

MEMORANDUM

November 10, 2009

TO: Health and Human Services Committee
Education Committee

FROM: Vivian Yao, Legislative Analyst 

SUBJECT: Discussion - Commission for Women's Single Mothers and Poverty Recommendations on Education Support to Girls and Low-Income women

Today the Health and Human Services (HHS) Committee will discuss recommendations related to educational supports for girls and low-income women from the Montgomery County Commission for Women's Single Mothers and Poverty report. The HHS Committee expressed interest in following up on the report's recommendations that could be addressed at the local level.

The following individuals are expected to participate in the discussion:

- Shelley Johnson, Director, Division of Career and Technology Education, Montgomery County Public Schools (MCPS)
- Dr. Sanjay Rai, Interim Vice President and Provost of the Germantown Campus of Montgomery College and a member of the Commission for Women
- Miriam Carter, Office of the Deans, Montgomery College
- Ms. Viviana Monje, former Montgomery College student and currently a student at the University of Maryland
- Dr. Brad Stewart, Vice President and Provost of the Takoma Park/Silver Spring Campus of Montgomery College

Mary Lang, Director of Planning, the Universities at Shady Grove (USG) and Judith Vaughan-Prather, Director, Commission for Women (CFW) are also expected to attend today's session.

Commission for Women's Single Mothers and Poverty Report

Earlier this year, the Commission for Women published "Single Mothers and Poverty: Agenda for Action." The report recommended policy changes to help move low-income mothers and their families out of poverty. In the section on education, the report found that "[e]ducational attainment determines life-long earnings, and a four-year college degree is one of the most effective paths out of poverty."

The report made the following policy recommendations (©1-2):

- Provide incentives and supports for low-income girls to earn four-year college degrees.
- Establish incentives and programs to encourage and support girls to pursue careers in science, technology, mathematics, and engineering.
- Develop training programs specifically for low-income women to help them escape occupational ghettos and access better job with better pay and benefits.

The Committee will hear about programs and services offered by Montgomery County educational institutions to girls and low-income women that are responsive to the education recommendations in the Single Mothers and Poverty report.

Girls in Technology Task Force Progress Update

In response to a request by the Commission for Women, the Girls in Information Technology Task Force convened to address the national, state, and regional shortage of women entering IT related career fields. The task force was chaired by Councilmember Nancy Floreen and included representation from business, government, and education. It reviewed the K-Postsecondary system in Montgomery County and recommended strategies for increasing the participation of girls in IT related programs. The group published their findings and recommendation in August 2006, and the memorandum transmitting the report to the Board of Education is attached to this packet at ©3-5.

The presentation attached at ©6-13 describes the progress has been made implementing the recommendations of the Girls in Information Technology Task Force. Progress highlights include:

	2005/2006	2009
Elementary school: Enthusiasm	Girls and Boys share enthusiasm for IT	Girls and Boys share enthusiasm for IT
Middle School: Interest in IT careers	By grade 8, ½ as many girls as boys show interest in IT careers	Classes are gender balanced in new middle school IT pathway
High School IT-related Courses	Boys outnumber girls by 4:1 in most IT-related courses	Boys outnumber girls by 3:1 in most IT-related courses
High School: AP Computer Science	Girls were 11% of enrolled students in AP Computer Science courses	Girls were 16% of enrolled students in AP Computer Science courses

The specific activities, programs, special events implementing the 2006 Task Force Recommendations are described at ©11-12. Next steps are identified at ©13.

Council staff notes that the scope of the current Commission for Women recommendation extends beyond the charge of the Girls in Information Technology Task Force. The report encourages the participation of girls in science, mathematics, and engineering in addition to information technology-related fields. **Committee members may be interested in seeking comments from MCPS representatives and follow up information on the following questions:**

- **What MCPS policies and practices promote the high achievement and participation of all students including girls in math, science, and technology studies through all levels of school?**

- **What efforts are made to encourage and support girls in pursuing careers in science, mathematics, and engineering?**
- **What does Advanced Placement course enrollment and achievement data show about participation in specific mathematics and science fields by gender?**

Higher Education and Workforce Training in Montgomery County

Montgomery College (MC) representatives will present to the Committees on its multi-dimensional approach to making higher education available to low-income women and girls and ensuring their success in higher education. Materials provided by Montgomery College (©14) suggest that it is the leading provider of higher education and workforce training in the County and the most affordable option. The college had 25,000 students in non-credit programs in 2009. Of the 26,144 enrolled in credit programs this fall, nearly 54% of them were women.

The summary at ©14-16 describes different ways that the College supports low-income women and girls including the following:

- Pre-college programs that encourage involvement of girls in technology, math, and science and dual enrollment programs that offer college-level course to high school students;
- Need-based financial aid and scholarships;
- Accessible and affordable child care;
- Noncredit programs through the Workforce Development and Continuing Education unit;
- Associate degree programs and programs that encourage the participation of women and minorities in science, engineering, and mathematics;
- Students clubs and services that encourage the participation of women in science and engineering-related careers;
- Tutoring services through Math/Science Centers;
- Internship placements in science, engineering and math fields;
- Assistance in transferring to 4-year institutions including the Universities at Shady Grove (see also the College’s November edition of the Transfer Times at ©17-20)

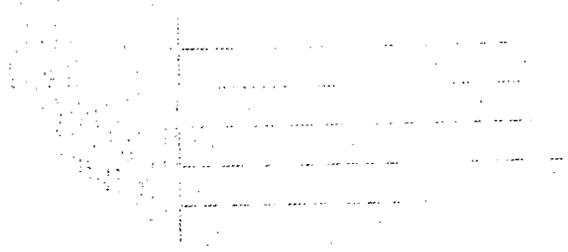
Information about USG’s university partnership, degree programs, and new degree programs is attached at ©21-23.

