

Appendix A:

Press Releases and Speeches

GOVERNOR PATRICK UNVEILS \$12 BILLION CAPITAL INVESTMENT PLAN

5-year plan reflects commitment to education, growing the economy

BOSTON - Monday, August 6, 2007-Governor Deval Patrick today announced a five-year capital investment plan that includes billions of dollars for higher education facilities, road and bridge repairs, transportation projects, housing, and environmental protection.

The \$12 billion plan is reflective of the Patrick-Murray administration's commitment to achieving a world-class educational system and supports the administration's goal of creating 100,000 new jobs in four years. Through increased investment and careful prioritization, the administration's five-year capital plan takes a major step forward in addressing infrastructure needs and promotes shared prosperity and economic opportunity in every region of the Commonwealth.

"We are committed to restoring our Commonwealth's assets and to ensuring the long-term health, safety and prosperity of our citizens," Governor Patrick said. "Today we start reversing decades of neglect of our public colleges and universities, our roads and bridges. And we move closer to creating quality, well-paying jobs so that Massachusetts can remain competitive in our global economy."

The vast majority of the fiscal year 2008 capital budget is devoted to projects and programs with statewide eligibility and scope, and specific investments are widely-distributed across the state.

Investing in a World-Class Education

Public institutions of higher education must have high-quality instructional, research and residential facilities to offer students a world-class college education and produce a talented workforce for Massachusetts. State funding through the capital budget helps finance construction and maintenance of these facilities, while keeping the price of college affordable for students.

Massachusetts lags far behind the national average in higher education capital spending: the University of Massachusetts estimates that the FY04-06 three-year national average for capital spending on higher education was 12.5 percent of total capital spending; for the same period, Massachusetts spent just 2.8 percent of total state capital spending on higher education, ranking 43rd among all states.

The Administration's plan includes a 186 percent increase in state funded higher education investments in FY08, compared to FY07 spending. The University of Massachusetts and the Commonwealth's state and community colleges will receive an estimated \$750 million over five years for campus capital improvements. By 2012, state-funded higher education capital investment will represent 10 percent of the states total bond-funded capital programs, compared to 3 percent in FY07.

In FY08, the plan calls for a total investment of \$125 million in higher education, compared to \$44 million in FY07.

In recognition of the Administration's increased capital investment in UMass, the University has pledged to raise \$187.5 million over the next five years to further address its capital needs. In conjunction with the Administration's estimated five-year \$375 million investment in our state and community colleges, the Board of Higher Education will eliminate its requirement for campuses to provide matching funds for state capital dollars. This will relieve pressure to increase student fees to pay for capital needs.

Investing in our Transportation Network

High-quality, strategically developed transportation infrastructure is an essential component of a thriving economy and a clean environment. Despite the significant amounts devoted to transportation capital spending in the last five years, substantial funding gaps remain. A report released in March by the Transportation Finance Commission estimates the state's transportation funding shortfall over the next 20 years to be \$15 billion to \$19 billion.

The Patrick-Murray Administration's capital plan includes a total of \$1.12 billion in transportation funding in FY08, a 25 percent increase over FY07. Five-year total spending is expected to be \$5.72 billion, representing nearly half of the Commonwealth's \$12 billion 5-year capital budget.

The FY08 capital investment plan includes \$613 million for statewide road and bridge construction and repair projects, compared to approximately \$533 million in FY07, an increase of \$80 million. The plan also includes \$14 million in FY08 to begin addressing critical repairs to DCR bridges and roads, including the Longfellow Bridge and Storrow Drive Tunnel.

Recognizing that expansion and new projects are necessary for the growth of our economy and for promoting geographic equity, the plan invests \$3.4 million to begin the planning phase of the South Coast Rail extension to Fall River and New Bedford and \$2 million for mass transit planning, including the Blue Line extension to Lynn and the Urban Ring.

The plan also includes \$20 million in FY08 to begin addressing the so-called State Implementation Plan, or "SIP" commitments, which are legally mandated projects intended to remediate the environmental impacts of the Central Artery/Tunnel projects. These projects include improvements to the Fairmount commuter rail, the Green Line extension to Medford, a Red-Blue Line connector study, and the creation of 1,000 new parking spaces at transit nodes.

Investing in Public and Affordable Housing

The Commonwealth faces enormous affordable housing needs. Private housing has become increasingly expensive, with over two-thirds of Massachusetts residents citing housing costs as a major concern in a recent survey.

The Patrick-Murray Administration's capital investment plan includes a total of more than \$170 million in funding for public housing and private affordable housing development in FY08, a 33 percent increase over FY07.

The plan includes \$90 million for public housing in FY08 (including \$5 million through the Affordable Housing Trust Fund), a \$30 million increase over the FY07 budgeted amount.

It also provides \$80.5 million for private affordable housing development programs in FY08, an 18 percent increase over FY07 spending, including \$20 million for the Housing Stabilization Fund and \$25 million for the Affordable Housing Trust Fund (on top of \$5 million from the Fund dedicated to public housing).

Consistent with its Sustainable Development Principles, the Administration's capital investment plan for FY08 also includes \$7.5 million for housing near public transit - \$5 million for the "Housing at Transit Nodes" program, and at least \$2.5 million for housing projects from the \$4.5 million total allocation for the Transit-Oriented Development program.

Investing in Safe Communities

The Commonwealth's capital spending supports important public safety projects and programs that ensure the safety of our citizens and communities.

Fiscal year 2008 public safety-related investment highlights include:

\$4.2 million for the Chief Medical Examiner's office, for new equipment and for the construction of a new facility in southeastern Massachusetts that will alleviate the caseload at the CME's main facility in Boston; \$6 million for phase II of the expansion of the Massachusetts firefighting academy at Stow, the state's primary training center for fire fighters; \$3.6 million to replace and upgrade mobile data terminals in public safety and first responder vehicles; \$50,000 for a Municipal Police Training Committee study, which will evaluate the need for municipal police training facilities across the state.

Investing in Municipal Partnership

The quality of municipally-owned infrastructure has an enormous impact on our daily lives - from local roads and bridges to water and sewer systems to parks and downtown parking areas. It is also a critical foundation for economic growth and job creation.

The capital plan's investments in local infrastructure are a key part of the Patrick-Murray Administration's comprehensive efforts to partner with our cities and towns to improve the quality of life in our communities and grow our economy.

For the first time, the Commonwealth's capital budget dedicates a separate spending category specifically to "Community Investments" - which includes approximately \$271 million for FY08, a 31 percent increase over spending on these projects and programs in FY07. These community investments include:

\$150 million for Chapter 90 funding for municipal road projects, an increase of at least \$30 million over annual bond-funded Chapter 90 investments in recent years; \$20 million for Library Construction Grants (a 25percent increase over FY07) to match municipal and private contributions for new town libraries; over \$8 million for the Urban Self-Help program, which assists cities and towns with acquiring and developing land for park and recreational facilities, and \$5 million for the Self-Help program to help them purchase conservation lands;

\$2.1 million for four municipal energy programs which help fund capital projects to improve energy efficiency and use renewable energy sources in municipal buildings;

\$4 million for Municipal Police Matching Grants, re-establishing and increasing funding for matching grants to help fund municipal public safety facilities;

\$10 million for Community Development Action Grants (a 19 percent increase over FY07), which supports community development projects to create and retain jobs and provide affordable housing.

\$14 million for Public Works Economic Development Program grants and \$2.5 million for the Small Town Road Assistance Program for local transportation infrastructure projects;

\$11 million for the Water Pollution Abatement Trust, which will leverage approximately \$50 million of federal funds. Together with other Trust funds, this will secure bonds financing \$300-\$350 million of subsidized loans for local water and sewer projects;

\$7 million for off-street parking in our urban centers.

Other Highlights

The Patrick-Murray capital investment plan makes a number of other significant investments in other areas. Among them are:

An estimated \$200-\$250 million over the next five years to help fund key elements of the Administration's 10-year, \$500 million capital commitment to making Massachusetts a global leader in the life sciences- including the creation of the world's largest stem cell bank and regional facilities to promote collaborative approaches to research and entrepreneurship.

An estimated \$25 million over the next five years to capitalize a new Broadband Incentive Fund focused on expediting broadband deployment in Western Massachusetts and other underserved areas of the Commonwealth in order to spur economic development.

\$50 million to protect open space in FY08, a 37 percent increase over FY07 and a 52 percent increase over average spending during the last five years.

\$9.3 million in FY08 to complete a new Internet-based, streamlined reporting and billing service to reduce state-funded health care costs by an estimated \$11 million annually.

\$30 million in FY08 for the Massachusetts Opportunity Relocation and Expansion (MORE) Jobs capital program, which provides grants for public infrastructure improvements that support business expansion and relocation.

The Patrick-Murray Administration has worked to make its five-year capital plan transparent and accessible so the public can understand its investment decisions. For FY 08, the plan includes a description of all ongoing, legislatively authorized projects and programs as well as new capital investments the Administration has determined to fund to date. For the balance of FY08 and for FY09 through FY12, it includes overall amounts reserved for specific funding categories.

The plan also includes a debt affordability analysis describing how the Administration approached the process of setting the annual borrowing limit. This information is available in electronic form in the Capital Finance section of the Administration and Finance website at www.mass.gov/eoaf.

The Administration will begin filing bond bills this fall to secure legislative authorization for projects not currently authorized.

