

B-Power: Mission, Goals, and Strategic Planning
Progress Report
Regents' Retreat 11/30/2016

B-Power is a signature USM initiative helping to pave the way for a stronger Baltimore by building a pipeline from the City schools to Coppin State University and University of Baltimore. The future of the USM and the City of Baltimore are inextricably linked, and while the focus of *B-Power* is to build pipeline-partnerships with the Baltimore City Schools, the University System of Maryland has a broad and inclusive approach to our collaborations and partnerships with Baltimore City which includes our Baltimore regional institutions: Towson, UMBC and UMB. At the System level, the whole is much greater than the sum of the parts.

Initially, *B-Power* was conceived as a way to jump-start college access, student success and college attainment for students in Baltimore City Schools (Concept Paper 7/31/16). Key elements of the initiative were outlined in the original concept paper (7/31/16):

- USM, in alliance with state leaders in Annapolis and nationally, has established the priorities of college completion, student success, workforce development, and economic impact.
- We have the ability to create a partnership [similar to *M-Power*] with a critical focus on Baltimore City and its educational needs. With *MPower* serving as a template, we can come together to create *B-Power* (Baltimore Power) to better leverage USM resources for the benefit of the city, its citizens and, in particular, its students.
- The nucleus of this effort will be a *B-Power* partnership between USM's two Baltimore urban campuses, CSU and UB. This partnership is further enhanced by forging an initial wider alliance with three partners in the City: CollegeBound, BCCC and Junior Achievement of Central Maryland.

USM funding for B-Power is directed to UB and CSU. Each of those two institutions received \$200,000 one-time funding to be used over the next two years (2016-18) to meet college access, retention and completion targets.

The USM commitment to Baltimore City is much broader, however, including working closely with the Baltimore City Public Schools and other partners. While no additional funding was directed to the other Baltimore regional institutions, USM continues to look for opportunities for all of our institutions to become involved in improving college going and college completion rates for students from Baltimore schools.

On September 12, 2016, Chancellor Caret charged a leadership group to develop an implementation plan for B-Power. The group included President Thompson (CSU), President Schmoke (UB), Vice Chancellors Boughman and Vivona, and senior staff Janice Doyle and Nancy Shapiro.

Initial steps include:

1. Establishing a steering committee for B-Power including Joann Boughman, Janice Doyle, Beverly Downing (or representative), Anthony Foster, Anne Moultrie, Nancy Shapiro, Darlene Smith (or representative), and possibly representatives from College Bound, Junior Achievement and Baltimore City Schools.
2. Establish a timeline and measurable objectives.
Phase I: Goal: Increase enrollments of Baltimore City Students at UB and Coppin
Phase II: Goal: Increase retention of Baltimore City Students at UB and Coppin
and increase success of College Bound students at all USM campuses
Phase III: Goal: Build networks of support with BCCC, JA and other partner

Phase 1: Increase enrollments of Baltimore City Students at UB and Coppin

Both UB and CSU have developed proposals to address recruitment and retention strategies for students matriculating from BCPSS (Baltimore City Public Schools). Each institution received funding commitments from USM in the amount of \$200,000 over two years to support this work.

Initially, plans included collaborative activities and investments between CSU and UB, but over the course of the first phase of the work (Fall Semester 2016), each of the two institutions has moved forward separately to take advantage of the school calendar early in the year.

Goal: College Access and College Completion

Increase enrollment of Baltimore City Students at CSU and UB, increase student success, retention and college completion

The chart below outlines types of activities that can be used by both institutions for meeting the joint goals of college access and college completion.

Impact (measurable outcomes):

- Increased completion rates for College Readiness programs
- Increased completion rates for Dual Enrollment courses
- Increased college-going rates
- Improved in academic measures at college level (GPA)
- Improved retention rates at college level
- Improved college completion indicators at UB and CSU

Activities:	Short Term Outcomes:
Expand College Readiness programs	More students served
Expand Dual Enrollment	Increased dual/college enrollment
Give site-based instruction for dual enrollees	Increased access
Provide tuition discounts	Increased enrollment and access
Use peer mentors	Enhanced student learning

Form partnerships with College Bound served high schools	Expanded coaching and support services
Form a partnership with Junior Achievement	Increased student knowledge of career and education options

Progress Report: University of Baltimore

Year 1: Fall 2016

The *B-Power College Readiness Academy* was launched in four (4) Baltimore City Public High Schools: KASA, Dunbar, Patterson, and ACCE. Schools were invited to identify up to 20 juniors and seniors (a total of 80 students) for a College Readiness Academy delivered twice a week at their schools. In the Academy, students are previewing College Writing and College Algebra as preparation for entry into Dual Enrollment in Spring 2017. The Academy is taught by UB instructors.

Spring 2017

B-Power Dual Enrollment will launch in the same four schools. Up to 80 students will take WRIT 101: Freshman Composition, taught by UB instructors, on site at the high schools.