The packet contains the following attachments:

	<u>Circle #</u>
Excerpt of Single Mothers and Poverty Report on Education Recommendations	1-2
8/24/06 Memo transmitting Girls in Information Technology Task Force to Board of Education	3-5
11/12/09 Presentation: Update to Girls in Information Technology Task Force Report	6-13
Summary of Montgomery College Supports to Girls and Low-Income Women	14-16
11/2009 Montgomery College Transfer Times Newsletter	17-20
Description of Universities at Shady Grove’s Partnerships and Degree Programs	21-23

Single Mothers and Poverty

Agenda for Action



Montgomery County

CFW
Commission
for Women

Part IV: Agenda for Action

EDUCATION

Educational attainment determines life-long earnings, and a four-year college degree is one of the most effective paths out of poverty.⁵

The Challenge

- 62% of single women with incomes below the poverty level in Montgomery County have a high school diploma or less; 17% have a bachelor's degree or higher.⁶
- 69% of children in Maryland whose parents do not have a high school diploma are low-income (that is, family income is less than 200% of the federal poverty guidelines).⁷
- 20% of women who gave birth in 2007 in Montgomery County were unmarried, and 63% of them had earned a high school diploma or less.⁸
- 9% of female professionals work in the high-paying computer (\$1,229 per week) and engineering (\$1,213 per week) fields; 43% of male professionals work in these fields.⁹

Educational attainment determines life-long earnings, and a four-year college degree is one of the most effective paths out of poverty.⁵

POLICY RECOMMENDATIONS:

- Provide incentives and supports for low-income girls to earn four-year college degrees.
- Establish incentives and programs to encourage and support girls to pursue careers in science, technology, mathematics and engineering.
- Develop training programs specifically for low-income women to help them escape occupational ghettos and access better jobs with better pay and benefits.
- Change the Temporary Assistance for Needy Families (TANF) and Unemployment Insurance work requirements to include education and training.
- Create an incentive program for TANF recipients to pursue education or vocational training.
- Train teachers to emphasize to their students that educational achievement is the best way to avoid poverty.

EMPLOYMENT

Employment is essential to ending the intergenerational transmission of poverty. Minimum wage, pay equity, paid sick leave/dependent care leave, flexible work schedules and child care are all critical components of a family's economic security.¹⁰

MINIMUM WAGE

The Challenge

- The minimum wage of \$6.55/hour in 2008 translated to an annual income of approximately \$13,624 for a full-time worker – less than 13% of the median family income in Montgomery County.¹¹
- When the minimum wage increased to \$7.25 in 2009, 61% of those directly affected were women.¹²
- While the cost of living in the United States has risen by 32% since 1997, the minimum wage has gone down in real value.¹²

Employment is essential to ending the intergenerational transmission of poverty. Minimum wage, pay equity, paid sick leave/dependent care leave, flexible work schedules and child care are all critical components of a family's economic security.¹⁰

POLICY RECOMMENDATIONS:

- Increase the minimum wage to a *living wage*.
- Index the minimum wage to reflect annual changes in the cost of living.

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

August 24, 2006

MEMORANDUM

To: Members of the Board of Education
From: Jerry D. Weast, Superintendent of Schools
Subject: Girls in Information Technology Task Force Report

Executive Summary

The purpose of this discussion item is to present the report and recommendations of the Montgomery County Girls in Information Technology (IT) Task Force (Attachments A and B). The recommendations focus on ways in which to improve the participation of female students in IT fields through marketing and recruiting, retention and culture building, and curriculum and professional development involving the Montgomery County Public Schools (MCPS) and other partners in K-16 education in Maryland and the greater Washington area.

Background

In March 2005, the Montgomery County Commission for Women requested that MCPS convene a Girls in IT Task Force to address the crisis involving the national, state, and regional shortage of women entering IT-related career fields and the lack of female enrollment in MCPS technology programs. The Girls in IT Task Force was charged with the following responsibilities:

- Recommend strategies for increasing the participation of girls in IT-related programs.
- Communicate task force recommendations in the form of a report to be presented to the Montgomery County Board of Education in summer 2006.

The Girls in IT Task Force is a multi-stakeholder group chaired by Ms. Nancy Floreen, member, Montgomery County Council, and vice-chaired by Ms. Carroll McGillin, National Initiatives Manager, Cisco Networking Academy Program, Cisco Systems, Inc. The Girls in IT Task Force met regularly to review and discuss research, explore model programs and best practices, and develop a technology agenda for K-12. A steering committee, representative of the make-up of the Girls in IT Task Force, guided the direction and monitored the progress of the group.

The Girls in IT Task Force identified the following three major issues and developed corresponding project teams to conduct research and develop recommendations:

- Marketing and Recruiting
- Retention and Culture Building
- Curriculum and Professional Development

Recommendations

The Girls in IT Task Force developed the following set of recommendations to ensure that girls and underrepresented populations within MCPS are prepared to enter the workforce with critical IT skills:

Marketing and Recruiting

- Create a comprehensive marketing plan to raise the awareness of parents/guardians and educators that the skills and talents of girls are vital to technology-related professions.

Retention and Culture Building

- Create and expand articulated and integrated IT programs over stand-alone courses.
- Develop options to provide culture-building and supportive experiences.

Curriculum and Professional Development

- Partner with business and higher education to create a seamless K–16 educational system that aligns curriculum and requires technology-related units or course work by all K–12 students by 2010.

