Mission Statement

To increase and retain the number of students from diverse socio-economic backgrounds who successfully access and transition into post-secondary college and career opportunities within a culture of high expectations and rigorous, relevant coursework.
GEAR UP Fitchburg

- Success of the 2011/2012 Cohort

<table>
<thead>
<tr>
<th>Cohort of 2011 versus comparison group 2010</th>
<th>Whole GEAR UP Cohort</th>
<th>Low Income Subgroup</th>
<th>Hispanic / Latino subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>+3.4%</td>
<td>+9.1%</td>
<td>+5.6</td>
</tr>
<tr>
<td>Drop-Out Rate</td>
<td>-2.7%</td>
<td>-5.1%</td>
<td>-6.3%</td>
</tr>
</tbody>
</table>

- Level of Service to the 2016/2017 Cohorts

In the first three years of GEAR UP 2016/2017 the percentage of cohort students who expect to complete a 4-year degree has increased by 26%.

<table>
<thead>
<tr>
<th>Selected Services provided in 2012-13 reporting period</th>
<th>Total students in cohort</th>
<th>Tutoring</th>
<th>Mentoring</th>
<th>1 on 1 Career/College Advising</th>
<th>College Visits</th>
<th>College Preparation Workshops</th>
<th>Family Contacts</th>
<th>Professional Development</th>
<th>Summer Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers of Individuals receiving services</td>
<td>909</td>
<td>723</td>
<td>840</td>
<td>784</td>
<td>644</td>
<td>718</td>
<td>895</td>
<td>87</td>
<td>64</td>
</tr>
<tr>
<td>Total number of hours of service provided</td>
<td>--</td>
<td>9688</td>
<td>1008</td>
<td>1176</td>
<td>5216</td>
<td>2728</td>
<td>699</td>
<td>644</td>
<td>9248</td>
</tr>
</tbody>
</table>
Educational Talent Search

- Number of students per school district

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitchburg</td>
<td></td>
<td>291</td>
</tr>
<tr>
<td>Leominster</td>
<td></td>
<td>329</td>
</tr>
<tr>
<td>Gardner</td>
<td></td>
<td>149</td>
</tr>
</tbody>
</table>

Class of 2012
- 73% enrolled in post-secondary education

Trips and Things....

Start near. Go far.

mwcc.edu
North Central Mass Talent Search (NCMTS)

<table>
<thead>
<tr>
<th>School</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS &amp; ARMS</td>
<td>118</td>
</tr>
<tr>
<td>Murdock Middle High School</td>
<td>97</td>
</tr>
<tr>
<td>North Central Charter Essential</td>
<td>96</td>
</tr>
<tr>
<td>Ralph C. Mahar</td>
<td>105</td>
</tr>
</tbody>
</table>

Persisted to the next grade or graduated 99%
Upward Bound Math Science (UBMS)

<table>
<thead>
<tr>
<th>School</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athol High School</td>
<td>12</td>
</tr>
<tr>
<td>Gardner High School</td>
<td>14</td>
</tr>
<tr>
<td>Murdock (Middle) High School</td>
<td>7</td>
</tr>
<tr>
<td>Monty Tech</td>
<td>3</td>
</tr>
</tbody>
</table>

- UBMS students receive stipends for Saturday sessions and for participating in the 6-week residential summer program.
College Access Challenge Grant

Early College Placement Testing Initiative

- Test-prep workshops
- Transportation to MWCC for testing or on-site testing at the high schools
- Post-test advising and retesting
- Financial Aid Workshops
- Advising and Registration
- Summer-Bridge College Programming
- Academic Advisor who follows students from high school through their first year at MWCC

Start near. Go far.
Dual Enrollment Programs

• Multiple opportunities for high school students who place into college-level course work

<table>
<thead>
<tr>
<th></th>
<th>Registrants</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>251</td>
<td>819</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>138</td>
<td>470</td>
</tr>
</tbody>
</table>

• Also includes opportunities for students to earn MWCC Institutional Credit for courses such as First Year Experience and MAT096 through agreements between MWCC and the School District

• Summer Bridge Programming for incoming college freshmen

Start near. Go far.
Articulation Agreements and Tech Prep Programs

• Creates pathways for students in vocational/technical programs to earn credits through courses at their high schools toward Mount Wachusett degree programs

• Current articulations include Automotive Technology, Biotechnology, Energy Management, Dental Assisting, Broadcasting and Telecommunications, Accounting, Computer Applications and Business Technology