Year 2

B-Power will continue the cycle of the College Readiness Academy in Fall 2017 and Dual Enrollment in Spring 2018 with the four initial partner schools and add 5-6 new partner high schools, for a total of up to 180-200 students.

The total number of students given B-Power opportunities over two years is projected to be over 260.

B-Power Outreach

Outreach to potential high school partners for Year 2 is already in progress, with interest from National Academy Foundation HS, REACH HS, Western, Carver, and the Baltimore Leadership School for Young Women. We are working with the Baltimore City Public Schools Office of College and Career Readiness to identify potential partners as well.

In addition, B-Power is working closely with the CollegeBound Foundation to share student rosters, data, and progress. CollegeBound counselors in participating B-Power schools have been put in contact with UB instructors and the Program Manager, with the aim of supporting and motivating students, and intervening if students are struggling or facing other challenges. B-Power students will also be invited to tour the UB campus and meet advisors and admissions counselors.

Further collaborations with community-based organizations who participate in UB's College Readiness Academies have been formed to identify and support current and future B-Power students. The CBOs include Urban Alliance, Sister's Circle, THREAD, KIPP Through College, SquashWise, Code in the Schools, and I AM OKAH.

John Brenner, the Program Manager for Early College Initiatives at UB, is leading the B-Power initiative. Because he sits on the Steering Committee for the newly formed College and Career

Readiness Network (led by Baltimore's Promise) and the Baltimore's Promise Retention workgroup, information and ideas are being shared with stakeholders in the Baltimore's Promise community.

Finally, a B-Power FAFSA workshop (in collaboration with internal UB partners) is scheduled on the UB campus for Dec 3 of this year. All partner schools and CBOs are invited to communicate the event to their students and to attend.

Staffing

B-Power funding has enabled the hiring of a full-time Academic Program Specialist to support the Program Manager specifically for B-Power for two years. The final round of interviews is being conducted as of this writing.

In addition, B-Power funding enables the hiring of instructors and coaches, all drawn from the UB instructor pool and undergraduate students. Hiring UB instructors directly connects UB and the students. Hiring UB undergrads as B-Power coaches provides them with opportunities for community engagement and peer mentoring, as well as increased retention at UB.

Uses of funding

B-Power funds are being used to pay the following:

- Instructional and related costs for College Readiness Academy Fall 2016 (in progress)
- One full-time contractual (C2) Academic Program Specialist FY16-17 (in progress)
- 3 credits of UB tuition for all B-Power students (starting Spring 2017)
- Instructional and related costs for Dual Enrollment courses (starting Spring 2017)
- Undergraduate student coaches to support Dual Enrollment courses (starting Spring 2017)

Progress Report: Coppin State University

Year 1: Fall 2016

Planning initiatives that were conducted for the B-Power College Academic Readiness Collaborative (CRAC) during the Fall 2016 were as following:

- A Director of the Office of P-20 Initiatives was established with Administrative Support.
- Twelve dual credit students from Coppin Academy are enrolled.
- The Baltimore City Public Schools Articulation Agreement for Dual Credit has been completed and will be submitted to BCPS on Friday, November 18, 2016.
- We hosted the BCPS Counselors' Systematic Professional Development conference on November 7, 2016 on our campus.
- Eighty-five BCPS students are enrolled in our Coppin Bridge initiative where they receive wrap-around services from BridgeEDU to support their success. These students are enrolled in Classes at Coppin while receiving these services.
- The Coppin Bridge STEM Cohort has been engaged in

- Recruitment of BCPS student for participation in our Summer SASA program will begin in December. The target enrollment for this summer is 250 students.
- We met with College Bound Foundation leadership to discuss ways to collaborate, host their workshops, and more.

Spring 2017

B-Power Dual Enrollment we have begun recruiting students for the Dual Enrollment program from the BCPS for enrollment during the Spring 2017 semester. We are targeting an additional enrollment of 25 students to be taught by Coppin instructors in face-to-face classes and on-line.

Year 2

Coppin will continue to grow the Dual Enrollment program and acquire permission to hold some class's off-campus in the schools. B-Power will continue the cycle of the College Academic Readiness Academy 2018 we will expand our partner schools and add 4-5 new partner high schools, for a total of up to 100-150 students. The total number of students given B-Power opportunities over two years is projected to be over 260.

Staffing

Coppin is in transition with the following changes that will be made. The new Provost is Dr. Keith Williamson and will begin his work at Coppin on January 3, 2017. Dr. Downing will no longer be with the University. Dr. Sikharini Ray, is the new Director of P-20 Initiatives and will spearhead the B-Power Initiative. A search is currently underway for an administrative person to assist with the B-Power project.

Uses of funding

B-Power funds are being used to pay the following:

- Instructional and related costs for College Academic Readiness Collaborative Fall 2016
- One full-time contractual (C2) Administrative Assistant by Spring 17.
- Instructional and related costs for Dual Enrollment courses will begin Spring 2017

Phase 2: Expand participation among the USM schools in the alliance partnerships with initial focus on College Bound efforts.