Next Steps Suggested by the Girls in IT Task Force

To ensure success for the issues related to the three project teams, the task force suggests the following next steps:

- Involve additional stakeholders to further develop and implement the recommendations.
- Develop a plan during the 2006–2007 school year to address the task force recommendations that includes a timeline, budget, and implementation activities, maintaining focus on scalability and sustainability.

- Conduct an audit of MCPS curriculum to determine where technology instruction already exists, and complete a gap analysis plan for addressing areas of deficit.
- Collect baseline data for current IT-related program and course enrollment. Institute an accountability and review system to identify “what success looks like” and measure progress.
- Plan and launch “rapid prototypes” (pilots) of several research-based IT-focused initiatives, leveraging existing programs and resources as well as monitoring success.

I have asked staff to review the task force findings and recommendations and provide me with a response and corresponding plan. During the year, I will keep you apprised of the progress on this issue. I would like to commend all task force members and recognize them for their extensive commitment to these efforts. In particular, I want to recognize our business partners from the private sector who contributed greatly to this project. Finally, I also would like to thank Ms. Nancy Floreen, member of the Montgomery County Council, for chairing this task force.

At the table today to present the Girls in IT Task Force report are Ms. Anne Albright, business unit executive, IBM; Ms. Shan Carr Cooper, vice president, Diversity and Equal Opportunity Program, Lockheed Martin; Ms. Nancy Floreen, Montgomery County Council Member and IT Task Force Chair; Ms. Shelley A. Johnson, director, Division of Career and Technology Education; and Ms. Diane Murray, principal, Booz Allen Hamilton, Inc.

Providing testimonials today are Ms. Amy Bielski, president and CEO, Ripple Effect Communications, Inc.; and Ms. Tena Hunter, Academy of Information Technology student, Gaithersburg High School.

JDW:JAL:lsj

Attachments



Girls in Information Technology (IT) Update to the 2006 Task Force Report

Rockville, MD
November 12, 2009



Purpose and Background

- Shelley A. Johnson
 - Director, Instructional Technology and Partnerships,
Montgomery County Public Schools
 - Former Member, Montgomery County Commission
for Women



Girls in IT Task Force Background

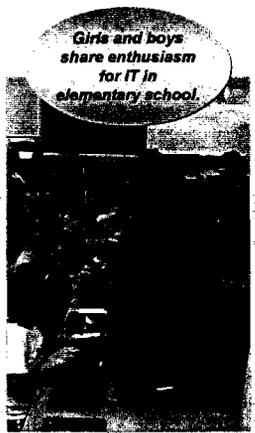
- Formed at the request of the Montgomery County Commission for Women
- Two charges:
 - Recommend strategies for increasing the participation of girls in IT-related programs.
 - Communicate task force recommendations.
- Members represented regional government, education, non-profit organizations and the business community.

Update to Girls in IT Task Force Report

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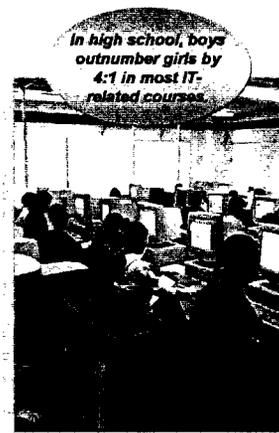
MCPS Female Technology Interest 2006



Elementary School



Middle School



High School

Update to Girls in IT Task Force Report

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MCPS Female Technology Interest 2009



Elementary School



Middle School

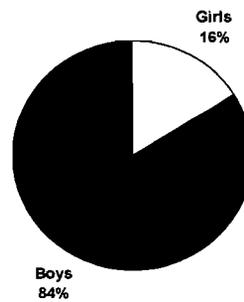
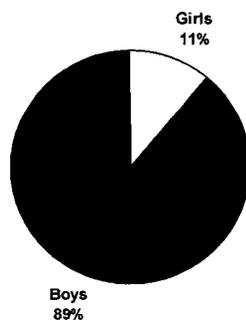


High School

Update to Girls in IT Task Force Report

MCPS Advanced Placement Computer Science

2005 to 2009 Comparison - Average



Within four years, the number of girls enrolled in AP Computer Programming 3 has increased by 8% and in AP Computer Programming 2 by 3%.

Update to Girls in IT Task Force Report

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MCPS Advanced Placement Computer Science

- Since 2005, the enrollment also has increased in AP computer science courses for the following underrepresented student groups :
 - African American (by 2%)
 - Asian (by 7%)
 - Hispanic (by 1%)
- Performance has been consistent with most students earning scores of 3, 4, or 5 on the exams.

Update to Girls in IT Task Force Report

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Fastest-Growing Careers Projected for 2016

- #1 – Network systems and data communications analysts
- #4 – Computer software engineers, applications
- #23 – Computer systems analysts
- #24 – Database administrators
- #25 - Computer software engineers, systems software



Source: Bureau of Labor Statistics

Update to Girls in IT Task Force Report

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2006 Summary of Findings

Marketing and Recruiting

- Many girls and underrepresented groups do not find IT courses relevant and are not encouraged to pursue them.

Retention and Culture Building

- Successful technology outreach programs provide an integrated multi-year pathway with culture-building and support experiences.

Curriculum and Professional Dev.

- IT courses are not part of the MCPS core curriculum and the current learning context is not engaging students.

Update to Girls in IT Task Force Report

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2006 Recommendations

Marketing and Recruiting

- Create a comprehensive IT marketing plan to raise the awareness of students, parents/guardians, and educators.

Retention and Culture Building

- Expand articulated and integrated IT programs that feature culture-building and support experiences over stand-alone courses.

Curriculum and Professional Dev.

- Develop, implement, and monitor technology-related curriculum that will be available to all students and related professional development.