• Number of credits awarded ranges from 3 to 12 credits depending on the career pathway and details of the articulation

• Funded through a Perkins Grant from the Massachusetts Board of Higher Education
Gateway To College

- Designed for out-of-school or youth at risk of leaving high school without a diploma
- Age 16 - 21, MA residents
- Learning communities with wraparround support
- High school diploma and college credits
- Foundation graduation rate 83%

Start near. Go far.
Pathways Early College Innovation School

- First cohort started in 2011
- 20 new juniors each fall
- 31 Pathways graduates to date
- 30 associates degrees earned
- 19 projected May graduates
- 22 transferred to 4-year schools
MCAS Initiatives

- **MCAS Pathways to Success (Academic Year)**
  - 19 students throughout the region successfully passed the MCAS test after participation

- **MCAS Works!**
  - 45 students at Fitchburg High school were tested
    - Biology - 8 passed
    - Math - 18 passed
    - ELA - 12 passed

- **One Stop Career Pathways for Youth**
  - 21 program participants successfully passed the MCAS
Summer Programs

• Employed 127 area youth for 6 weeks over the summer
• Serviced over 350 elementary youth
• 127 students attended a community service field trip
• 84 youth employees received ongoing individual/group mentoring throughout the 6-week program
Wrap Up

• 18 programs
• Predominately low-income, first generation students
• 24 full and 27 part-time personnel
• Serves ~4000 students annually
• Mostly grant funded
• Approximately $2.75 million
Questions/Comments/Feedback
53% of incoming students required developmental math education.

31% of those who completed developmental math completed a college level math course within two years.

* The Vision Project: Final Report from the Task Force on Transforming Developmental Math Education
August 2013
78% of incoming community college students in 2006, did not complete a college level math class, within two years, effectively ending their higher education aspirations.
U.S. adults rank below average in global survey of basic education skills *

- Nearly one in three adults in the US scored at low-proficiency level in numeracy and only 8% had a high proficiency level.
- About one in three adults scored at the lowest level of proficiency for problem solving in technology-rich environment, and about the same percent of adults scored in the second level of proficiency.

*Inside Higher ED, Oct 8, 2013*
Developmental Mathematics
Current Paradigm

Proficiency is measured by competency in algebra to the exclusion of other areas of math proficiency. Yet, quantitative skills vary depending upon a student’s area of intended specialization.
Typical Sequence of Developmental Mathematics Courses at a Community College

Entry level college math course

Algebra II

Algebra I

Arithmetic
Developmental Mathematics
New Paradigm

Different mathematics pathways for students to get to entry level math courses, including a mathematics pathway for students whose associate degree intent is not contingent upon algebra competency.
MWCC
Different pathways to entry level college math courses

- MAT 126: Topics in Math (4 credits)
- MAT 140: Math for Teachers (3 credits)
- MAT 143: Statistics (4 credits)
- MAT 096: Developmental Math (4 credits)
- MAT 096: Algebra II
- MAT 134: Functions & Modeling
- MAT 163: Pre-Calculus
- MAT 211: Calculus I
- MAT 212: Calculus II
MWCC – High Schools Partnership for Student Success in College Math

Goals:

❖ Complete college math preparation at the high school

❖ Take entry level college math during the first semester in college
Operational Model

- Students are tested for college math readiness at the end of 11th grade.
- Students who are not ready for college math will take a math course, Problem Solving & Modeling in Mathematics, in 12th grade to complete their college math preparation.
- The course will be created jointly by MWCC and the high school. Students in the course will be able to earn developmental course credits at MWCC and passing the course will satisfy the college prerequisites for three out of the four entry level math courses at MWCC.
MWCC – High Schools Partnership for Student Success in College Math

Problem Solving & Modeling in Mathematics

This course will include the traditional curriculum of a developmental mathematics course (arithmetic, percent, basic geometry and basic algebra) with a strong emphasis on solving complex problems and linear modeling. Different techniques of problem solving will be learned and practiced throughout the course. Upon successful completion of the course, students will be ready to take Statistics, Topics of Mathematics or Mathematics for Elementary School Teachers.
MWCC and LHS Partnership for Student Success in College Math

This year MWCC offers six sections of a developmental math course, Mathematics Modeling, at LHS and CTE. The course was created by a team of LPS teachers and curriculum coordinator together with MWCC math faculty. A total of 135 students are taking the course and 100 of them have chosen to receive MWCC institutional credit for the course.