Goal: Increase student recruitment, retention and graduation of Baltimore City students at all USM institutions.

Recruitment is only the first step toward increasing college attainment for BCPSS graduates. A focus on retention is equally important to ensure student success and college completion. All ten USM institutions have been included in meetings with Baltimore's Promise and College Bound during the 2016 Fall Semester to identify strategies to support BCPSS students on their campuses.

In addition, the B-Power steering committee will support partnerships with BCCC, College Bound, Junior Achievement and Way2GoMaryland, with the long term goal of increasing retention and college completion of Baltimore City students at all USM institutions.

In addition to CSU and UB, USM has three other regional institutions that have made a significant commitment to Baltimore City education pipeline. Each of these institutions has provided a brief overview of their ongoing work in Baltimore City. (See appendices for details of these programs.)

Towson

Through Dr. Schatzel's Presidential Priority [BTU: Partnerships at Work for Greater Baltimore](http://www.towson.edu/btu) (www.towson.edu/btu), Towson has identified five clusters in which TU will focus its community partnerships and engagement efforts--the first one is [High Quality and Equitable Education](#), along with others focused on sustainable communities, the economy, arts and culture, and health/well-being.

TU has a long history of working with Baltimore City schools, nonprofit organizations, communities and businesses to:

- Support college access and ensure that students are prepared to attend college
- Prepare new teachers while also providing high-quality professional development for teachers already in the field
- Create innovative platforms and tools to improve teaching and educational access
- Develop responsive programs to ensure all students' needs are met across the state
- Address workforce needs by creating pathways for careers in STEM

University of Maryland Baltimore

UMB has a number of community engagement programs that focus on college and career readiness for Baltimore City Public School students. These include:

- CURE Scholars Program, which reaches out to middle school students in West Baltimore to prepare them for health care careers;
- P-TECH at Dunbar High School, an Early College High School that creates Pathways to Technology. UMB is a permanent corporate partner in the brand new, innovative health care focused high school;
- Youth Employment and Development through Youthworks, providing paid summer employment to BCPSS high school students in research labs, and community leadership work; and
- UMB Community Schools in West Baltimore, where the School of Social Work Community Outreach Service works with leaders of the community schools initiative to manage nine community schools in West Baltimore.

UMBC

UMBC has a large number of faculty and staff driven partnerships at Baltimore City and County schools including 20 unique partnerships involving over 50 faculty and staff and numerous UMBC undergraduate and graduate students. Some examples include:

- The Choice Program provides school-based and community-based interventions to reduce suspensions, expulsions, and in-school arrests in three Baltimore City middle/high schools.
- Baltimore Polytechnic Institute mentoring program for students at Baltimore Polytechnic Institute which provides mentors to senior students enrolled in an college-preparation AP humanities and social science research class.
- Refugee Youth Project's College Journey Upward Mentoring Program (JUMP) reaches out to refugees to prepare them for success in college.
- The PreK-14 School, Family, and Community Connections Work Group is a group of UMBC faculty, staff, and students who engage PreK-12 students in visits to UMBC to experience college life and envision themselves as college students.
- College Gardens After School Program tutors children from grades K-6 in academics and develop stimulating activities for either indoor or outdoor recreation, including artistic, physical, and mental tasks.
- Education Based Latino Outreach reaches out to East Baltimore City to assist K-12 students with academics and educational activities within the context of a nonprofit setting.

In addition to this list of examples, UMBC has a long term investment in Baltimore City through the *Shriver Peaceworker Fellows* program, and continues to partner with *CollegeBound* to provide scholarships and transition support for students coming to UMBC from Baltimore City Schools.

Active TU K-12 Partnerships in Baltimore City

College of Education K-12 Partnerships:

- **Graceland Park-O'Donnell Heights Community Engaged Teacher Preparation Program (Elementary Education):** A project designed and created in conjunction with multilingual parents and community members associated with Graceland Park-O'Donnell Heights elementary/ middle school in Baltimore City.
- **English Language Learners Cohort in Elementary Education:** Wolfe Street, Moravia Park, and Graceland Park- O'Donnell Elementary Schools in Baltimore City host students enrolled in the English Language Learners Cohort
- **Professional Development Schools:** Early Childhood Education: Moravia; Elementary Education: Thomas Johnson and Armistead; Secondary and Middle School: Mount Washington School

TU College Readiness Outreach Program (CROP) -- Led by the Center for Student Diversity and in collaboration with the Maryland District of Columbia Campus Compact AmeriCorps VISTA organization, CROP is a mentoring program in which TU students are paired with and visit 9th grade students attending Baltimore City public high schools. The program's goal is to increase school attendance, academic success, and future college enrollment of participating students. The mentoring/workshop activities, lasting one hour, occur every other week during the fall and spring semester. CROP is currently working with the following Baltimore City High Schools:

