's reformed curriculum can be found at <http://www.middlesex.mass.edu/Title111/crd.2QJ>.
2. Access Middlesex email for official college communication.
3. Attend periodic status meetings to be scheduled at mutually convenient times.
4. Work with MCC faculty dual enrollment liaison to schedule a classroom observation.
5. Administer MCC student evaluations.
6. For a complete list of Middlesex's academic policies please consult the academic catalog at <http://catalog.middlesex.mass.edu>.

Stipend:

A stipend of \$700.00 will be provided to dual enrollment faculty for each course taught upon the submission of course grades and of completed Job Assignment Form (JAF), 1-9, W4 and direct deposit forms.

As the designee/s of the dual enrollment program at our respective high schools we agree to the parameters, deadlines and due dates as stated above.

Amy McLeod

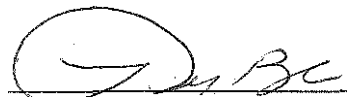


6/17/16

Signature

Date

Lyn Blouin



6-17-16

Printed name

Signature

Date

BRIAN MARTIN



6.18.16

Printed name

Signature

Date

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Printed name

Signature

Date



# MIDDLESEX

## Community College

### 2016-2017 Dual Enrollment Memorandum of Understanding

Date: June 14, 2016

To: Bedford High School Director of Guidance, Amie Capodanno

From: Dr. Ellen M. Grondine, Associate Dean of Educational Pathways  
Middlesex Community College

cc: Susan Anderson, Phil Sisson, Phyllis Gleason

#### **Purpose:**

The purpose of the Dual Enrollment Program is to provide early college opportunities to high school students. Early college opportunities contribute to the Middlesex Community College (MCC) overarching goals of increasing the number of students who earn college credit before high school graduation; increasing the number of students who attend college after high school graduation; and decreasing the number of students who require developmental coursework when they attend college. The MCC Dual Enrollment Program aims to increase participation of underrepresented, first-generation, low in-come or economically disadvantaged students, students of color, and to close achievement gaps, eliminate disparities related to college access, and increase retention and course completion rates.

High School Faculty teaching dual enrollment courses are considered Adjunct Faculty. Middlesex considers dual enrollment courses taught by High School Faculty to be "outside entity" courses as defined in the Adjunct Faculty contract. Accordingly, Adjunct Faculty are precluded from being unit members while teaching dual enrollment courses. Each high school dual enrollment adjunct faculty member is vetted and approved by the divisional dean and department chair, and then matched with another MCC Faculty member from the same department to serve as mentor and to provide support to high school faculty teaching on their respective campuses.

#### **Faculty will:**

1. Select course texts in collaboration with Middlesex and high school department chairs
2. Submit course syllabus to Middlesex department chair, MCC faculty dual enrollment liaison, the Associate Dean of Educational Pathways and high school Guidance no later than the **end of the first week of high school classes.**
3. Each semester, Middlesex reports all dual enrollment students to the Department of Higher Education (DHE). To ensure accurate data are reported to the DHE, all Middlesex dual enrollment rosters must be finalized by **October 9<sup>th</sup>**. All students on the roster after October 9<sup>th</sup> will receive a Middlesex grade. To access the Middlesex roster, log into the MiddleNet portal. Compare the high school roster and MCC rosters and inform the MCC Associate Dean of Educational Pathways of any discrepancies. This is an important step in ensuring all students

receive a grade at the end of the semester. If you are unable to access MiddleNet you may request a Middlesex roster from the Associate Dean.

4. In alignment with the high school progress report process, conduct individual student conferences within the 4th\_5th **week of the course** to discuss course progress. For a student at risk of receiving a failing mid-term grade, design a written improvement plan in collaboration with the student. Communicate concerns with the Associate Dean as soon as possible.

**By October:**

1. Submit mid-term deficiency grades via MiddleNet by **October 24th**.

**By November:**

1. Provide the Associate Dean with names and Middlesex ID numbers of students withdrawing from the course no later than **November 7th**. Students may officially withdraw from a course and be assigned a grade of W during the first two-thirds of the semester.

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<http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=124211Grading>

**Ongoing- Dual Enrollment Faculty will:**

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3. Attend periodic status meetings to be scheduled at mutually convenient times.
4. Work with MCC faculty dual enrollment liaison to schedule a classroom observation.
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6. For a complete list of Middlesex's academic policies please consult the academic catalog at <http://catalog.middlesex.mass.edu/>.

**Stipend:**

A stipend of \$350.00 will be provided to dual enrollment faculty for each course taught upon the submission of course grades and of completed Job Assignment Form (JAF), 1-9, W4 and direct deposit forms.

As the designee/s of the dual enrollment program at our respective high schools we agree to the parameters, deadlines and due dates as stated above.