Partnering for Seamless Systems

- Partner with business and postsecondary to create a seamless Grades K-16 system that aligns curriculum and requires technology-related units or courses.

Update to Girls in IT Task Force Report

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2006 Recommendations Update



Marketing and Recruiting

- Create a comprehensive IT marketing plan to raise the awareness of students, parents/guardians, and educators.

Collaborated with local partners to develop IT events for middle school students that focus on underrepresented groups of students:

- *Technology Day*—November 7, 2009
This one-day event for middle school girls and other underrepresented groups was sponsored by the Universities of Maryland at Shady Grove. Over 250 MCPS middle school students and their parents attended and met with IT high school staff.
- *Girls in Technology Team Business Workshop*—November 2008
This hands-on, half-day event for girls was sponsored by MCPS-CTE and The Johns Hopkins University. More than 20 MCPS girls attended the workshop.
- *Computer Mania*—May of each year
This one-day event for middle school girls is sponsored annually by the Center for Women and Information Technology at UMBC. MCPS middle school girls and their parents attend.

Update to Girls in IT Task Force Report

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2006 Recommendations Update



Retention and Culture Building

- Expand articulated and integrated IT programs that feature culture- building and support experiences over stand-alone courses.
 - At the middle school level, Information Technology/Computer Science and Engineering/Technology Education multi-year pathways are being phased in.
 - Both standards-based pathways begin with the required Information and Communication Technologies-Grade 6 (ICT6) course and end with courses in Grade 8 that earn high school credit.
 - Course enrollment in the 13 schools is gender neutral.
 - At the high school level, a Multimedia and Interactive Technologies pathway was developed and other multi-year pathways were expanded.
 - The new multimedia pathway was launched in Fall 2009 at four high schools.
 - The Cisco Networking Academy expanded to ten high schools.
 - The Academy of Information Technology is projected to graduate 180 students in FY 2014, over a 300 percent increase from 52 students in FY 2009.

Update to Girls in IT Task Force Report

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2006 Recommendations Update

Curriculum and Professional Dev.

- Develop, implement, and monitor technology-related curriculum that will be available to all students and related professional development.
 - A technology education graduation requirement was updated in FY 2008.
 - All students must complete this requirement. Currently, three courses are being implemented that focus on engineering and technology education.
 - A new course, *Designing Technology Solutions*, is being piloted in four high schools in FY 2009. This course includes computer-related instruction to address the decline in IT/computer science course enrollment that has occurred since the changes to the technology education graduation requirement.
 - At the middle school level, the ICT6 course is required for the two technology-related pathways. The course includes robotics, programming, game development, productivity tools, and multimedia.
 - Specialized professional development is provided with the assistance of industry experts and MCPS staff.

Update to Goals in IT Task Force Report

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2006 Recommendations Update

Partnering for Seamless Systems

- Partner with business and postsecondary to create a seamless Grades K-16 system that aligns curriculum and requires technology-related units or courses.
 - An MCPS Pre-Kindergarten through Grade 12 IT Collaboration Advisory Team; comprised of key stakeholders from MCPS, business, postsecondary, and the community; was established in 2008. This group has three project teams focusing on:
 - Student retention and recruitment
 - Professional development and teacher hiring
 - Curriculum, instruction, and assessments/programs
 - The IT Cluster Advisory Board of the Montgomery County Collaboration Board for Career and Technology Education, the IT Foundation, and the Academy of Information Technology Advisory Board work on improving seamless transitions for students from secondary to postsecondary (2+2+2).

Update to Goals in IT Task Force Report

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Next Steps

- Continue to involve additional stakeholders to serve on the MCPS IT advisory teams and boards to meet the needs of students based on data.
- Collect IT program data and refine an accountability and review system to measure progress.
- Continue to launch “rapid prototypes” (pilots) of research-based IT initiatives, leveraging existing programs and resources.
- Address the continued decline in IT/computer science courses by expanding the Designing Technology Solutions course as a technology education graduation requirement.

**Montgomery College Briefing to Council HHS and ED Committees
Commission for Women's Single Mothers and Poverty:
Agenda for Action Report - Education Recommendations
November 12, 2009**

Background

Montgomery College was asked to speak to the education recommendations contained in the report **Single Mothers and Poverty: Agenda for Action**. The recommendations that seem most connected to the work of the College are the following:

- Provide incentives and supports for low-income girls to earn four-year college degrees; and
- Establish incentives and programs to encourage and support girls to pursue careers in science, technology, mathematics, and engineering.

MC Overview

Montgomery College is the leading provider of higher education and workforce training in Montgomery County. In 2009, we had 25,000 students in non-credit programs, as well as record enrollments in our credit programs. This fall, 26,144 students enrolled in our credit programs. ***Nearly 54% of them were women.***

We are also the most affordable option: Tuition and fees for a full-time student last year totaled \$4,092, as compared to an average of \$7,000 a year for a four-year public institution.

A Multi-Dimensional Approach to Ensuring Success

Montgomery College is the most affordable and accessible choice for low income women and girls in Montgomery County. The College supports a multi-dimensional approach to reach this population and ensure their success in higher education. Our outreach begins prior to enrollment at Montgomery College, and continues as our students prepare to leave Montgomery College.

Pre-College: Montgomery College reaches out to girls through programs like the GURL Power camp for middle school students. Students design digital graphics and websites while using their creativity and sense of style. The camp features field trips to see how technology is being used and to observe careers in action. Other efforts to interest girls in college include Sonya Kovalevsky Day, which encourages 8th grade girls to study math and science. The College also has dual enrollment programs and the College Institute, which offers college-level courses to high school seniors at several area high schools. Many youth from Montgomery County Public Schools visit and tour Montgomery College, in part to raise awareness that college is a viable option for them.