- Augusta Fells Savage Institute for Visual Arts
- Carver Vocational Technical High School
- Reginald F. Lewis School of Business and Law
- Vivien T. Thomas Medical Arts Academy

TU Point of Contact:

- Raft Woodus, Director of Student Success Programs, Center for Student Diversity
- Chamayne Vaughn, Center for Student Diversity, MDCCC AmeriCorps VISTA

Youth and Media Arts -- Through media arts education, the Department of Anthropology, Sociology, and Criminal Justice is working with Wide Angle Youth Media. Wide Angle Youth Media cultivates and amplifies the voices of Baltimore youth to engage audiences across generational, cultural and social divides. Since its inception, this organization has found a willing partner amongst Towson University faculty and students through screenings of Wide Angle media on campus, internships for Towson University students, and research based media projects ranging from documentaries to mobile app development.

TU Points of Contact:

- Matt Durlington, Professor, Department of Anthropology, Sociology, and Criminal Justice
- Sam Collins, Professor, Department of Anthropology, Sociology, and Criminal Justice

Towson Theater Infusion

Towson Theatre Infusion was created nine years ago to provide educational experiences to high school students in preparation for their attendance at a Fall Mainstage production, as produced and performed

Appendix B: Towson University K-12 Partnerships in Baltimore City

by Towson's Department of Theatre Arts. High school English and Theatre classes from Maryland school districts, including Baltimore City Schools, actively engage in the experience of live theatre through participation in this outreach program. By offering not only Teaching Artist visits to their schools, but also by bringing the high schoolers to our campus, this outreach engages students' critical thinking skills as well as their imagination, and provides an opportunity for them to see our campus in action.

The program consists of the following elements:

- Two interactive theatre workshops at the participating schools (one before and one after attendance at a student matinee), led by our undergraduate Teaching Artists, and mentored by professional faculty/Teaching Artists.
- Attendance at a student matinee of a Department of Theatre Arts production.
- An after-show discussion with cast, director, and production team immediately following the performance.
- Distribution of a new curriculum guide focusing on the given play, which is designed specifically to help the classroom teacher integrate the up-coming theatrical experiences into the larger curriculum.

TU Points of Contact:

- Susan J. Rotkovitz, Department of Theatre Arts
- Steven J. Satta, Department of Theatre Arts
- Robyn Quick, Chair - Department of Theatre Arts

Theatre Arts Reading Encouragement Program

The Department of Theatre Arts Reading Encouragement Program educates majors to use theatre as a tool to inspire third-graders to be life-long readers. Theatre students receive mentorship and training in storytelling techniques along with teaching tools for working with third graders during this important transitional year in reading education. After classroom instruction, theatre students visit Dr. Bernard Harris Sr. Elementary School to put their educational training into practice. The project, originally titled The Clifton R. Wharton 3rd Grade Designated Reader Program, began in spring 2002 as a partnership between the Department of Theatre Arts and the Enoch Pratt Free Library in Baltimore.

TU Points of Contact

- Tavia LaFollette – Department of Theatre Arts
- Robyn Quick – Department of Theatre Arts

City Kids Art Program -- The project goal is to bring at-risk urban youth from Baltimore City to the Towson University setting where they will have the opportunity to explore the arts in a teaching and learning partnership with art education and elementary education students. This is done through service learning in the "Media and Techniques" and the "Art and the Child" classes. This program has an overarching goal to break down stereotypes and to encourage the urban youth to gain a vision for continuing their education at the college level. The original partnership began in 1994 with one school-- New Song Academy, and since has continued to grow and expand. We currently place all of our pre-service teachers in city schools for their field experiences. The program works actively with 6 different Baltimore city schools.

TU Points of Contact:

Appendix B: Towson University K-12 Partnerships in Baltimore City

- Kay Broadwater – Department of Art + Design, Art History, Art Education
- Riselle Abrams - Department of Art + Design, Art History, Art Education
- Diane Kuthy - Department of Art + Design, Art History, Art Education

Project Learning Tree-- The Department of Biological Sciences, through the American Forest Foundation, delivers professional development to K-12 in-service teachers and preservice teachers in the environmental education curriculum [Project Learning Tree](#). The goal of the trainings is to teach students how to think, not what to think about complex environmental issues. Recognized as a leader in environmental education for more than 35 years, PLT enhances critical thinking, problem solving, and effective decision-making skills. PLT materials are multi-disciplinary and aligned with state and national education standards. In addition to working with schools throughout Baltimore City that request TU's professional development support, TU partners with both the National Aquarium and the Maryland Zoo to deliver the curriculum.