GOVERNOR PATRICK ANNOUNCES PLAN TO CREATE SECRETARY OF EDUCATION

Proposal Changes Governance to Create a Seamless System from Pre-K through Higher Education

BOSTON - Thursday, January 10, 2008 - Keeping to his vision to offer a world-class education for all children in Massachusetts, Governor Deval Patrick today will file legislation under Article 87 of the Commonwealth's Constitution to reorganize the state's education system by creating a cabinet-level secretary of education.

The plan will improve policy coordination across all sectors of education: early education and care, K-12 and higher education; guiding students seamlessly from one step to the next through every level of their education and into the workforce. The Governor's proposal creates an Executive Office of Education, including a Secretary of Education who would coordinate the work of the existing boards to create a comprehensive education system.

"There is no greater gateway to opportunity and success than a first-rate education. This reorganization, along with the work of the Readiness Project will guide us through the next phase of education reform to ensure all of our children are ready to compete in the global economy," said Governor Patrick. "A cabinet-level secretary of education will help us move forward."

The reorganization under Article 87 must be voted up or down without amendment by the Legislature within 60 days.

Creates Executive Office of Education

Headed by a Secretary of Education and containing the following departments:

- Early Education and Care (existing)
- Elementary and Secondary Education (new name for the existing Department of Education)
- Higher Education (new department that will include personnel now staffing the Board of Higher Education)

Establishes a Secretary of Education

Provides the Secretary with the following powers:

- Approval authority over the boards' hiring of each of the three commissioners;
- A voting seat on the UMass board as well as on the three education boards;
- Approval of mission statements and 5-year master plans, both at the departmental level and, within higher education, at the institutional level;

- Approval of budget and capital outlay requests at the departmental and institutional levels.

Maintains Existing Education Boards

Corresponding to each of the above departments expands the size of each board by two members and:

- Installs the secretary as a voting member on each board
- Staggers the board terms so that there are a fixed number of appointments that come up each year;
- Removes the peer commissioners from each board
- Other existing powers of the boards remain unchanged

Additional provisions

- Provides Governor with authority to appoint the chair of the UMass board

"This is a bold move by a bold leader who recognizes that continuous improvement in education is critical if we are going to compete in the global economy," said Dana Mohler-Faria, the Governor's Special Advisor on Education and President of Bridgewater State College.

"This proposal is the result of months of cooperative work between Governor Patrick and legislative leaders and I am pleased with the results. I am hopeful that the creation of an education Secretary will help better coordinate our efforts to promote greater educational achievement in the Commonwealth and encourage more cohesion and increased accountability in the system," said Speaker of the House Salvatore DiMasi. "This proposal strikes an appropriate balance between maintaining stability in our schools and positioning ourselves to meet the immediate challenges before us. I look forward to working with the Governor to pass this reorganization."

"This proposal by the Governor represents many months of collaboration and cooperation and sets the stage for an educational system with greater communication, coordination and accountability. Moving forward, the Governor's plan, featuring the new secretariat, affords us the opportunity to bring the Commonwealth into a new era of achievement and success," said Rep. Patricia A. Haddad, House Chair of the Joint Committee on Education.

"I commend the Governor on this bold and ambitious effort to coordinate the Commonwealth's public education system" said Senator Robert A. Antonioni, Senate Chair of the Joint Committee on Education. "After 15 years since the last major reform in the states education system, I believe the Commonwealth is ready for change and new ideas. This bill is a bold step in setting the stage for significant education reforms in the future."

"The Readiness Project is working to develop a long-term strategic plan for improving our education system, but that work alone is not enough. The Governor's central-governance proposal is important to ensure that we have the structure in place to act on those recommendations," said Joe Tucci, co-chair of the Readiness Project. "As we do in the business world, we need to make sure that accountability is

aligned with authority: that's exactly what the Governor needs to get the job done, and that's what this proposal does."

01.10.08 - Governor Announces Plan for New Education Secretary

Governor Deval L. Patrick

Governor Announces Plan for New Education Secretary

January 10, 2008

As Delivered

The vision we have for the success and growth of this Commonwealth requires world-class public education. And the vision we have for public education requires nothing less than bold, system-wide reform.

That is why, in June we launched the Commonwealth Readiness Project, our effort to re-examine how we deliver public education in Massachusetts. We want to move into the next era of educational excellence so that we are ready for the world and economy of tomorrow.

Being ready means a comprehensive, seamless education package that starts with high quality early education, universally available to three and four year olds, all day kindergarten and smaller class sizes, especially in the early years.

Being ready means extended learning time, so that there is more time for teachers to spend with individual kids and room in the daily schedule for music, and art, and exercise, and community service, and mentoring and other ways to expand a young person's mind and experience, and also to occupy young people in safe and supervised settings after the conventional school day ends.

Being ready means at least three years of mandatory high school math and science, and the chance for all Massachusetts students to complete at least an associate's degree or an apprenticeship in a trade - at the state's expense.

Being ready means well-prepared and well-respected teachers, qualified in the subject matter they are assigned to teach, with regular opportunities for skills development. Teachers whose ability to get certified is more straightforward, whose ranks range from fresh new graduate students to mid-career professionals or early retirees from other fields looking to bring practical life experience into the classroom.

Being ready means refurbished and well-equipped public college and university campuses, campuses that reflect the magic we seek and the achievement we honor in every dimension of academic life, from the laboratories of Nobel laureates to the classrooms for part-time commuter students.

Being ready means a higher ed program responsive to the demands for highly-skilled workers, producing nurses and lab technicians and teachers and entrepreneurs and clean energy engineers and whatever other skills our economy needs.

We want to restore esteem for learning and creativity, not just as the province of the privileged, but as the expectation for all.

We have initiated our Readiness Project by bringing together educators, business leaders and community advocates to put together a plan to implement this vision for the future of public education in Massachusetts. Some 200 individuals are involved in developing recommendations. I expect their recommendations in the spring.

And hundreds of grassroots organizers have signed up and are ready to mobilize. These "Readiness Reps" will bring the Readiness Project out of the haze of abstract policy and into our communities, to help citizens understand the stake we each have in these reforms.

This is the responsibility my administration has assumed. It is broad, ambitious and vital. It will take time, care and close coordination to implement.

But one thing I know from my experience in business: assuming responsibility without authority is a formula for failure. We want a seamless and comprehensive education pathway for young people. That will require seamless and comprehensive oversight. The silos that now make up our governance mechanisms will not do.

That is why I will file this afternoon legislation to create an Executive Office of Education, with a Cabinet Secretary, to serve as a single, responsible authority within the coordinated system we envision, and a chief liaison to my office.

The secretariat will consist of the Department of Early Education and Care, a Department of Elementary and Secondary Education (what we now call the Department of Education), and a Department of Higher Education, each headed by a commissioner. The Secretary will help coordinate the efforts of the boards and commissioners within the state's three education agencies and be a central source of planning and accountability, one place where all of our educational efforts can be connected and from which a comprehensive policy will be driven.

We have had Education Secretaries before. This will be different in that he or she will have authority to approve the boards' hiring of each of the three commissioners; the mission statements, 5-year master plans, budgets and capital outlay requests both at the board level and, within higher education, at the institutional level.

The Secretary will also hold a voting seat on the three education boards, as well as the UMass board.

This legislation - developed over many months in consultation not only with many of you in this room but with many, many others as well - is designed to improve coordination across all sectors of education: early education and care, K-12 and higher education. It creates a framework to accept accountability for the recommendations of the Readiness Project, with which we can guide students seamlessly through every level of their education and into the workforce.

Remember: "one generation" is not just my story it's the American story. There is no greater gateway to opportunity and success than a first-rate education. Even in the afterglow of our history, and our current strengths, this achievement is not inevitable.

But it is possible. Indeed it is essential to be ready for our future. I ask each of you to join with me in working to make that vision real.

Thank you very much.

01.29.08 - Governor Testifies On Behalf of Article 87 Legislation

Governor Deval L. Patrick

Governor Testifies on Behalf of Article 87 Legislation

January 29, 2008

As Delivered

Thank you very much Chairman Wilkerson and to all the chairs and members of the committee, thank you very much for convening today and for having me. I want to also acknowledge the presence of President Mohler- Faria from Bridgewater State, my Senior Advisor on Education, the Chairs of the Boards of Education and Higher Ed, and I think the Chair of the Board of Early Education and Care is coming as well, she has jury duty this morning, but she will get one civic duty to another. The Commissioners, the acting Commissioner, now House Commissioner Plummer is here as well. We thank you very much for coming.

First of all, just let me thank you all for convening this hearing on our Article 87 proposal and for the opportunity to appear this morning in support of our proposal to reorganize the state education bureaucracies under a Secretary of Education. I want to start by offering an historical and policy framework for the proposal.

As you know our Commonwealth is the home to America's first public school; America's first college; America's first college for women; America's first school for the sight-impaired. Our forbearers appreciated that education was about advancing civilization and securing our future, so much so that they wrote that fundamental value into our constitution.

Your leadership, all of you here, those you represent elsewhere in the legislature working together with yourselves and with innovators in education from all across the country has kept our progress going. Thanks to that support, Massachusetts students achieve top scores in the NAEP's tests, the National Assessment of Educational Progress, the so-called "national report card;" Massachusetts students are building on a foundation that you helped to strengthen. Indeed, on our trip to China just last month, reinforced a truth which you ought to know and celebrate, I certainly do, which is that pre-eminence in education is our calling card in the world. It is the reputation that this commonwealth bears and it is a tremendous asset in building our economy going forward.