Supports Available Upon Enrollment at Montgomery College:

Financial Aid and Scholarships: The College offers numerous need-based financial aid programs, some of which are federally or state funded, and some of which are funded by community groups seeking to provide financial assistance to low-income students. Information on the College's financial aid programs, plus details on tuition and fee structures may be found at <http://cms.montgomerycollege.edu/edu/tuition.aspx?urlid=10>

Child Care: Accessible and affordable child care is often an issue for students, regardless of age or gender. MC's Child Care Services presently has a Child Care Access Means Parents in School (CCAMPIS) grant which allows low income Pell Grant eligible student parents to have 100 percent of their campus child care tuition paid (must take a minimum 6 credit hours or noncredit equivalent). In addition, the College's Head Start Contract allows Head Start eligible low-income students to enroll their children in MC's Head Start program for a daily half day program. The CCAMPIS grant covers the remainder of the day. Child Care Services info may be found at: www.montgomerycollege.edu/Departments/auxiliaryservices/childcare/EarlyLearningCenter.html

Workforce and Continuing Education Programs: Our Workforce Development and Continuing Education unit offers many non-credit programs of interest to women, from GED attainment to programs like Tech Leap, a technology retraining program. (www.montgomerycollege.edu/wdce)

Associate Degree Programs welcome all students and provide exceptional support systems to assist in them in their academic achievement, whether the students are in career academic programs or transfer-oriented curricula. An excellent example is the Rockville campus based Biomedical Scholars Program. This program is characterized by personalized service delivery and academic supports for students beginning in pre-freshman summer programs and lasting through the completion of the associate degree. Details may be found at www.montgomerycollege.edu/biomedicalsolars

Many opportunities await **students interested in science, engineering and mathematics**, particularly women who are typically under-represented in this employment field. Last year, this area at the College was awarded a competitive, four-year, \$600,000 grant from the National Science Foundation. The project promotes full-time enrollment, academic achievement, and successful transfer and completion of a bachelor's degree in engineering. Partners in the project include the Montgomery County Department of Economic Development, the University of Maryland College Park and George Washington University. For information, please see www.montgomerycollege.edu/Departments/sstem.

The FIPSE Project: Project Portal to Success in Engineering is another project with the objective of increasing the number of women and minorities in engineering programs. Both FIPSE and S-STEM are designed not only to offer financial assistance to needy students, but to address both access and success issues for these specific student populations in engineering.

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Student Clubs/Services: The mission of Women in Engineering, Science and Technology (WEST) club is to increase the participation of women in science and engineering-related careers. WEST accomplishes this by inviting highly successful female scientists and engineers to encourage and mentor students who indicate interest in such careers. The club also organizes engineering workshops, seminars, and field trips. The college also has programs for the Society of Women and Engineers; MESA; and Salto al Futuro, aimed at supporting under-represented women and minority students to continue and thrive in their engineering and science studies.

The College's **Health Sciences Institute** includes both credit and non-credit offerings which provide excellent employment and growth opportunities. Credit programs are available in diagnostic medical sonography, emergency medical technician, fire science and emergency services, health information technology, nursing, physical therapist assistant, radiological technology, and surgical technology. In fact, Montgomery College's popular two-year Associate Degree nursing program has produced many of the area's registered nurses. In addition, WDCE offers a number of non-credit health sciences programs that lead to direct employment as well as the potential for application into a credit health sciences program, providing for upward mobility and progressive growth. For more information, see: www.montgomerycollege.edu/Departments/hlscitp

The college also offers **tutoring services** through its Math/Science Centers, as well as **internship placements** in science, engineering and math fields.

Life after Montgomery College

Transfer Assistance: More Opportunities Close to Home: Large numbers of students enroll at Montgomery College with the purpose of transferring to a four-year college or university. In FY 2008, over 8,000 students transferred to a 4-year institution. Montgomery College has numerous transfer articulation agreements, with the goal of ensuring our students transfer seamlessly from community college to a 4-year college or university.

A growing transfer destination in Maryland is now the Universities at Shady Grove (USG), where Montgomery College presently has 24 active articulation agreements. USG's focus on upper division coursework provides community college students with a local alternative for transfer, and the majority of USG students are transfer students from Montgomery College. Articulation agreements at USG range from Business with the University of Maryland College Park to Information Systems at UMBC. The website for USG may be found at <http://www.shadygrove.umd.edu/>

Montgomery is proud of our student achievement upon transfer – for example, our students do as well or better than students who begin as freshmen in the School of Engineering at University of Maryland College Park (UMCP). Unfortunately, finances are an area of major concern for many of our transfer students. Their tuition doubles upon transfer, and there are few scholarship opportunities for transfer students. Montgomery College strongly supports scholarships that follow students throughout their collegiate career, from Montgomery College to the transferring institution.

Transfer Times**November 2009***In this Issue:*

- [Application Timelines for Transfer Students](#)
- [NEW UMUC Dual Enrollment Scholarship for Community College Students](#)
- [Important Change to UM-College Park's Admission to Majors related to Chemistry and Biology](#)
- [Spotlight on *The University of Baltimore*](#)
- [Jack Kent Cooke Transfer Scholarships](#)
- [Transfer Planning Resources](#)

Applying BEFORE Deadlines Makes a Difference in the Race for Transfer Space

Although the deadline for transfer applications is usually later than the deadline for high school seniors seeking freshman admission, as competition for transfer spaces increases, MC transfer counselors suggest working on applications now (November-December) if you want to transfer to another school next Fall 2010.

The steps to apply depend on how many credits you have on your college transcript.