TU Points of Contact:

- Sarah Haines, Professor, Department of Biological Sciences
- Cindy Ghent, Associate Professor, Department of Biological Sciences

Project ASTRO

Project ASTRO is a partnership between Towson University, the Maryland Science Center, and the Space Telescope Science Institute, and a site of the nationwide Project ASTRO program. Project ASTRO links professional and amateur astronomers with K-9 teachers to bring inquiry-based astronomy activities to classrooms. Towson University (TU) is responsible for recruiting educator and astronomer partners and for bringing them together for an annual workshop. At the workshop, partners are provided with materials from the ASP, and they learn how to forge effective collaborations, how to make use of local astronomy resources, and how to implement hands-on, inquiry-based astronomy activities in their classrooms. In addition, astronomers are required to visit their teacher partner's classroom at least four times a year. Partners may also include a visit to Towson University's campus, planetarium, observatory, and science laboratories.

While the program spans 5 counties, over 50% of the teachers and students served through Project ASTRO are in Baltimore City. Within the City, Project ASTRO currently works with eight elementary and middle schools.

TU Points of Contact:

- Jennifer Scott – Department of Physics, Astronomy, and Geosciences
- Rommel Miranda – Department of Physics, Astronomy, and Geosciences
- Karen Schaefer – Department of Physics, Astronomy, and Geosciences

Related Initiatives/Partnerships (spanning K-16 and college access)

Building STEPS-- [Headquartered on Towson University's campus, Building STEPS](#) is a non-profit that provides Baltimore City public high school students who have a demonstrated interest in science and technology with the exposure, support, and safety net critical for college access, persistence, and completion. Building STEPS programming includes junior seminars, summer internships, college workshops, and alumni support. TU and Building STEPS collaborate on the college workshops, help with admissions essays, and financial aid assistance.

Appendix B: Towson University K-12 Partnerships in Baltimore City

TU Point of Contact:

- Bobbie Laur, Director, Office of Partnerships and Outreach
- Dave Vanko, Dean, Fisher College of Science and Mathematics

Bridges to the Baccalaureate -- [This program](#), from the Fisher College of Science and Mathematics, seeks to increase the number of underrepresented minorities who successfully complete the transition from Baltimore City Community College to completion of a bachelor's degree at Towson University. Students from the community colleges participate in a TU course as a cohort and conduct research with TU faculty for eight weeks in the summer. The program produces graduates who are competitive in pursuing graduate education or a career in biomedical research.

TU Points of Contact:

- Michelle Snyder, Associate Professor, Biological Sciences
- Elana Ehrlich, Assistant Professor, Biological Sciences

Significant K-12 Partnerships in the Works:

- **Open Works**--Maker Space located in Greenmount West neighborhood. Currently discussing a campus-wide partnership with the Open Works to support TU's community engagement work in the areas of K-12, college readiness and access, entrepreneurship, library and literacy, and arts and culture.
- **OrchKids**--The outreach and education arm of the BSO, OrchKids and TU are working on a large scale partnership that will include TU providing instructors for the after school program, TU students serving as interns within BSO, joint performances between Orch Kids and the TU orchestra and choir, and utilizing TU students and curriculum to support academic support services for Orch Kids students.
- **Baltimore IT Academy**
- **Stadium Academy**

UMB Key Initiatives | Baltimore City K-12 Partnerships

There are a number of community engagement programs at UMB that focus on college and career readiness for our neighboring Baltimore City Public School students. A few signature programs include:

- **CURE Scholars program:**
63 Baltimore City Middle Schoolers in years 1 and 2: The UMB CURE Scholars Program identifies promising middle school students in West Baltimore and prepares them for health care careers through hands on workshops, lab experiences and mentorship. The program includes after school, Saturday, and summer programming using a STEM based curriculum. The CURE Scholars program is for students in grades 6 - 12.
- **PTECH at Dunbar High School:** Pathways to Technology, Early College High School
50 high school students in year one: In 2016, UMB, Johns Hopkins, and Kaiser Permanente became the corporate partners in a brand new, innovative health care focused high school, grades 9-14, the includes an early college program and is co-located at Dunbar High School in East Baltimore. Students at PTECH Dunbar will graduate with both a high school diploma and AA degree, completely tuition free. UMB provides mentors to the high school students to help with college and career exploration, and focus the youth on completing the program to either transfer into a Bachelor's program, or receive their health certification and enter the workplace.
- **Youth Employment and Development through Youthworks**
 - Bioscience Internship Program
 - 25 Baltimore City Public High School students earning wages during summer while learning from researchers and professional staff across UMB schools and departments. Baltimore City youth are exposed to science and high technology while building relationships and skills needed to succeed in college or careers.
 - Community Fellows at the UMB Community Engagement Center
 - 15 high school youth from UMB's neighboring communities earning wages during summer while learning technology and community organizing skills in order to address community-identified issues. Youth are being introduced to UMB leaders in addition to community leaders, forming another bridge "from campus to community."
- **UMB Community Schools in West Baltimore schools**
The Social Work Community Outreach Service (SWCOS) and Promise Heights programs within our School of Social Work are both leaders in the community schools initiative in West Baltimore. These two initiatives manage 9 community schools in West Baltimore, approximately 3,390 students, including Renaissance High School (where there is a partnership with Junior Achievement), and all have a full time staff member devoted to cultivating parental engagement, improving school climate, and helping to prepare students for college and career pathways.