Henry J. Turner

Printed name

Signature

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Date

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## 2016-2017 Dual Enrollment Memorandum of Understanding

Date: June 14, 2016

To: Minuteman Technical High School, Carol Cohen & William Blake

From: Dr. Ellen M. Grondine, Associate Dean of Educational Pathways  
Middlesex Community College

cc: Susan Anderson, Phil Sisson, Phyllis Gleason

### Purpose:

The purpose of the Dual Enrollment Program is to provide early college opportunities to high school students. Early college opportunities contribute to the Middlesex Community College (MCC) overarching goals of increasing the number of students who earn college credit before high school graduation; increasing the number of students who attend college after high school graduation; and decreasing the number of students who require developmental coursework when they attend college. The MCC Dual Enrollment Program aims to increase participation of underrepresented, first-generation, low-income or economically disadvantaged students, students of color, and to close achievement gaps, eliminate disparities related to college access, and increase retention and course completion rates.

High School Faculty teaching dual enrollment courses are considered Adjunct Faculty. Middlesex considers dual enrollment courses taught by High School Faculty to be "outside entity" courses as defined in the Adjunct Faculty contract. Accordingly, Adjunct Faculty are precluded from being unit members while teaching dual enrollment courses. Each high school dual enrollment adjunct faculty member is vetted and approved by the divisional dean and department chair, and then matched with another MCC Faculty member from the same department to serve as mentor and to provide support to high school faculty teaching on their respective campuses.

### Faculty will:

1. Select course texts in collaboration with Middlesex and high school department chairs
2. Submit course syllabus to Middlesex department chair, MCC faculty dual enrollment liaison, the Associate Dean of Educational Pathways and high school Guidance no later than the end of the first week of high school classes.
3. Each semester, Middlesex reports all dual enrollment students to the Department of Higher Education (DHE). To ensure accurate data are reported to the DHE, all Middlesex dual enrollment rosters must be finalized by October 9th. All students on the roster after October 9th will receive a Middlesex grade. To access the Middlesex roster, log into the MiddleNet portal. Compare the high school roster and MCC rosters and inform the MCC Associate Dean of Educational Pathways of any discrepancies. This is an important step in ensuring all students

receive a grade at the end of the semester. If you are unable to access MiddleNet you may request a Middlesex roster from the Associate Dean.

4. In alignment with the high school progress report process, conduct individual student conferences within the 4th 6th week of the course to discuss course progress. For a student at risk of receiving a failing mid-term grade, design a written improvement plan in collaboration with the student. Communicate concerns with the Associate Dean as soon as possible.

By October:

1. Submit mid-term deficiency grades via MiddleNet by October 24th.

By November:

1. Provide the Associate Dean with names and Middlesex ID numbers of students withdrawing from the course no later than November 7th. Students may officially withdraw from a course and be assigned a grade of W during the first two-thirds of the semester.

By January (unless course runs for the full school year- June due date)

1. Submit final exam to the Middlesex department chair and MCC faculty dual enrollment liaison no later than one week prior to administration of the final.
2. Administer a final examination/assessment according to appropriate department policies.
3. Submit final grades via MiddleNet within 48 hours after the last day of term 2 exams. As indicated in the Middlesex Academic Catalog, a letter grading system is used. For an explanation of the grading system, visit this link:  
<http://catalog.middlesex.mass.edu/content.php?catoid=15&navoid=1242#Grading>

Ongoing- Dual Enrollment Faculty will:

1. Consult with assigned MCC faculty dual enrollment liaison to ensure proper delivery of course content and achievement of student learning outcomes, including college student success skills. Resources on Middlesex's reformed curriculum can be found at <https://www.middlesex.mass.edu/TitleIII/crd.aspx>.
2. Access Middlesex email for official college communication.
3. Attend periodic status meetings to be scheduled at mutually convenient times.
4. Work with MCC faculty dual enrollment liaison to schedule a classroom observation.
5. Administer MCC student evaluations.
6. For a complete list of Middlesex's academic policies please consult the academic catalog at <http://catalog.middlesex.mass.edu/>.

Stipend:

A stipend of \$350.00 will be provided to dual enrollment faculty for each course taught upon the submission of course grades and of completed Job Assignment Form (JAF), 1-9, W4 and direct deposit forms.

As the designee/s of the dual enrollment program at our respective high schools we agree to the parameters, deadlines and due dates as stated above.