First and Second Semester Freshmen – if you have 0 – 29 credits completed, then:

1. Work on your transfer application now (November 2009) and submit it at the end of this month or in December. Use the electronic application at the school's website rather than a paper application as this allows you to track the progress of your application.
2. Contact your high school to have your official high school transcript sent.
3. Contact the [College Board](#) to have your SAT scores sent
4. Complete the [essay](#), even if it's optional, and indicate that you are a freshman at Montgomery College.
5. Send copies of your [MC transcript](#) in this sequence: 1 at the end of this Fall 2009 semester, and another at the end of the Spring 2010 semester.
6. Check to see whether [recommendations](#) are required or suggested. If NOT, do not send recommendations – your application is usually judged on the basis of your Montgomery College performance – the grades you've earned in your classes.

First and Second Semester Sophomores – you have more than 30 credits completed:

1. Begin working on your transfer application now (November) and submit it at the end of this month or in December. Using an electronic application at the school's website rather than a paper application allows you to track the progress of your application.
2. Check to see whether high school transcripts and SAT scores are needed. Many schools do not require this information if you have 30 or more credits completed on your MC transcript.
3. Complete the [essay](#), even if it's optional.
4. Send copies of your [MC transcript](#) in this sequence: 1 immediately, to go along with your application, then 1 at the end of this Fall 2009 semester, and another at the end of the Spring 2010 semester. Note that midterm grades do not appear on your official transcript. MC sends electronic copies of transcripts to Maryland state schools – this is a better way to go over paper copies.
5. Check to see whether [recommendations](#) are required or suggested. If NOT, do not send recommendations – your application is judged on the basis of your Montgomery College performance – the grades you've earned in your classes.

Living at Your Next School – On-Campus Dorm or Off-Campus Apartment?

If you hope to get on-campus housing, you need to submit an application to do so. Note that the University of Maryland, College Park, typically does not offer on-campus housing to transfer students. Check with each school to ask about the availability of housing (dormitories & dining halls) for transfer students. Follow up on your application for housing – persistence is the key to getting a space.

Find Guaranteed Admission through MC Partnership Programs

- **University of Maryland, College Park's Transfer Advantage Program (MTAP)** guarantees admission to Montgomery College students who complete the requirements at either 30 credits or 60 credits. This program does NOT guarantee admission to competitive majors which have additional requirements – called Limited Enrollment Programs (LEP's). See the MTAP Website for an application and for more information about LEP's. Another benefit of MTAP is the ability to take one course at a reduced price at UM while enrolled as a full-time student at MC. This benefit is helpful to students seeking admission to programs like Architecture, Engineering, Journalism, and Education which have some lower-level entrance courses not offered at MC. www.admissions.umd.edu/admissions/apply/MarylandTransferAdvantage.asp
- **University of Maryland, Baltimore County (UMBC)'s Transfer Student Alliance (TSA)** guarantees admission to students who have an AA degree and a 3.5 overall grade point average. The TSA also includes a scholarship to students who meet qualifications, as well as guaranteed housing and admission to the Honors Program if desired. TSA students may also take a course at a reduced price at UMBC while enrolled at MC prior to transfer. www.umbc.edu/undergraduate/learn/tsa.html
- **University of Maryland, University College's Alliance Program** allows students to be accepted by both institutions and take courses at the same time. Alliance Degrees assure the smooth transfer of MC's degrees into bachelor's programs at UMUC. See the Alliance Webpage for more information:

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www.umuc.edu/prog/community_college/alliances/alliances_md.shtml
 Find **UMUC Alliance Recommended Course Guides** here:
www.montgomerycollege.edu/Departments/studev/UMUC/alliance.htm

NEW UMUC Dual Enrollment Scholarship for Community College Students

Students taking a minimum of 3 credits at UMUC and 3 credits at any of UMUC's community college alliance schools each semester may be eligible for a scholarship of as much as \$1000 per year.* This will allow students to get a head start on the bachelor's while continuing to finish the associate's degree. To be eligible for the scholarship, students must:

- Be admitted to and enrolled at both an Alliance community college and UMUC
- Be pursuing an Associate's degree
- Have a minimum 3.0 GPA from previous community college coursework and maintain a 3.0 GPA at UMUC.
- Submit proof of registration at the community college and official transcripts
- Be a U.S citizen or eligible noncitizen. (F1 and J2 visa holders are not eligible.)

\$500 will be awarded per semester for two consecutive semesters at UMUC (fall and spring or spring and summer session 1). For more information, contact Jennifer O'Brien, Coordinator, Office of Community Relations, University of Maryland University College 9636 Gudelsky Drive, Rockville, MD 20850 301-738-6151 - Fax 301-738-6340 jobrien@umuc.edu

Important Advising Notes for University of Maryland, College Park's Limited Enrollment Programs (LEP's)

• **Chemical and Life Sciences Majors (All Majors related to Chemistry and Biology)**

Effective Fall 2010, the College of Chemical and Life Sciences (CLFS) at Maryland will become a Limited Enrollment Program (LEP). UM's CLFS believes the change to a **Limited Enrollment Program** will increase the academic preparation of entering transfer students. To be eligible for admission, external and internal transfer students must meet the gateway criteria outlined in the CLFS LEP sheet available [here](#). A minimum grade point average of 2.7 in all courses taken at the University of Maryland and all other institutions is required for both internal and external transfer students. These specific majors are now Limited Enrollment Programs: Biochemistry; Biological Sciences; Chemistry; Environmental Sciences; and a Minor in Neuroscience

MATH SEQUENCE FOR CHEMICAL AND LIFE SCIENCES MAJORS: The new required math sequence for CLFS majors is MA 181 and 182, Calculus I and II, for students who are taking courses at Montgomery College. Students at UM may take either Calculus I and II or a newly created calculus for life sciences. MA 160 & 161 courses from MC were previously accepted by CLFS majors; however, the only acceptable transfer courses at MC are now MA 181 & 182.