Consistent excellence in public education is the signature objective of this administration. In that spirit I

believe, as you know, that the time has come for the next chapter in education reform. That's why in June we launched the Commonwealth Readiness Project, our effort to reexamine how we deliver public education in Massachusetts. We want to move into the next era of educational excellence with a seamless education strategy starting with high-quality, universally available early education, moving on to all-day kindergarten, on to smaller class sizes, particularly in the early grades, a stronger focus on math and science alongside art and music and other enrichment activities, and the chance to complete at least an associate's degree or an apprenticeship in a trade at the state's expense.

We have brought together educators, business leaders and community advocates to put together a plan to implement this vision for the future of public education in Massachusetts. Some 200 individuals are involved in developing recommendations, and I expect their recommendations in the spring, and look forward to sharing them with you and working with you to implement them. To implement the recommendations, to receive them if you will, and make them real, and to create a seamless and comprehensive education pathway for young people will take time, care, and very close coordination. The silos that now make up our governance mechanisms will not, in my opinion, work. That's why I'm here this morning.

Through our proposal we will create an executive office of education led by a cabinet secretary to serve as a single responsible authority within the coordinated system we envision and as a chief liaison to my office. The secretariat will consist of the Department of Early Education and Care, a Department of Elementary and Secondary Education, what we now call the Department of Education, and a Department of Higher Education, each headed by a commissioner. The secretary will help coordinate the efforts of the boards and commissioners within the states three education agencies and be a central source of planning and accountability. One place where all of our educational efforts can be connected and from which a comprehensive policy will be driven.

I know we have had education secretaries before. This will be different in that he or she will have authority to approve mission statements and five-year master plans, budgets and capital outlay requests, both at the board level and in the case of higher education, at the individual institution level. The secretary will also hold a voting seat on all four of the educational sector boards, including the University of Massachusetts board.

President Mohler-Faria, in a minute, will testify in greater detail, and will gladly respond to your questions, more detailed questions. For present purposes, I do want to say, this legislation has been developed over many many months with the close cooperation of many of you here and I appreciate that. It's been a wonderful collaboration and the ideas are better because of that collaboration. I think more likely, not just to pass, but to succeed in practical effect, and I thank you all for that.

It is designed to improve coordination across all sectors of education, early education and care, K-12, and

higher ed. It creates a sensible structure that will, with your help, be in place to implement the recommendations of the readiness project over the next many years, with which we can guide students seamlessly through every level of public education and on into the workforce. We will be able to take swift, synchronized actions to meet the rapidly evolving demands of the world and economy of tomorrow. No other place in America is as well positioned as Massachusetts to lead in progressive education development. No other place in the country. It's because of the work that you have done and you have partnered with others to do over the last 14 years. And the sign of any successful system or organization is continuous improvement, and it's in that spirit that we've brought this reorganization proposal forward.

I look forward to and appreciate your favorable consideration.

Thank you very much for having me this morning.

GOVERNOR PATRICK NAMES PAUL REVILLE SECRETARY OF EDUCATION

Highly Regarded Education Expert Will Encourage Seamless System from Pre-K through Higher Education; Patrick Also Appoints Dana Mohler-Faria and Four Others to Education Boards

 BOSTON - Tuesday, March 11, 2008 - Governor Deval Patrick today announced his selection of Paul Reville as the Commonwealth's new Secretary of Education, overseeing the recently created Executive Office of Education.

The Governor also named three appointees to the newly expanded Board of Elementary and Secondary Education, including his Special Advisor on Education Dana Mohler-Faria, and tapped two others to fill vacancies on the Board of Early Education and Care.

Legislation passed in January established the new Executive Office of Education, which the Governor proposed to encourage the seamless delivery of education from pre-kindergarten through higher education.

"A first-rate education is the gateway to opportunity. The Readiness Project will give us the road map for the next phase of education reform, and a strong cabinet-level secretary will provide the leadership," said Governor Patrick. "Paul has done a fantastic job as chairman of the Board of Education and will continue to make great contributions as Secretary of Education. I am excited about what possibilities lie ahead for our kids."

Reville currently serves as the chairman of the Board of Education, appointed by Governor Patrick last August. He is a highly regarded education expert and was a leader of the Massachusetts education reform effort in 1993. He served as a member of the Board of Education from 1991 to 1996, and he is currently the president of the Rennie Center for Education Research & Policy in Cambridge. Reville is the Director of the Education Policy and Management Program and a lecturer on educational policy and politics at the Harvard Graduate School of Education. He is co-chair of the National Center on Time and Learning and the co-founder and former executive director of the Massachusetts Business Alliance for Education.

He will serve as the first Secretary of Education since 1996. His appointment will be effective July 1st.

"I am honored to assume the role of Secretary for a Governor who is deeply committed to making schools more effective instruments of building equity, excellence and opportunity for all students in the Commonwealth."

The Executive Office of Education will improve policy coordination across all sectors of education: early education and care, K-12 and higher education; guiding students seamlessly from one step to the next

through every level of their education and into the workforce. The Executive Office of Education will help to coordinate the work of the existing education boards to create a comprehensive education system.

The Governor today also appointed three members to the expanded and redefined Board of Elementary and Secondary Education including Dr. Mohler-Faria, Gerald Chertavian and Jeffrey Howard. He also appointed Carol Craig O'Brien and Chi-Cheng Huang to the Board of Early Education and Care.

"Each of these individuals brings a deep personal commitment to improving educational opportunities for children all across the Commonwealth," said Governor Patrick. "They will each serve the public well on these boards."

Appointees to the Board of Elementary and Secondary Education

Dana Mohler-Faria has served the Administration as Governor Patrick's Special Advisor on Education, helping the Governor form the Readiness Project and guiding him on education policy. Mohler-Faria is also the first President of Bridgewater State College, where he has been a leader for over a decade, and has been an administrator at three other public colleges in Massachusetts.

Gerald Chertavian is the founder and CEO of Year Up, a nationally recognized one-year training and education program that serves low-income youth ages 18 to 24, providing them with the skills needed to make successful transitions to careers and higher education. Year Up is based on the guiding principles of high support and high expectations and now operates across five states. Prior to founding Year Up, Chertavian co-founded and ran Conduit Communications, an internet strategy consulting firm. Prior to Conduit he was an Officer of the Chemical Banking Corporation. A native of Lowell and a graduate of Lowell High School, Chertavian earned an M.B.A., with honors, from Harvard Business School and a B.A. in Economics, Phi Beta Kappa, summa cum laude, from Bowdoin College.

Dr. Jeffrey Howard, a social psychologist, is the founder of The Efficacy Institute, a national not-for-profit agency of education reform which provides training and application methods to adults in school systems and community organizations throughout the United States. The training focuses on the root causes of the poor academic performance of so many American children, especially children in urban settings. He is also the founder of J. Howard and Associates, a corporate training and consulting firm that is part of the Novations Group, Inc. Howard holds an A.B. from Harvard College and a Ph.D. in Social Psychology from Harvard University.

Appointees to the Board of Early Education and Care

Carol Craig O'Brien, a resident of Westwood, is the Early Childhood Coordinator for Westwood Public Schools responsible for a community network of services for professionals and families. She manages multiple Early Childhood grants within the school district. Previously, she worked as an Early Childhood Special Educator in early intervention and preschool programs and was also an Adjunct Faculty Member at Wheelock College as a course instructor and field supervisor for undergraduate and graduate student teacher interns in early childhood, early intervention and special education.

Dr. Chi-Cheng Huang received his M.D. from Harvard Medical School and is Board Certified in Internal Medicine. He has been affiliated with the Boston University School of Medicine as an Instructor and Professor and received a Masters of Science in Epidemiology from the Boston University School of Public Health. He is also the President and Founder of the Bolivian Street Children Project a non-profit, social welfare organization that works to address the unique needs of street children in Bolivia.

Governor Patrick Launches New Era of Education Reform

Strategies for closing state's achievement gaps and preparing students for 21st Century global economy unveiled in Governor Patrick's Education Action Agenda

BOSTON- Monday, June 23, 2008 - Advancing his vision to offer a consistently excellent, world-class education for all children in Massachusetts, Governor Deval Patrick today unveiled parts of a long-term plan for education reform. Governor Patrick's Education Action Agenda is designed to raise achievement of all students as measured against global benchmarks and to help prepare all students by 2020 to compete successfully in the global economy. The Plan builds on the success of the landmark 1993 Education Reform Act, and continues to construct a system that meets the specific needs of each child.

The announcement comes after nearly a year of work undertaken by the Readiness Project - a statewide initiative involving more than 200 educators, business leaders, and community leaders to develop a strategic blueprint for the next phase of education reform in the Commonwealth. The full action agenda will be released on Wednesday, June 25th at the first-ever joint meeting of the state's education boards: the Board of Early Education and Care, the Board of Elementary and Secondary Education, the Board of Higher Education and the University of Massachusetts Board of Trustees.

"Education transforms lives, and there is no better way to position Massachusetts for prosperity in the 21st Century than to prepare our children with the skills they need to compete anywhere," said Governor Patrick, surrounded by students at the Dorchester Boys & Girls Club. "It's time to build on the remarkable achievements of the past 15 years, and take public education to the next level."

"I commend the hundreds of participants who helped formulate the bold and informative results of this unprecedented discussion on the future of education in Massachusetts," said Paul Reville, Secretary Designate of Education. "The recommendations outlined in Governor Patrick's Education Action Agenda provide a blue print to guide us through the next phase of education reform with our partners in the Legislature and the many committed stakeholders across the Commonwealth."