S!Jwo 'BovQU11.-w.J      Edwanda Bonquillo      6/17/2016  
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Printed name      Signature      Date

AMY PERREault      U      6-21-2014  
Printed name      Signature      Date

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Printed name      Signature      Date

Spring 2016 & Fall 2016 Proposed and Current Dual Enrollment Courses (5/20/16)

High School	CRN	Course #	Course/s	Dates	Faculty	MCC Mentor
Bedford High School  MOU		PSY 101 ECO 140 ECO 150 GOV 120	Introduction to Psychology Macro Economics (spring) Micro Economics (fall) American Government	9/16-6/17 1/17-6/17 9/16-1/17 9/16-6/17	David Boschetto Richard Donnelly Richard Connelly John Wyznowski	Ryan Keen Rob Kaulfuss Rob Kaulfuss Peyton Paxson
Billerica High School  MOU		ENG 101 COM 106 COM 106  BIO 105	English Comp I Film Studies Film Studies  Anatomy & Physiology	9/16-6/17 9/16-1/17 1/17-6/17  9/16-6/17	Andrew Lipsett & Katie Button David Ciccarelli David Ciccarelli  Rene Jensen	Cathy McCarron Jennifer Bauer Jennifer Bauer  Stacey Hubbard
Burlington High School  MOU		MAT 290 MAT 290 MAT 290  PSY 101 PSY 101	Calculus I Calculus I Calculus I Intro to Psych (fall) Intro to Psych (spring)	9/16-6/17 9/16-6/17 9/16-6/17 6/16-1/17 1/17-6/17	Brigid Boyle Brigid Boyle TBD Rachel Gould Rachel Gould	Maria Arambel Maria Arambel Maria Arambel Deb Botker Deb Botker
Dracut High School  MOU		GOV 120	American Government	9/16-6/17	Paula McCabe Murphy	Peyton Paxson
Greater Lowell Technical  MOU		ENG 101 ENG 101	English Comp I English Comp I Statistics (in process)	9/16-6/17 9/16-6/17 TBD	Cynthia Adler Cynthia Adler	Cathy McCarron Cathy McCarron
Groton Dunstable  MOU		ENG 101 ENG 102 ENG 101 ENG 102 HST 121 HST 122 EGR 101  MAT 177 SOC 101 COM 106	English Comp I English Comp II English Comp I English Comp II U.S. History I US. History II Intro to Engineering Statistics Sociology Film & Literature	9/16-1/17 1/17-6/17 9/16-1/17 1/17-6/17 9/16-1/17 1/17-6/17 1/17-6/17 9/16-1/17 9/16-6/17	Jackie Butler Jackie Butler Danielle Patenaude-Dumont Danielle Patenaude-Dumont Keith Woods Keith Woods Mufeed Mahd Jonathan Conlon Janice DeBenedictis Kelly Cook	Cathy McCarron Cathy McCarron Cathy McCarron Cathy McCarron Peyton Paxson Peyton Paxson Michele Stein Linda Dart-Kathios Binnur Ercem Jen Bauer



Spring 2016 & Fall 2016 Proposed and Current Dual Enrollment Courses (5/20/16)

		PSY 101 PSY 101 PSY 101 PSY 101 COM 106 COM 106	Intro to Sociology (spring) Intro to Psych (fall) Intro to Psych (fall) Intro to Psych (spring) Intro to Psych (spring) Film, Video, (fall) Film, Video, (spring)	1/17-6/17 9/16-1/17 9/16-1/17 1/17-6/16 1/17-6/17 9/16-1/17 1/17-6/17	James Callahan Jennifer Carey Jennifer Carey Jennifer Carey Jennifer Carey Deb Freely Deb Freely	Lucy Oburn Ryan Keen Ryan Keen Ryan Keen Ryan Keen Jen Bauer Jen Bauer
Lowell Career Academy		IDS 101 IDS 106	IDS 101 IDS 106	9/16-1/17 9/16-1/17	Jennifer Hartigan Jennifer Hartigan	Jo Mucci Jo Mucci
Minuteman Technical  MOU		BIO 108 PHY 171 BIO 105 ENG 101 PSY 101  BUS 156	BIO 108- Nutrition Physics Anatomy & Physiology English Comp I. Introduction to Psych Culinary Arts	9/16-6/17 9/16-6/17 9/16-6/17 9/16-6/17 9/16-6/17 9/16-6/17	Meghann Marshall Eric Marshall Amy Ratchelous Danielle Tagg Rachel Mitton Anita Currier	Iveta Dinbergs Bill Doyle TBD Cathy McCarron Deb Botker Kim Morrissey
Nashoba Valley Technical  MOU		TBD	Engineering- Engineering- Engineering/Physics- Calculus English Comp I.		Jeffrey Scheminger Richard Repucci William Toomey Bruce Sullivan	TBD TBD TBD Cathy McCarron
Tewksbury High School  MOU		ENG 101 ENG 102 HST 121 HST 122 BIT 150	English Comp I. English Comp II. U.S. History I U.S. History II Biotechnology	9/16-1/17 1/17-6/17 9/16-1/17 1/17-6/17 9/16-6/17	Lynne Hardacre Lynne Hardacre Dustine Puma Dustine Puma Shelly Galusha	Cathy McCarron Cathy McCarron Peyton Paxson Peyton Paxson Iveta Dinbergs