Active UMBC K-12 Partnerships in Baltimore City

UMBC has a large number of faculty and staff driven partnerships at Baltimore City and County schools including 20 unique partnerships involving over 50 faculty and staff and numerous UMBC undergraduate and graduate students.

- **The Choice Program:** The Choice Education Program utilizes supported education strategies to provide school-based and community-based interventions to reduce suspensions, expulsions, and in-school arrests in three Baltimore City middle/high schools. UMBC Staff, and UMBC students, work with youth in afterschool programming to focus on college preparation, skills development, tutoring, and other activities. The Choice Intensive Advocacy teams provide community-based services and perform weekly school visits aimed to increase attendance and school performance for students enrolled in over 30 Baltimore-area schools each year.
- **CollegeBound:** UMBC works with the CollegeBound Foundation, a Baltimore City education non-profit, to establish dedicated scholarships for Baltimore City public high school students coming too UMBC.
- **Baltimore Polytechnic Institute:** UMBC has established a mentoring program for students at Baltimore Polytechnic Institute which provides mentors to senior students enrolled in an college-preparation AP humanities and social science research class.
- **Refugee Youth Project's College Journey Upward Mentoring Program (JUMP):** a partnership between the Baltimore City Community College (BCCC) Refugee Youth Project and the University of Maryland, Baltimore County through the Maryland-DC Campus Compact AmeriCorps VISTA project grant. The program was proposed when staff at Refugee Youth Project saw a need among its students for college preparation. College JUMP seeks to empower high school refugee and asylum students in Baltimore City and Maryland to acquire the knowledge, skills, and mindset to feel prepared for success in postsecondary institutions.
- **The PreK-14 School, Family, and Community Connections Work Group** is a group group of UMBC faculty, staff, and students who engage PreK-12 students in visits to UMBC to experience college life and envision themselves as college students.
- **Cristo Rey Jesuit (CRJ) High School:** UMBC students serve as tutors in college preparation for teachers and for students with limited financial means at the Cristo Rey Jesuit (CRJ) High School during an after-school program and provide assistance to teachers in the classroom.

- **UMBC's College Gardens After School Program:** UMBC students tutor children from grades K-6 in academics and develop stimulating activities for either indoor or outdoor recreation, including artistic, physical, and mental tasks.
- **Education Based Latino Outreach:** On Saturday mornings, UMBC students travel to East Baltimore City to assist K-12 students with academics and educational activities within the context of a nonprofit setting.
- **The Reading Partners Program** coordinates opportunities for UMBC students to tutor elementary school students one-on-one to strengthen their reading abilities. UMBC students serve two schools in South Baltimore: Friendship Academy at Cherry Hill and Westport Academy.
- **Shriver Peaceworker Fellows** with UMBC students are placed in the following programs: at the Commodore John Rodgers School leading "Commodore to College" access programs (including high school choice advising and college prep and visits), at Lakeland Elementary/Middle School and STEAM Center leading community outreach and special programming, at the Baltimore Audubon Center (Patterson Park) leading climate change education work/Green Teams with East Baltimore Schools (in Green Teams), in the the Reservoir Hill neighborhood leading programming including youth development and local schools. Shriver Peaceworker program alumni are teachers in a number of City School, serve as the Community School Coordinator, and at Great Kids Farm as lead Farmer for the City.
- **Walden Circle After School Program:** UMBC students tutor children in academics and provide assistance for artistic, physical, and other recreational activities.
- **Lakeland Partnership:** A multi-year partnership designed to improve math and reading scores at a Lakeland Elementary/Middle School. UMBC Sherman Scholars provide tutoring for students and after-school programming, the Shriver Center helps develop community outreach events and interventions for the most at-risk students with behavior problems, and faculty work with teachers to provide professional development opportunities. Young Explorers at Lakeland Elementary School: The UMBC Young Explorers Program helps to engage elementary school students in the STEM fields, through exploration, imagination, and education. This after-school program addresses math, reading, service-learning, and character building, led by UMBC Fellows and supported by Lakeland teachers.
- **Southwest Baltimore City Outreach:** Implementing lessons learned from the Lakeland partnership UMBC has a new partnership with Ben Franklin High School and is developing several partnerships focused on schools in the

Southwest neighborhoods in Baltimore City. Schools receive curricular and outreach support and are also working with volunteers from Northrop Grumman, UMBC's top corporate partner. Northrop has invested \$1.6 Million in this partnership.

- **Math "push-in" assistance at Green Street Academy:** Sherman Scholars work with teachers to provide small group and 1:1 instruction for students inside of the classroom.
- **First Lego League:** UMBC coordinates the statewide First Lego League Tournament. The department of Mechanical Engineering works with almost 400 teams from schools and community organizations across Maryland. 3000 students participate in the program and almost 20% of Mechanical Engineering majors participated in the program before coming to UMBC.
- **Baltimore City Schools' Summer AP Academy:** Each summer, UMBC has hosted a customized visit day for Baltimore City Schools' Summer AP Academy students.