Raising the Bar for All Students

Since the passage of the Education Reform Act in 1993, Massachusetts leads the nation in education achievement, with our students consistently scoring at the top on national tests. Notwithstanding this

success, when measured against top scoring students in other nations, Massachusetts does not rank in the top tier, and after 15 years of education reform, achievement gaps persist throughout our system between African American and Latino students and white and Asian students.

"Addressing the achievement gap requires that teachers are given the tools and the time to focus on the educational needs of each child," said Reville.

Recommendations to address the achievement of students include the following:

Develop a **comprehensive, statewide child and youth data and reporting system that would lead to development of a "Readiness Passport"** for every child and youth enrolled in Massachusetts schools. The "Readiness Passport" will provide parents, guardians and agencies with a simple tool to document key elements of a child's educational experiences as well as to chronicle various services, interventions, supports, data and performance evaluations related to that child. Consistent with any privacy constraints established by applicable federal and state law, the Passport will be accessible to parents, guardians, teachers, providers and, as appropriate, students. The data and reporting system as well as the Readiness Passport will increase the efficiency, effectiveness and collaboration of the schools, state agencies and community youth organizations.

Immediately create, by means of an executive order, a Task Force to **establish a statewide birth-to-school age strategy** to ensure the healthy development of children, particularly those from low-income families. This strategy should include various service agencies, link multiple funding streams and align pre-school and school-age care.

Continue to work toward reducing class size in K-2 classrooms in high-needs school districts.

Increase availability and accessibility of state Adult Basic Education and English for speakers of other languages **(ESOL) programs**.

Launch an **Urban Schools Early Warning and Dropout Prevention Pilot** in qualifying districts to identify students at risk of dropping out of high school and to implement tailored and appropriate interventions.

Place **Student Support Coordinator(s)** in every low-income school to assist teachers, connect students and their families to appropriate, non-educational, state and community-based services, and to provide ongoing guidance and assistance with coordinating and integrating those services.

Establish a **Commonwealth Child and Youth Readiness Cabinet** an inter-governmental agency cabinet chaired by the Secretaries of Education and Health and Human Services and including a

stakeholder advisory group, responsible for developing and implementing a shared vision to advance the health and well being of all children and youth.

Continued Support for Early Education

"Quality early education is one of the best predictors of educational success and full day kindergarten is an essential part of this strategy," said Governor Patrick. "My Administration will continue to support and expand these areas of education."

The Governor's proposed budget for Fiscal Year 2009 includes a \$368 million increase in education funding, including a record level of school aid to cities and towns and significant increases in Universal Pre-K and full day Kindergarten programs.

Recommendations include:

Continue support for high-quality early education by establishing a schedule of incremental increases in annual funding **to achieve universal pre-kindergarten**, beginning with the FY 2010 budget.

Continue state support for **high-quality, full-day kindergarten in every high-need district** by amending the Kindergarten Expansion Grant program in the FY 2010 budget to allow state funds to be used for transition from half-day to full-day programs, quality enhancements in all full-day programs in high needs districts, and to cover the gap year between grant funding and funding provided through Chapter 70.

Addressing Education Funding

Under the Education Reform Act of 1993, the Commonwealth established a minimum amount of funding to provide students with a "fair and adequate" education; but the foundation budget has not been recalculated in 15 years to reflect the resources schools need today to meet high standards and expectations.

School districts now spend an average of 18 percent above the foundation budget, and nearly every district spends at least at the level of foundation. The foundation budget clearly needs to be reexamined. Local funding, primarily in the form of property taxes, constitutes the bulk of education spending and property owners around the state feel the burden heavily - particularly in this time of economic uncertainty.

The Governor has named a Readiness Finance Commission comprised of top education, business, and policy leaders in the state. Its members will be charged with identifying short-term cost savings and potential new revenue sources, while outlining several options to correct the shortcomings of the current

state funding formula.

"The Governor has made a call to action to transform education in Massachusetts. It's our job to find the most efficient and financially-responsible way to fund it," said Gloria Larson, President of Bentley College and Chair of the Boston Chamber of Commerce, who will co-chair the Commission. "What's clear is that we can't afford not to do it."

"We are lucky to have the strong education system that already exists in Massachusetts, but we must do more to ensure every child in Massachusetts has access to a world-class education," said John Fish, President and CEO of Suffolk Construction Company, Inc., who will also co-chair the Commission. "The Commission will work to find the best way to fund these initiatives so children receive the resources they need from the time they start learning right through grade 12 and higher education."

The **Readiness Finance Commission** will recommend short-term education investments for the FY 2010 budget, including further adjustments to the Chapter 70 foundation budget and modifications to alleviate the burden on property tax. This Commission will also 1) project costs/cost savings for each Readiness Project Initiative and a 21 st century system of education; 2) recommend systemic cost savings and efficiencies; 3) identify potential sources of additional revenue; and 4) outline options for a comprehensive overhaul of the state's education finance system.

Members of the Readiness Finance Commission include:

Co-Chair John Fish

President and CEO, Suffolk Construction Company

Co-Chair Gloria Larson

President, Bentley College and Chair of the Greater Boston Chamber of Commerce

Chris Anderson

President, Massachusetts High Technology Council

Jeffrey Bussgang

General Partner, Flybridge Capital Partners

Jim Caradonio

Superintendent, Worcester Public Schools

Jack Connors

Founding Partner and Chairman of Hill, Holliday, Connors, Cosmopolos, Inc

Mark Edwards

Edwards & Company

Michael Flynn

2008 MA Teacher of the Year

John Hamill

Chairman of the Board, Sovereign Bank

Wendell Knox

President and CEO, Abt Associates

Grace Lee

First Deputy Treasurer/General Counsel, Office of the State Treasurer

Karen Hawley Miles

Executive Director, Education Resource Strategies

Tom Payzant

Professor, Harvard Graduate School of Education

Marta T. Rosa, M. ED

Director, Government Affairs/Senior Interim Director, Wheelock College

Jackie Jenkins-Scott

President, Wheelock College

Joe Tucci

Chairman, President and CEO of EMC Corporation

Mike Widmer

President, Massachusetts Taxpayers Foundation

Anne Wass

President, Massachusetts Teachers Association

06.23.08 - New Era of Education Reform

Governor Deval L. Patrick

Education Reform Announced

June 23, 2008

As Delivered

Our Readiness Project has completed their report and developed an action agenda which we expect to release on Wednesday. It's bold, it's ambitious, and it is just what we need to position the Commonwealth's next generation for success in the 21st century. Thanks to the foresight and the hard work of many who have come before us we undertake this effort from a position of strength and that has to be acknowledged.

Our students today are by many measures the best in the nation with leading scores on national assessment tests and the SATs and steady improvement on the MCAS. But we have also seen persistent and in some cases widening achievement gaps. Poor and minority students as a whole still under perform whites as a whole. And drop out rates have increased all across the system.

Meanwhile, competitor nations like China and India are roaring into the 21st century building educational foundations for growth industries and graduating new engineers at ten times the rate of American colleges and universities. All of that, while US achievement has in many respects plateaued.

While that global reality evolves, teachers in too many of our schools are using their own money for basic and required materials in the classrooms. And parents are paying added fees for school band, for academic clubs or sports experiences that round out a child's education. I see some of you nodding your heads. You know this is true. And we know that we can't let that reality go unaddressed. Our public schools must continue to be engines of economic growth, creativity, and social justice. It's education that makes the American story possible. And if we're going to make that story possible for more kids, then we have got to focus here.

To do so, schools must continue to drive innovation and cultivate the highly skilled talent that is our calling card all around the world. And that has to happen in every community in our Commonwealth. That is why we launched the Commonwealth Readiness Project, our effort to re-examine how we deliver public education in Massachusetts. We engaged more than two hundred educators, business leaders, community leaders, nearly seven hundred grass roots organizers and more than two thousand ordinary and interested citizens all across the state. And I want to

thank each and every one of those who participated and who gave their time and energy and insights. From their work we developed an action agenda organized around four key priorities.

First, we must raise the achievement of all students. That involves not only improvements in teaching and curriculum but also teaching 21st century skills in addressing external factors, external to the classroom that impede success and providing quality care in the earliest years of life. And I see you over there Margaret; I hope you wrote that down. You've been a part of developing that very important recommendation.

Second, we must elevate the profession of teaching. We must attract and retain the best and the brightest to lead our classrooms and give them the tools, support, and opportunities to develop themselves that they need in order to bring the magic forth - [sneeze in audience] god bless you - in order to bring the magic forward for young people in their classrooms.

Third, we must prepare every student for higher education, employment, and lifetime learning. That starts by assuring at least two years of post secondary learning and it includes a curriculum of 21st century skills including math, science, and technology as well as critical thinking and creative problem solving. Finally, we must use new ideas and approaches to transform our system fundamentally. The whole apparatus for supporting public education has to got to move, has got to be more flexible and has got to respond to needs in tomorrows and today's economy and society.

These are the places where we must be focused if we're going to prepare every student for the world and economy of the 21st century. This is how we must proceed if we hope to address the persistent and pernicious achievement gaps that are keeping too many of our kids from reaching their full potential. And this is how we must proceed if we want to move beyond what Paul calls the "one-size-fits-all" batch-processing approach to a system with flexibility to respond to individual student needs seamlessly from early childhood on into the work force. Now as we unveil these new initiatives over the next several days, we have to begin in earnest the discussion about education financing.