• **Criminology and Criminal Justice**

Effective Fall 2009, students applying to the Criminology and Criminal Justice major will have to meet the Gateway course requirements for this program, which include

- Completion of the University's Fundamental English Requirement (ENGL 101) = MC's EN 102 or EN 109
- Completion of MATH 111 or MATH 220 or MATH 140 or STAT 100 with a grade of 2.0 or higher = MC's MA 116
- Completion of CCJS 100 with a grade of 2.0 or higher = CJ 110 Administration of Justice
- Completion of CCJS 105 with a grade of 2.0 or higher = SO 107 Criminology, note the SO 101 prerequisite
- A minimum grade point average of 2.5 in all college level coursework is required

OTHER IMPORTANT POINTS FOR ALL LIMITED ENROLLMENT PROGRAMS AT UMCP

- **Only one "gateway" or performance review course may be repeated** to earn the required grade and that course may only be repeated once. Repeats include withdrawals from courses noted by a W on the transcript. A student who has repeated two gateway courses will be denied admission. Any student denied admission to the major may appeal directly to the Assistant Dean of the College (*MC adviser's note: very few students are granted admission by an appeal, typically only when a student has a stellar overall GPA and an unusual circumstance to explain why more than one gateway was repeated.*)
- **Students may apply only once to an LEP.** In most LEP programs, there is only one time frame to apply, during the semester when the 60th credit is earned for transfer students.

Admissions & Registration Reminders for Montgomery College Courses

- **Winter Session 2009** (January 5 – 21, Rockville Campus) – registration opens Nov. 3rd.
- **Spring Semester 2009** (begins January 25) – registration opens November 23rd.
- **Last Day to Drop a Course with a "W"** / Fall 2009 Semester – November 17th

<http://www.montgomerycollege.edu/credit/>

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Spotlight on *The University of Baltimore*

The University of Baltimore, with campuses in Baltimore and Shady Grove, is a state-supported school offering a variety of majors in a varied formats (day, evening, and on-line). UB has generous scholarships for all transfer students with a minimum 24 credits and a cumulative g.p.a. of 2.5 or higher. Both full-time and part-time students are eligible. Awards range from \$350 - \$2,500 per year, and are renewable for the length of time a student is enrolled at UB. For more information, visit www.ubalt.edu/transferscholarships. Students can find out if they are eligible and how much they might receive by speaking to an admission representative, attending a campus event, or visiting www.ubalt.edu/pre-award.

University of Baltimore Majors	
<ul style="list-style-type: none"> • <u>Applied Information Technology (B.S.)</u> • <u>Business Administration (B.S.)</u>—<i>nine specializations: Accounting; Computer Information Systems; General Business; Entrepreneurship; Finance; Human Resource Management; International Business; Management; Marketing;</i> a fully on-line General Business degree. • <u>Accelerated Business Bachelor's to Master's Program</u> • <u>Early Entry Law Option (B.S.BA/JD)</u> • <u>Community Studies and Civic Engagement (B.A.)</u> • <u>Corporate Communication (B.S.)</u> 	<ul style="list-style-type: none"> • <u>Criminal Justice (B.S.)</u> • <u>English (B.A.)</u> • <u>Forensic Studies (B.S.)</u> • <u>Government and Public Policy (B.A.)</u> • <u>Health Systems Management (B.S.)</u> (also at Shady Grove) • <u>History (B.A.)</u> • <u>Human Services Administration (B.A.)</u> • <u>Interdisciplinary Studies (B.A.)</u> • <u>Jurisprudence (B.A.)</u>—<i>pre-law</i> • <u>Management Information Systems (B.S.)</u> • <u>Psychology (B.A.)</u> • <u>Real Estate and Economic Development (B.S.)</u> • <u>Simulation and Digital Entertainment (B.S.)</u> (also at Shady Grove)

Jack Kent Cooke Transfer Scholarship

The Jack Kent Cooke Scholarship application process has started. The JKC Foundation will award approximately 50 scholarships to outstanding transfer students who will be attending four year institutions in the Fall of 2010. The maximum award available per student is \$30,000 per year. Scholars may use the award to attend any accredited college or university in the US or abroad in pursuit of a baccalaureate degree. The award is renewed annually provided the Scholar has maintained high academic performance, exhibited good conduct, made significant progress toward a degree, and complied with the Foundation's administrative requirements and request.

The minimum eligibility criteria is:

- Be a current student at an accredited US community college with sophomore status by December 31, 2009 or be a recent graduate,
- Have a cumulative grade point average of a 3.50 or better,
- Plan to transfer to a four year college/university in the Fall, 2010
- Be nominated by his/her two year institution, and
- Have not previously been nominated for the JK Cooke Undergraduate Transfer Scholarship.

The application process for this scholarship is very detailed and extensive. Please contact one of the following Transfer Scholarship Coordinators on your campus for information by **November 10th**:

Germantown: Audrey.Hill@montgomerycollege.edu or Tamesha.Robinson@montgomerycollege.edu

Rockville: Gustavus.Griffin@montgomerycollege.edu or Karen.King@montgomerycollege.edu

Takoma Park/Silver Spring: Tonya.Mason@montgomerycollege.edu or Evelyn.Gonzalez-Mills@montgomerycollege.edu

Transfer Planning Resources – The Short Version

Everything a Transfer Student ever needs to know can be found on the MC Transfer Page. This is a quick summary of important planning links:

1. **ARTSYS** <http://artweb.usmd.edu> – find recommended courses for specific majors at Maryland schools at the "Recommended Transfer Programs" link.
2. **Free College Search Programs** – search for schools by major, location, cost, and more.
3. **The Academic Common Market** – attend an out-of-state school at a reduced rate if your major is not readily found in Maryland.
4. **The MC Transfer Page** www.montgomerycollege.edu/transfer – find every other possible transfer step of transfer planning here!