Appendix D

Memorandum of Understanding between University of Baltimore (UB) and Baltimore City Community College (BCCC) regarding a Streamlined Transfer Agreement

Preamble

This agreement is made this 3rd day of October, 2016 by and between the University of Baltimore ("UB"), a public state university in Baltimore, Maryland and a member of the University System of Maryland, and Baltimore City Community College ("BCCC"), a community college in Baltimore city, Maryland, to offer an articulated program where, after successful completion of BCCC coursework, admissible BCCC students will be able to transfer to UB and enter a program track toward a UB Bachelor of Arts or Bachelor of Science.

I. Purpose of Agreement

The Agreement affirms the commencement of a new initiative between BCCC and UB to promote the BeeLine at BCCC ("BeeLine"), an efficient, accelerated, transfer access program designed to facilitate faster completion of UB undergraduate programs for BCCC students. The BeeLine transfer program offers BCCC students incentives and structured pathways for attaining a four-year baccalaureate degree from UB.

The goal of this program is to provide a seamless transition from BCCC's associate's degrees to UB's bachelor's degrees. In addition to increasing the number of well-qualified, prepared students who select the pathway, the BeeLine transfer program contributes to Maryland's completion initiative by increasing associate degree attainment and providing momentum for baccalaureate completion. This agreement sets expectations for administrators, faculty and staff at both institutions, and fosters a working relationship between the parties.

II. Term

The initial term of the Agreement shall be for a period of three (3) years, commencing on the Effective Date and ending on October 2, 2019, at the end of which the Agreement shall automatically renew for successive one (1) year periods unless terminated by either party as set forth below.

Either party may terminate this Agreement by providing ninety (90) days' written notice to the other party. During the notice period the parties may discuss continuation of a formal relationship. If the Agreement is terminated, UB will honor transfer students from BCCC under the expiring agreement terms while a new agreement is in the process of being completed. The parties shall meet, at least annually, to review changes in curriculum, programs and credential requirements for the purpose of determining whether or if the Agreement should be amended.

III. Guaranteed Admission

Subject to the terms and conditions of this Agreement, UB shall provide students graduating from BCCC the opportunity to seamlessly transfer to UB into any of the bachelor's degree programs offered by UB that do not have special admissions requirements. UB's Office of Undergraduate Admission will retain the final authority in all admission decisions. Current students and graduates of BCCC are eligible for undergraduate application fee waivers of Thirty-Five Dollars (\$35.00).

IV. Admissions for Special Programs

Before an admissible BCCC student can be considered for admission into any of UB's special degree programs, such BCCC student must meet the following requirements:

- Business Administration - Accounting – 2.5 GPA
- Business Administration - Finance – 2.25 GPA
- Forensic Studies – completion of 56 semester credit hours, a 2.75 GPA, and seven (7) prerequisite science courses (BIO I, CHEM I & II, Organic CHEM I & II, PHY I & II)
- Health Systems Management – completion of 56 semester hour credits
- Jurisprudence – 3.0 GPA

V. Transfer of BCCC Credits to UB

Subject to the terms and conditions of this agreement, UB shall accept transfer of BCCC credits up to a maximum of sixty-three (63) applicable semester credit hours. Students transferring to UB with an associate's of arts (A.A.) or an associate's of science (A.S.) degree will satisfy all lower-division general education course requirements of the UB baccalaureate degree.

Students transferring to UB with an associate's of applied science (A.A.S.) degree may be required to take additional lower-division general education courses to satisfy UB baccalaureate degree requirements. Appendix A hereto includes articulated transfer guides for A.A.S. programs between BCCC and UB.

VI. Transfer Scholarships

BCCC students transferring into UB's baccalaureate program with a grade point average of 2.5 or higher will be awarded a transfer scholarship, which is renewable up to the completion of the baccalaureate degree if the student maintains scholarship requirements and continuous enrollment. UB transfer scholarship award amounts are subject to change at any time. UB transfer scholarships shall be promoted on both UB and BCCC web sites. BCCC students are also encouraged to apply for other UB scholarship opportunities as they become available.

VII. Honors Program

UB will accept BCCC honors students into The Helen P. Denit Honors program (the "Honors Program") during the fall or spring semesters provided that the student has a grade point average of 3.5 or higher combined from all previous collegiate institutions. Each student admitted into the Honors Program may apply credit of up to two (2) honors courses from BCCC to requirements for the Honors Program curriculum provided the courses were designated as honors, carried at least three credits, and were passed with a 3.0 (B average) or above on a 4.0 grading scale. BCCC honors students accepted into the Honors Program shall complete the remaining required Honors Program coursework through UB.