Now that we have a clear idea of what we want to fund, we need to focus on the best ways to do so. The foundation budget for education in the Commonwealth has not been re-calculated in fifteen years. It no longer reflects the support school's need to meet the expectations that we have of them. Our districts are suspending an average of 18% above the foundation budget, much of which comes from property taxes which puts extra burdens on homeowners and disproportionately impacts seniors and others on fixed incomes.

To address those and other issues I'm establishing the Readiness Finance Commission co-

chaired by Gloria Larson and by John Phish. Their charge is to cost out the proposals of the readiness project to recommend system savings and efficiencies, to identify potential sources of additional revenues and otherwise to consider options to overhaul the ways that we finance public education today. Gloria and John will be joined by some of the top education, business and policy leaders in the state and they will provide me with a report and recommendations by November 15th of this year.

Today we begin to unveil the blue print to transform our system of education into one that meets the needs of every young person in Massachusetts. All of us in state government and local government as well as in board rooms and at kitchen tables all across the Commonwealth must rise to this challenge. And so I ask all of you to join with us in this effort to ensure that the children of Massachusetts are ready for success in the 21st century. Thank you all for having me today and stay tuned because there will be an awful lot of good and important work that we have to do together over the next many, many months and years.

Governor Patrick Prepares to Unveil Long-Term Plan for Education Innovation

Governor's Education Action Agenda seeks to elevate the teaching profession and align substance with needs of the global economy

BOSTON - Tuesday, June 24, 2008 - Continuing his focus on preparing students and the Commonwealth to compete in the global economy, Governor Deval Patrick announced additional features today of the Education Action Agenda - the state's blueprint to move Massachusetts through its next phase in education reform by 2020.

"Great schools don't happen without great teachers," Governor Patrick said surrounded by business leaders at EMC Corporation in Hopkinton, a global leader of information infrastructure technology and solutions. "Unlocking their creativity and building their capacity is the key to developing a highly-skilled, global workforce for Massachusetts companies and a highly engaged citizenry for our society."

"These initiatives go to the heart of one of our greatest challenges in teaching: attracting, developing and sustaining top talent," said Paul Reville, Secretary Designate of Education. "These strategies will help the Commonwealth to build a genuine appealing, teaching profession."

"The recommendations in the Governor's Education Action Agenda will empower Massachusetts to grow beyond a national leader and into a global leader of innovation, education and competitiveness, giving our students the tools and training to compete and succeed in the 21st century world economy, " said Joe Tucci, EMC Chairman, President and CEO. "The time to drive fundamental, systemic change is now, when Massachusetts leads the country, not when we are falling behind."

The announcement comes after nearly a year of work undertaken by the Readiness Project - a statewide initiative involving more than 200 educators, business leaders, and community leaders to develop a strategic blueprint for the next phase of education reform in the Commonwealth. The full action agenda will be released on Wednesday, June 25th at the first-ever joint meeting of the state's education boards: the Board of Early Education and Care, the Board of Elementary and Secondary Education, the Board of Higher Education and the University of Massachusetts Board of Trustees. **Boosting School Capacity**

To equip students with the skills they need to succeed in the global economy, the state must help schools across the Commonwealth raise their capacity for teaching and learning. The Governor's Education Action Agenda encourages teachers and educators to take ownership over their schools, and rewarding schools that advance overall student achievement.

The state must attract the best teachers to the districts most in need, and ensure make resources are spent on learning - not bureaucracy. The Governor's Education Action Agenda creates incentives to teach

subjects like math and science that are required for 21st Century success, and establishes a fellowship program to increase the numbers of teachers qualified in these important subjects.

Recommendations include:

Establish the **Readiness Science and Math Teaching Fellowship Program** to increase the Commonwealth's supply of qualified math and science teachers. Reward outstanding school performance by providing financial rewards for "whole school improvement" - continuous advances in overall student achievement.

Establish differentiated pay for qualifying teachers in high-needs districts and schools, high-demand disciplines and for those who possess highly needed, extraordinary skills and knowledge or who volunteer for particularly challenging responsibilities.

Establish regional Readiness Centers dedicated to the continuous improvement of education at all levels of our public education system. These centers could be located at state colleges or universities but would be directed by boards comprised of regional pre-K through 12, higher education, business and community organization leaders.

The Department of Elementary and Secondary Education will accelerate efforts to make available to teachers an online, formative assessment system that will provide "real-time" data on student performance as measured against state standards. This data-driven instruction system will help teachers to analyze current student performance and continuously modify teaching practice to meet evolving student learning needs.

Maintain the current MCAS graduation requirement and strengthen the system by adding complementary measures of student growth and 21st century skills. This could include a culminating, multidisciplinary senior project on a student-selected topic of interest.

Launch a new high-autonomy, in-district school model - the Readiness School - to facilitate teacher ownership, innovation, choice, and responsiveness to student and family needs.

Increase the size while reducing the number of the Commonwealth's current school districts to streamline administration and management structures while expanding opportunities to ensure strong oversight and leadership and to improve teaching and learning. **Initiatives Empowering and Supporting Teachers**

Launch a competitive grant program with funding for qualifying districts as determined by the Department of Elementary and Secondary Education to pilot intensive, systemic induction and mentoring in the first three years of teacher service.

Establish and support a statewide career ladder for educators, creating a path of professional advancements with commensurate salary increases for educators who assume instructional mentoring and leadership positions within our schools and school districts.

Foster an intensive approach to teacher development, especially in schools with significant achievement gaps, through a pilot program that places an emphasis on dramatically improving early literacy achievement (K- 3.)

Simplify the state teacher certification and licensure processes as well as other teacher development policies to eliminate bureaucratic barriers and facilitate state capacity to attract, prepare, develop and retain a high quality, culturally diverse and inspiring teaching force for the students of the Commonwealth.

Partner with the state's teacher colleges to develop a statewide teacher residency program similar to medical residency programs that would combine rigorous coursework, practical training in diverse settings and certification and licensure.

Update Massachusetts' Teacher Preparation Programs for 21st century teaching by providing: 1) subject matter knowledge which is aligned with state standards; 2) pedagogical knowledge and skill tailored to the student body teachers will be serving; and 3) field experiences that engage pre-service teachers in observation, analysis and practice in varied school and district settings.

Establish regional Readiness Centers dedicated to the continuous improvement of education at all levels of our public education system. These Centers will be hubs for local partnerships and collaborations to support continuous improvement of teaching, the development of academic curriculum and content professional development opportunities and resources, teacher externships and student teaching internships.

Launch a Statewide Master Teacher Contract Initiative that would start a critical conversation about transforming the educator compensation and benefit structure to attract top talent into teaching by, for example, offering flexibility for teachers to receive different pay and benefit packages at different stages of their careers. In this kind of scenario, new teachers might have the option of choosing higher compensation in lieu of longer-term benefits. Such a contract might also provide for more equitable distribution of teachers throughout the state while creating the possibility of various cost savings. For example, the Master Teacher Contract would provide a vehicle for addressing escalating health care costs, disparities in pay across regions of the state, pension portability and other issues. Such a contract would achieve the efficiency of eliminating contract negotiations in more than 300 separate school districts.

06.24.08 - Education Reform Continues

Governor Deval L. Patrick

Education Reform Day Two

June 24, 2008

As Delivered

Thank you. Thank you everybody. Let me first say that we are fortunate indeed in the Commonwealth - is that for me? - is that we are fortunate indeed in the Commonwealth to have EMC, and to have Joe at its helm, and Joe, thank you so much for your leadership and your example, and the warm welcome that all of you have shown to us here today. I agree we've got just the right guy, in just the right position, at just the right moment in Paul Reville as the Secretary Designate of Education and I'm looking forward very much to working with you.

And Dana Mohler-Faria, who I think does not have a speaking role in the program, but is here because Dana is, as some of you may know, the president of Bridgewater State College, which has shown such extraordinary leadership down in the South Coast in partnering - you know, I see some heads nodding - in partnering with businesses and other educational institutions, K through higher ed, in making opportunities available in interesting and innovative settings for all kinds of kids. And though we could not persuade him to give up his presidency to work in the administration, he has given us just about full time and a half through the last year as my senior education advisor, and has been a key to the Readiness Project, and Dana, I'll never forget, I appreciate it, we all are in your debt. So let's give Dana a round of applause. I want to thank and acknowledge all the folks who are here, whether you have a big title or not, and for your support and your interest in this; I particularly want to acknowledge the Senator for being a partner in so many things, and for being ready for the series of proposals that we'll be bringing forward in the Legislature. Our Readiness Project has completed their report, and developed an action agenda, and we expect to release that in full tomorrow. It is bold, as you've heard; it's ambitious; and it's just what we need to position the Commonwealth's next generation for success in the twenty-first century.

Now, as Joe said, thanks to the foresight and the hard work of many who have come before us, including many of the business leaders who are here right now, we undertake this effort from a position of great strength.

Our students today are by many measures the best in the nation, based on National Assessment scores and the SATs, and they continue to make improvement year over year in MCAS scores.

That is something to be enormously proud of. For one thing, it's great news for our economy. Individuals with bachelor's degrees have \$1.1 million in added lifetime earning potential over the earning potential of high school dropouts. In addition - I'll stop and let you process that, yeah - in addition, a focus on education is cost-effective from the perspective of taxpayers. Individuals with a bachelor's contribute a net \$180,000 to - through taxes, really - to support road and bridge construction and other services like public safety. High school dropouts, by contrast, tend to cost our taxpayers about \$275,000 over their lifetime. That's quite a delta. And when you multiply that by the numbers of dropouts that we have seen here in the Commonwealth over the last several years, it becomes a very, very big number indeed.