The Transfer Times is a monthly publication of Montgomery College
 Edited by Transfer Counselor anne.schleicher@montgomerycollege.edu
 Please send ideas & articles for future publications!

Find previous articles here: <http://mc-transfer.blogspot.com/>

Check out the **MC Transfer Information Page** at www.montgomerycollege.edu/transfer

The MC Transfer Scholarship Web Page:

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www.montgomerycollege.edu/Departments/studev/schol.htm

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Powerful Partnerships

The Universities at Shady Grove

Regional Community Colleges (e.g., Montgomery, Frederick, Prince Georges, Howard)

University of Maryland University College

B.S. Accounting
 B.S. Business Administration
 B.A. Communications Studies
 B.S. Computer & Information Science
 B.S. Computer Studies
 *B.S. Computer Information Technology¹
 B.S. Emergency Management
 B.S. Homeland Security
 *B.S. Human Resource Management
 *B.S. Information Assurance
 B.S. Investigative Forensics
 B.S. Information Systems Management
 *B.T.P.S. Biotechnology
 *B.T.P.S. Laboratory Management
 M.S. Biotechnology Studies
 M.S. Computer System Management
 M.S. Health Care Administration
 M.S. Information Technology
 M.S. Management
 M.S. Technology Management
 *Certificate Program available

University of Maryland Eastern Shore

B.S. Hotel & Restaurant Management
 B.S. Construction Mgmt. Technology

Salisbury University

B.S. Respiratory Therapy¹

June 9, 2009

University of Maryland, College Park

B.S. Accounting
 B.S. Biological Sciences
 B.A. Communication
 B.A. Criminal Justice and Criminology
 B.S. General Business with Specialization in Entrepreneurship
 B.S. International Business
 B.S. Marketing
 B.S. Public Health Sciences²
 Post-Baccalaureate Certificate in Science Education for Elementary and Middle School Teachers²
 M.B.A. Business Administration
 M.S. Business & Management (Accounting)¹
 Engineering Graduate Certificate (Specialization in Biomolecular Engineering)
 M.Ed. (Teaching English to Speakers of Other Languages)
 Masters Certification Program in Elementary and Secondary Education Subjects
 M.Ed. Education Curriculum and Instruction-Grades 1-5¹
 M.Ed. Education Curriculum and Instruction – Reading Specialist²
 M.Ed. Human Development¹
 M.Ed. Math Education (Specialization in Middle School Math)
 Ed.D. Policy and Leadership
 Literacy Coaching Specialist Postgraduate Certificate¹
 MLS-Library Science¹

University of Maryland, Baltimore

B.S. Nursing (Basic Option)
 RN to BSN/MS Completion Option
 M.S. Nursing
 with specialization curricula in Health Services, Leadership and Management and Adult Nurse Practitioner
 M.S.W. Social Work
 Doctor of Pharmacy (PharmD)

University of Maryland, Baltimore County

B.S. Social Work
 B.A. Psychology
 B.A. Political Science
 B.A. History¹
 MPS Industrial-Organizational Psychology
 MPS Geographic Information Systems¹

Towson University

B.S. Education (Elementary/Special Education)
 Post-Master's Program for Administrator I Certification
 MAT in Special Education
 M.Ed. in Special Education
 B.S. Early Childhood Education¹
 M.Ed. Early Childhood Education

Bowie State University

M.Ed. Education

University of Baltimore

B.S. Health Systems Management
 MPA Public Administration
 DPA Public Administration
 B.S. Simulation & Digital Entertainment
 M.A. Publications Design

University of Maryland Biotechnology Institute-Shady Grove

Center for Advanced Research in Biotechnology
 Center for Biosystems Research

¹Started Fall 2008

²Start Fall 2009

³Pending Approval for Start Fall 2009

For more information about programs and additional offerings for the future, please visit: www.shadygrove.umd.edu

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The UNIVERSITIES *at Shady Grove*

New Degree Programs Fall 2009

Post-Baccalaureate Certificate in Science Education for Elementary and
Middle School Teachers
Public Health Science (BS) UMCP *

New Degree Programs under discussion for 2009, 2010 and 2011

Business (joint MBA degrees with Pharmacy and Nursing)
Education (M.Ed - Specialization in Elementary & Middle School Science), UMCP
Engineering (BS - Computer Science, Mechanical Engineering), UMBC
English (BA), UMCP
Dentistry (DDS), UMB
Information Management (MIM) UMCP
Intelligence Analytics (MS), UB
Kinesiology (BS), UMCP
Medical Technology (BS), UMB
Physical Therapy (MS), UMB
Professional Writing (MA/Post-Baccalaureate Certificate), UMCP
Public Health (MPH), UMCP

* Pending final approval



The UNIVERSITIES *at Shady Grove*

New Degree Programs Fall 2008

Undergraduate:

Early Childhood Education (BA), TU
History (BA), UMBC
Respiratory Therapy (BS), Salisbury

Graduate:

Business and Management (MS, Concentration in Accounting), UMCP
Education Curriculum and Instruction-Grades 1-5 (MEd), UMCP
Geographic Information Systems (MPS), UMBC
Human Development (MEd), UMCP
Library Science (MLS), UMCP