VIII. Reverse Transfer

UB will encourage students to complete their associate's degree at BCCC. UB will promote reverse transfer to BCCC students who have transferred to UB and have not completed an associate's degree at BCCC. Interested students must sign a FERPA¹ waiver to allow UB and BCCC advisors to exchange student academic records to implement dual advising and promote reverse transfer opportunities. UB will annually conduct outreach to current UB students that have: completed forty-five (45) resident credits at UB; transferred at least fifteen (15) credits from BCCC; and did not complete an associate's degree from BCCC. Reverse transfer data will be shared yearly with BCCC administrators.

IX. Accelerated Bachelor's/Master's Pathways

Students that transfer from BCCC are eligible to participate in UB's accelerated program from a bachelor's degree to a master's degree. Students with a UB grade point average of 3.5 or higher and at least 90 semester hour credits are eligible to complete up to three (3) graduate courses within UB's accelerated bachelor's and master's programs (e.g., bachelor's in Business Administration to master's in Business Administration). These three (3) graduate courses will apply to both bachelor's degree and master's degree requirements.

X. Reports, Data and Information

UB shall provide annual transfer reports to BCCC. Transfer reports will include data and information on BCCC transfer students that were conferred bachelor's degrees, awarded transfer scholarships, participated in reverse transfer, and other pertinent information.

¹ The parties will comply with all provisions of the federal Family Educational Rights and Privacy Act ("FERPA") in all disclosures of FERPA protected information between BCCC and UB. For example, the parties may be able to share personally identifiable information from a student's record for purposes related to a student's enrollment or transfer, per 34 C.F.R §§ 99.31 (a)(2) and 99.34. In addition, pursuant to 34 C.F.R § 99.31 (a)(6)(i), the parties may share with each other personally identifiable information from students' educational records without consent for the sole purpose of conducting studies to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction. Also consistent with FERPA, the parties shall use reasonable methods to ensure that they provide only those education records that are necessary to this Agreement. Nothing in this Agreement may be construed to allow the parties to maintain, use, disclose, or share student record information in a manner not allowed under Federal law or regulation.

BCCC shall annually provide data and reports to UB. Reports will include student enrollment information, enrollment breakdown based on programs at BCCC, student demographic data, and other pertinent information.

XI. Publicity and Promotion

During the term of this Agreement, UB and BCCC shall develop and agree upon a mutually acceptable marketing and student recruitment plan to promote the BeeLine transfer program to inform students of the opportunities available. Any and all marketing, promotional or publication materials developed by one party must be reviewed and approved in writing by the other party prior to use of any such materials. BCCC agrees to promote the BeeLine transfer program to BCCC students by allowing UB to place marketing materials in student service centered departments on campus and on the BCCC website (www.BCCC.edu).

BCCC agrees to send e-mail messages to BCCC students biannually (fall and spring) on behalf of UB to current BCCC students with 45 credits or more that are in articulated or parallel programs with UB (e.g., associate's in Forensic Studies to bachelor's in Forensic Studies).

XII. Program Administrators

The parties designate the following individuals to serve as administrators under this Agreement:

BCCC Program Administrator

Dr. Daphne Snowden
Dean, Academic Operations & Services
Academic Affairs

UB Program Administrator

Marcus Wright
Associate Director
Undergraduate Admission

XIII. Amendments

This Agreement represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both parties.

XIV. Non-Waiver

The failure of either party to insist, in any one or more instances, on the performance of any of the terms, covenants, or conditions of this Agreement, or to exercise any of its rights, shall not be construed as a waiver or relinquishment of such term, covenant, condition or right with respect to further performance.

XV. Severability

Each provision of this Agreement shall be deemed to be a separate, severable and independently enforceable provision. The invalidity or breach of any provisions shall not cause the invalidity or breach of the remaining provisions hereof.

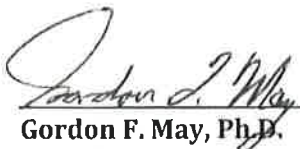
XVI. Counterparts


This Agreement may be executed in counterparts and each counterpart shall be deemed an original.

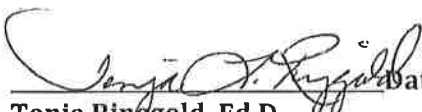
XVII. Applicable Law


This Agreement shall be governed in accordance with the laws of the State of Maryland. Any legal proceedings brought pursuant to this Agreement shall be brought only in the state courts of Maryland.

IN WITNESS WHEREOF, the parties hereby evidence their agreement to the above terms and conditions by having caused this Agreement to be executed and delivered on the day and year indicated above.

 Date 10/19/16
Gordon F. May, Ph.D.
President
Baltimore City Community College

 Date 11/9/16
Kurt L. Schmoke
President
University of Baltimore

 Date 9/30/16
Tonja Ringgold, Ed.D.
Vice President for Academic Affairs/ALO
Interim Vice President for Student
Affairs
Baltimore City Community College

 Date 10/9/16
Darlene Smith, Ph.D.
Provost
University of Baltimore

THIS AGREEMENT APPROVED FOR FORM AND LEGAL SUFFICIENCY

 Date 10/17/16
Signature Date