We've also seen persistent, and in some cases, widening achievement gaps. Poor and minority students, as a whole, still underperform white students, as a whole, all across the Commonwealth. And dropout rates have increased across the system. Today, in Massachusetts, for every ten high school freshmen, only eight will graduate with a diploma. Only six go on to college, and only four of them complete their college career.

Welcoming, learning-filled classrooms with state-of-the-art technology and exciting activities are just a few blocks away from broken, and underfunded, and ill-equipped classrooms. The digital divide is separating too many of our kids from twenty-first century information and twenty-first century economy. Lifelong access to opportunities are being determined not by intellect or effort, but in some cases by zip code.

And you know and I know that's not right. Meanwhile competitor nations like China or India are roaring into the twenty-first century, building educational foundations for growth industries and graduating new engineers at ten times the rate of American colleges and universities. All of that while achievement levels in the United States have been at a plateau. While, that global reality evolves, teachers in communities all over the Commonwealth are spending thousands of dollars, in some cases, of their own money for required materials in the classroom. And parents are paying added fees for school band, academic clubs, and sports experiences that round out a child's education.

The Milken Institute has ranked Massachusetts recently as the United States' top technology incubator in all three studies that they've released since 2002, including their most recent one, as I said, last week. Our economic future in Massachusetts is more and more tied to innovation industries - like yours - and like alternative or renewable energy, stem cell research, or nanotechnology and robotics.

And what happens if we don't have a workforce capable of doing those jobs in the future? If we want to maintain our leadership, we have to do a much better job not just of preparing students

for innovation jobs but also generating their interest in those fields. Only 1% of our college-bound high school seniors major in mathematics, today; 2% in physical sciences; 4% in biological sciences and 4% in computer and information sciences. We continue to trail the national average, and many of our competitor states in college-bound STEM majors. And on a global scale, U.S. students have dropped to 25th in math and 21st in science.

Our public schools have to continue to be engines of economic growth, creativity and social justice. To do so, they must continue to drive innovation and cultivate the highly-skilled talent that is in fact our calling card to the world. And that has to happen, ladies and gentlemen, in every community in the Commonwealth, not just in some.

That is why we launched the Commonwealth Readiness Project, our effort to re-examine how we deliver public education all across the Commonwealth. Tom Payzant, the former superintendant of the Boston city schools, Wheelock President Jackie Jenkins-Scott and EMC's own Joe Tucci, have very, very ably lead this group. They've done an incredible job, and they have engaged some 200 business leaders, education, and community leaders, policy thinkers, nearly 700 grassroots organizers in communities all over the Commonwealth, and a couple thousand others, who have involved themselves in public discussions about where we ought to go, where the gaps are, and what difference a change in specific policies might make.

I want to thank each and every one of them, Joe, and all of your team for the leadership you have shown for bringing us to where we are. From their work we have developed an action agenda, organized around four key priorities.

First, we have to raise the achievement of all students. That involves not only improvements in teaching and curriculum, but also teaching 21st century skills, addressing external factors that impede individual success, and providing heightened attention to quality care in the earliest years of life. By the way, we'll have some conversation when I'm done, so we can tease out some of these if there's any questions you may have.

Second, we must elevate the profession of teaching. We have to attract and retain the best and brightest to lead our classrooms and give them the tools and support they need to bring their magic to bear for our kids. Third, we must prepare every student for higher education, employment and lifelong learning. That starts by assuring at least two years of postsecondary learning. And it includes a curriculum with 21st century skills: math and science and technology as well as critical thinking and creative problem-solving. Teamwork: that is a part of the skill set that will make a difference in the economy we are becoming.

And finally, we have to use new ideas and approaches fundamentally to change the system of

education. We have got to de-emphasize administration and governance and place our emphasis on children and their abilities to succeed.

These are the places where we must be focused if we are going to prepare every student for the world and economy of the 21st century. This is how we have to proceed if we hope to address the persistent and pernicious achievement gaps that are keeping too many of our kids from reaching their full potential in communities of every type and kind all across the Commonwealth. And this is how we must proceed if we want to move beyond what the Secretary-designate describes as the one-size-fits-all sort of "batch-processing approach" to a system with the flexibility to respond to individual student needs seamlessly, from early childhood right up through a life in the workforce.

And I want to say just a word or two more about what we mean by elevating the profession of teaching, and then we can open this up to some conversation. To meet the needs of accelerated math and science curricula, we will be establishing a Readiness Science and Math Teaching Fellowship Program and grow our number of qualified math and science teachers.

We also want to offer financial incentives to attract the most talented and dedicated teachers to high-needs districts and schools, to work in high-demand disciplines and accept more challenging responsibilities. We want to look at forms of rewarding whole-school improvement, to encourage the kind of teacher collaboration that makes such a difference in the most highly successful schools.

We want to consider a statewide teacher contract that would offer teachers additional flexibility for pay and benefit packages at different stages of their careers, as well as creating a mechanism for more equitable distribution of teachers throughout the Commonwealth.

We want to reconsider the number of school districts in the Commonwealth. We have 391 separate school districts here in the Commonwealth; contrast that with Maryland, which has a student population of about the same size: they have 24 school districts. Why not ask the question, whether there's some efficiencies and savings we can capture by aggregating more of the - to fewer numbers of districts and applying those savings to the teaching of young people.

The process of becoming trained and certified for teaching is unnecessarily complicated. That has to be simplified. And we need to develop a career ladder for teachers so they see a pathway for advancement and professional development, something I know is important to you in your own workplaces. I've known that in every setting I've ever worked.

And we have to deal with a significant compensation gap that exists today for teachers in public colleges and universities. That is a key factor of retaining the talent we need at the higher-ed

level.

Lastly, to encourage entrepreneurial teachers, we're proposing to create a number of what we're calling "Readiness Schools." These are in-district laboratories, in effect, to enable teacher autonomy and creativity and to further student choice.

Now I'm going to stop, but I want to tell you why I think this is so vitally important. And I think its reasons go beyond, at least for me, beyond the importance of preparing our economy for twenty-first century competitiveness, as important as that is. It has to do with who we are as Americans.

Some of you here know my personal story, but for those of you who don't, I grew up on welfare on the South Side of Chicago. I shared a room and a set of bunk beds with my mother and my sister, so I used to go from the top bunk to the bottom bunk to the floor, every third night on the floor. I can't remember a time when I didn't love to read, but I don't actually remember ever owning a book, let alone my own bed, until I got a break in 1970 from a program called A Better Chance to go to Milton Academy. Now, that was my high school.

I contrast that with our daughter Katherine, who graduated high school last year. She's always had her own room. Most of that time in the leafy neighborhood in Milton where I used to deliver newspapers when I was a student at Milton Academy. By the time she got to high school, she had already traveled on four continents; she knew how to use and pronounce a concierge; and she had shaken hands in the White House with the President of the United States. When she was five years old - this is a favorite story in our household -- five years old and in kindergarten they were studying the changes in the seasons and her homework assignment was to come home and describe the four seasons to Mom and Dad. So she came home and proceeded, in accurate detail, to describe her several visits to the Four Seasons Hotel in Washington, D.C. She said, "First you drive up and the doorman takes your car." You know - five years old.

One generation. One generation. And the circumstances of our family were profoundly transformed. Now that story isn't told as often as we'd like in this country, but it's told more often in this country than any other place on Earth. That's an American story. And for a whole lot of us, that story has been about getting educational opportunity and having the sense of life learning ignited in us.

That has nothing to do - or ought have nothing to do - with zip code, or poverty. It has got to have to do with our willingness as a society to invest in ourselves, and make the American story possible for the next generation, the way a generation before us made it possible for us. That's why this is important, and I am so glad to be a part of rolling this out with all of you. Thank you for having me tonight.

Governor Patrick Calls for 'Unleashing Innovation' to Spur Education Reform

Governor's Education Action Agenda targets access to higher education and growing a global, 21st century workforce

BOSTON - Wednesday, June 25, 2008 - Preceding an historic meeting of all education boards in Massachusetts, Governor Deval Patrick unveiled the final portions of his Education Action Agenda - the state's blueprint to move Massachusetts through its next phase in education reform by 2020 - focused on improving access to higher education for all Massachusetts residents, and unleashing innovation to spur long-term system change in the state's public education system.

"We must prepare all students to be lifelong learners and successful, contributing citizens in a world economy and global society by creating a progressive education system that is fully integrated, coherent and seamless - serving children from birth through higher education and beyond," said Governor Patrick. "Success in the 21 st Century requires more than a high school diploma, and we must expand opportunities for post-secondary education for anyone who seeks it."

The announcement comes after nearly a year of work undertaken by the Readiness Project - a statewide initiative involving more than 200 educators, business leaders, and community leaders to develop a strategic blueprint for the next phase of education reform in the Commonwealth. The full action agenda is now available at www.mass.gov/governor/education . Reports completed by the Readiness Project's 13 sub-committees are also available on the same Web site.

"It is fitting the results of this report are shared publicly today as all of the state's education leaders meet together for the first time," said Paul Reville, Secretary Designate of Education. "It is now time to put these recommendations into action, and start the work necessary to transform the Commonwealth's public education system by 2020."

Transforming Higher Education

Whether it is community college or the equivalent training in a professional trade, the Governor's Education Action Agenda identifies the baseline public education system in Massachusetts will include two post-secondary years.

The Commonwealth is expanding its commitment to public education to include full access to community college for anyone who seeks it. Our long-term goal is to establish a public education

system that guarantees access to free community college or the equivalent postsecondary or vocational education. The first step toward that goal will focus first on existing and aspiring early education and care educators and the parents or guardians of income-eligible students in our pre-K through 12 system.

Recommendations include:

To capitalize on the critical role of community colleges in our education and workforce development system and to enhance the ability of Massachusetts' students and businesses to compete internationally, the public education system should **include guaranteed access to free community college** or the equivalent postsecondary or vocational education.

Create a **pilot program to provide community college opportunities** to: 1) existing and aspiring early education and care educators in exchange for several years of service in the Commonwealth's early education and care workforce; and 2) parents or guardians of income-eligible students in our pre-K through 12 system.

Increase high school graduation rates and college readiness, particularly among minority and low-income youth, by increasing the number of **Early College High Schools in the Commonwealth**. These high schools provide a unique and proven **opportunity for traditionally underserved students to earn simultaneously a high school diploma and two years of college credit** that can be applied toward an associate degree or a bachelor's degree.

Leverage information technology to expand student access to courses, content and credit by establishing **Mass Online University and Mass Virtual High School**.

Introduce budget language in increasing increments each fiscal year to create **the opportunity for dual enrollment (high school and college) for all students**, focusing initially on first-generation college-goers, students interested in Science, Technology, Engineering and Mathematics (STEM) disciplines and concurrent enrollment programs for students with special needs.

Beginning with the fiscal year 2010 budget, **increase needs-based financial aid for higher education to low-income students** and extend and pro-rate the same benefit to part-

time students.

Provide opportunities for **accelerated graduation and early entry into college** for qualifying students who at age 16 or over pass an internationally benchmarked exam, such as the International Bac-calaureate, Programme for International Student Assessment (PISA) or Advanced Placement exams to bypass all other requirements, graduate from high school and enter college.

Support legislation to allow children of undocumented immigrants to attend a public college or university in the Commonwealth at the in-state tuition rate if they have attended Massachusetts' schools, passed the MCAS, received a high school diploma and are on a path toward citizenship.

Provide students with **maximum flexibility and mobility to earn a college degree** by guaranteeing transfer of course credit between and among the state's public higher education institutions.

Innovation and Systemic Reform

Bold and broad-based education reform calls for unleashing innovation and systemic change throughout the Commonwealth's schools, school districts, colleges and universities as well as in the partnerships and collaborations among education institutions, communities, businesses and nonprofits.

Recommendations include:

Establish the **Commonwealth Education Innovation Fund**, a public-private fundraising partnership to strengthen our collective capacity to meet pressing, statewide education challenges. Building on a modest annual investment, the state will seek additional funds from the business and nonprofit communities, as well as individual donors and philanthropists. Based on recommendations from the Executive Office of Education - developed in consultation with the Boards and Commissioners of Early Education and Care, Elementary and Secondary Education, and Higher Education, and the president and Board of Trustees of the University of Massachusetts - the Fund will establish a discrete list of evolving funding priorities to foster innovation in policy, practice, research, professional development and other capacity-building measures.

Charge each of the education sector boards with **strengthening, clarifying and improving accountability** and linking the functions of accountability and assistance.

Develop **a comprehensive statewide strategy for integrating 21 st century skills into all aspects of public education**: standards and assessments, curriculum and instruction, professional development and learning environments. These reforms will be guided by the work of task forces of the Boards of Early Education and Care, Elementary and Secondary Education, Higher Education, and the University of Massachusetts' Board of Trustees.

Establish **regional Readiness Centers dedicated to the continuous improvement of education** at all levels of our public education system. These Centers will be hubs for local partnerships and collaborations to support continuous improvement of teaching, the development of academic curriculum and content professional development opportunities and resources, teacher externships and student teaching internships.

Allow **tuition retention** for both state supported and continuing education courses.

Fully fund the **Department of Higher Education funding formula**.

Continue investing in the state's **Expanded Learning Time Program**.

Work with the Massachusetts federal congressional delegation to explore options for **advocating for the reallocation of federal Title I and special education funds** for early education and care programs.

Close the compensation gap between faculty at Massachusetts' higher education institutions and peer institutions in other states, particularly the New England states.

Prioritize the state's commitment to and investment in **a robust high school-to-college Web portal** by supporting and advancing the existing partnership among the Department of Elementary and Secondary Education, the Department of Higher Education, and the Massachusetts Educational Financing Authority. The Web portal will improve student, parent and counselor access to information and tools about postsecondary education opportunities.

Develop and make available a state **diagnostic College Readiness Assessment for all 11th graders** to inform their course selection and senior-year activities. These assessments may be similar to those currently given to entering college freshmen.

Establish **incentives to encourage expansion of the school year** and launch a competitive grant program to support high-impact summer programming, tutoring and mentoring opportunities in high-needs communities.

Ensure access to **high-quality after-school and out-of-school time programming in every high-needs community** by streamlining responsibility, funding, authority and accountability of all state after-school and out-of-school-time programs.

Close the home-family technology gap by establishing a state framework for low-cost, district-driven, home-computer lease programs.

Provide incentives for **information technology partnerships** to improve teaching and learning, education administration and management, or delivery of education services and support.

Provide **incentives for regional pre-K through higher education purchasing and service delivery partnerships** beginning with legislation to provide full funding for districts that participate in regional partnerships for transportation of special education students.

Introduce **legislation to allow state and municipal agencies to lease available space in state-owned facilities** at below-market rates to qualified early education and care program providers.

Growing a 21st Century Workforce

Growing a highly-skilled workforce in Massachusetts requires a strong partnership between the state's public education system and the workforce system to work with students, particularly in high-need districts, to identify how they fit into the workforce and what skills they need to be productive.

Recommendations include:

Better **align the education system to real world market needs** by analyzing and

communicating the academic, skill, and training needs of emerging and high-growth business and industry sectors through a schedule of state studies designed to provide public schools and higher education institutions with easy access to current information that will inform programming and planning decisions.

Develop a statewide **Research and Development Co-facilities Plan**.

Market licensable intellectual property generated at state supported colleges, universities, research and other institutions to businesses located in and out of state.

Build on the Connecting Activities work of the Executive Office of Labor and Workforce Development and the Department of Elementary and Secondary Education to place a **Career Readiness Counselor** first in every high-needs high school, and then into every high-needs middle school .

Introduce legislation to provide **incentives to businesses that provide space at below-market rates for high-quality early education and care programs**, or that give community residents access to the company's early education and care programs.

06.25.08 - Action Agenda, Final Reports Released

Governor Deval L. Patrick

Education Reform Day Three

June 25, 2008

As Delivered

Assembled in this room today is the Commonwealth's education leadership - the keepers of a flame lit 228 years ago when John Adams enshrined the notion of education as a public good in the Massachusetts constitution. "Wisdom, and knowledge," Adams wrote, "as well as virtue" are essential to the people in "the preservation of their rights and liberties," and these "depend on spreading the opportunities and advantages of education in the various parts of the country, and among the different orders of the people."

This declaration set Massachusetts on a course of unparalleled enlightenment, advancement and productivity.

We stand on the shoulders of Adams and his vision, and as our four boards of education gather together here in one place for the first time ever. Your presence together marks a departure from the silos that have characterized our education system. Today, interdependence replaces independence.

In that same spirit of collaboration, this room is filled with leaders from every facet of the education system - teachers and parents, administrators and union representatives, business executives and local officials, nonprofit advocates and concerned citizens. The ideas, wisdom and energy we need to deliver bold reform in Massachusetts schools is all right here in this place, making room for each other's views, sharing a vision for tomorrow. Today is a new day.

We also stand on the shoulders of the visionaries who launched the 1993 Education Reform initiatives. Many are in this room. Thanks to your foresight, we have a system of standards and accountability in place that is proven and respected. Our students consistently rank first on important national measures. Our kids' SAT scores are better than most. Our NAEP scores are higher than most. And our successes have lifted us to a place where we can see an even brighter horizon beyond.

Today is a new day. Today is the day to challenge the fundamental assumptions of public

education - from the age at which children begin learning to the length of time they need for learning. Today is the day to confront the fact that despite our best efforts - despite unprecedented financial investment - poor students do not yet consistently achieve at high enough levels. Today is the day to ask ourselves just what we are prepared to do to bring a system designed for the 19th century into the 21st. Why? Because today is a new day.

Last June, we launched the Commonwealth Readiness Project. Thoughtful individuals with a wide range of perspectives and experience came together to consider what it means to be an educated person in this new century. We asked them, for the sake of coming generations, to rethink and reinvent.

I would like to recognize the members of the Project's leadership council and its subcommittees and especially to thank its three chairs: Jackie Jenkins-Scott, Tom Payzant and Joe Tucci. Each of them has given their time and talents to ensure a brighter future for Massachusetts - our students, our educators, and our economy. Those of you who are here, please stand and accept our collective thanks.

This is also an auspicious setting to talk about our goals and ideas for educating children and to think ahead for coming decades. President Kennedy understood the power of big dreams, and of thinking ahead to achieve them. His big dream was American exploration of space - an ambitious effort to push the boundaries of human experience.

"For we meet in an hour of change and challenge," he said, "in a decade of hope and fear, in an age of both knowledge and ignorance The greater our knowledge increases, the greater our ignorance unfolds." (Rice University, September of 1962.)

My grandmother was more blunt: when we didn't know the answer to one of her questions, she would say, "What you don't know would fill a whole new world."

Creating an education system for the 21st century - a time of more rapid change than ever in history - requires us to do some exploration of our own. The Readiness Project has started the process. Its members have articulated what we all know to be true: that our children are stuck today in a system that was built for another time.

But today is a new day. While our economy and our society have become ever more "global" in nature, American student achievement has not kept pace with our international peers. We now rank 25th in math and 21st in science - down from 18th and 14th respectively. There was a time, not so long ago, when we led the world in the number of students with college degrees. Today, we rank 10th.

Meanwhile, competitor nations like China and India are roaring into the 21st century, building educational foundations for growth industries and graduating new engineers, for example, at ten times the rate of American Colleges and Universities.

For Massachusetts, with an economy increasingly dependent on innovation and technology, on knowledge itself, these new realities present a significant challenge. Employers struggle to find workers with the academic content and skills needed for jobs in high-growth sectors. Many report that our graduates lack certain basic competencies, that they are entering the job market without the kinds of communication and collaboration skills the workplace demands today.

Last week I was proud to be at the BIO Conference in San Diego with a \$1 billion life sciences bill in hand. Let's think about that. Over the next decade, we will invest in an industry that promises to make Massachusetts the epicenter on the planet for care and comfort for millions. Right now, Nobel Prize winning work is taking place at the University of Massachusetts Medical School in Worcester, while UMass-Lowell is widely regarded as one of the leading nanotech centers in the world. Every one of these new phenomena means new and good jobs.

In clean energy, Massachusetts is poised for rapid expansion, with new developments in solar and wind energy. Once again, higher ed is leading the way, for example with the development at UMass- Amherst of the Q-microbe, some of you know this is one of my favorites, bacteria that convert cellulose to ethanol in a single step - a transformational breakthrough in next generation biofuels. Just think: We in Massachusetts can meet what may be the defining challenge of the coming generation and make the whole world our customer as we do so. Here again, thousands of new jobs. Our High Tech sector is the enabler for every other innovation industry that thrives right here. It represents some \$26 billion and employs more than 170,000 individuals across the state already, and is poised for further growth as those other growth industries grow.

Massachusetts is leading the way in robotics research and development. These technologies are not only changing the face of industrial automation, but also revolutionizing the defense sector, particularly through robots that detect and remove roadside bombs, saving numerous lives throughout the world.

These are the sectors that have kept our economy moving, over the years, and in face of recent national economic unease. This is where the opportunities lie. Evergreen Solar in Devens; Vertex in Cambridge and Shire Pharmaceuticals in Lexington; EMD Serono in Billerica; EMC in Hopkinton; MassMutual and Bay State in Springfield; Google in Cambridge.

These and like companies are betting on the intellectual capability and creativity of our people. Over the next decade, we must provide our young people with the skills they need to take

advantage of a technology-based global economy, why, because today is a new day.

The education system we re-create together will focus on the individual learning needs of each student. Gone are the days of a one-size-fits-all diploma. Students will learn what they need to succeed, but they will do it at a pace that suits their learning styles and abilities.

For most, that will mean starting their formal education in preschool and continuing with full-day kindergarten. Extra learning time may help a student thrive in the primary years. Summer programs may give them a boost in high school. They could finish their primary and secondary education in 12 years. Or perhaps 10. At least two years of community college or training in a trade will be the new baseline for a complete education. Or they may head directly to the state's college and university system, which will consistently offer a world-class higher education experience. Adult learners we have to pay attention to their needs as well and create similar opportunities.

Throughout this process, students will meet high standards to be sure, but those standards will rise in turn to meet the changing intellectual and professional demands of a 21st century world and economy. This is real education in real time. And while we're holding students responsible, let's not forget that our educators and our policymakers will be on the hook for performance, too. We are all accountable for results.

The system we create together will embrace the innovation and technology that now defines our lives and our economy. That means enhanced teacher preparation and access to affordable computers for all families. That means taking advantage of the Internet as a conveyor of information and a convener of diverse people. All students deserve the chance to participate as equals in the stunning advances of their time. Even as we honor our past, we will chase our future.

And the education system we create will include every child. All means all. For all its successes, 1990s education reform failed adequately to address the impact of poverty on achievement. We can raise standards. We can create systems of assessment and accountability. But unless we offer poor kids the support they need, unless we help them overcome obstacles at home as well as at school, unless we give them reason to believe that education can transform their circumstances, like education transformed my own, then they will never be able to take advantage of the opportunities we are building everywhere in this commonwealth.

For educators, these new realities mean transforming your professional culture to accept and indeed to lead rapid change in what and how you teach, so that it is always current and relevant and powerful. Teachers will be the cornerstone of the success of this vision, not through reforms

imposed on them by the way, but through reforms they invent and implement.

For education policymakers, this means supporting teachers and administrators with the tools they need to adapt quickly and effectively. It means engaging in bold transformational thinking outside the zone of isolated interests and silos. It means working through the new Secretary of Education as your point of contact and collaborating intensely for the sake of kids, not systems.

Readiness schools offer an instructive example. I believe very, very strongly in the principles of teacher ownership, autonomy, choice, innovation and responsiveness. Our proposal for Readiness Schools applies those principles to all schools, breaking the standstill on charter schools and insuring that more students see the benefits of these proven practices in the classroom.

The Readiness Project Action Agenda is broad and ambitious on purpose. Our goal is to reinvent and re-engineer an entire system and all of its components. We are not tinkering. And ambition this bold often attracts naysayers, it may be fair to say it always attracts naysayers - people insisting it can't be done. But the richness of the agenda's action items ought to inspire the enthusiasm and energies of those who truly care about doing better by our children. The realities of the 21st century ought to be enough to underscore how new today really is.

At the same time, these recommendations are not a manifesto, carved in stone and delivered from a mountaintop. It is the product of an extensive grassroots process of information gathering, questioning, discussing and brainstorming. It represents a new way of thinking about teaching and learning in the 21st century. And it is just the beginning.

We won't all agree on every strategy. That's okay. Let's work together through the details together. I'm not asking you to abandon your particular concerns, but I am asking you to bring more to the table than your single interest. Bring your paramount commitment to the success of all children. What's not okay is for us to retreat to our respective silos.

As a kid, my old neighborhood as many of you know, was poor and broken in many ways. But we had a community. Every child was under the supervision of every single adult on the block. If you messed up down the street in front of Mrs. Jones, she would go upside your head as if you were hers. And then call home so you get it two times.

I might not have seen it so clearly then, but Mrs. Jones took responsibility. When she saw me act out, she knew it wasn't just my problem; it was her problem. Her obligation as an adult and a part of a community, she believed, was to show me how to see my stake in another's dreams and struggles, as well as my own.

You here this morning must accept that same responsibility for the all of the children of Massachusetts. Hundreds here, representing thousands more, must accept the challenge that every child is your responsibility even when he or she is not your child; an achievement gap matters even when it's not your community; an opportunity gap matters even when it's not your chance; a skills gap matters even when your own kids are all grown up and fully employed. We all have a stake in a better future. Public education is the way to get to that future. I know that and so do you.

A year ago, we launched the Readiness Project together so that we could measure ourselves against that vision and build a plan to get us closer to it, for every student, in every community.

Today is that new day. Let us join hands and write the next chapter in the story of our Commonwealth community together. Thank you all for being here.

Governor Patrick Signs \$2.2 Billion Higher Education Bond Bill

Investment Will Modernize Facilities to Prepare Students for Success in 21st Century Global Economy

BOSTON - Thursday, August 07, 2008 - Governor Deval Patrick has signed into law a bill to invest \$2.2 billion over 10 years for new building or renovation projects at every one of the Commonwealth's 29 community and state colleges and at each of the University of Massachusetts's campuses.

"This legislation represents an important investment in the future of our Commonwealth, and in the future of our students," said Governor Patrick.

The bill sets aside up to \$1 billion for the five University of Massachusetts campuses, and \$1.2 billion for the state and community colleges. Funds will pay for much needed projects at each of the Commonwealth's public higher education campuses, ranging from minor renovation to new construction. Examples include:

- Modernizations and expansions of classroom space
- New academic centers for allied health
- Laboratory science and technology
- Repairs to existing research centers
- Library renovations
- General deferred maintenance projects and sealing of old buildings

"This bill is historic not only in terms of the sheer dollar investment it makes in higher education, which is significant, but in aligning the educational and economic needs of the Commonwealth," said Frederick W. Clark, Chair of the Board of Higher Education.

"The Commonwealth's public institutions of higher education have been vastly underfunded over the past decade, making it difficult for the schools to remain affordable," said Senator Robert A. O'Leary, Senate Chairman of the Joint Committee on Higher Education. "This bond bill is a momentous commitment to helping the public campuses stay innovative and modern, and most importantly accessible to all of the Commonwealth's citizens."

"There is a tremendous and long standing need for investment in the infrastructure that supports our state and community colleges and the University of Massachusetts. These institutions are attempting to educate a 21st century workforce in facilities that are often decades out of date and deteriorating. This bill provides funds for every public higher education institution in this state to help address these pressing

capital needs," said Rep. Kevin J. Murphy, House Chairman of the Joint Committee on Higher Education. "I believe that investing in our public higher education system pays dividends not only for our students and their individual well-being, but for the economic health and success of the Commonwealth as a whole: that it is essential to maintaining the long term viability of our economy and our standard of living."

The bill is based on the Commonwealth's first ever debt affordability analysis and five-year capital plan. It authorizes the Governor to implement a significant shift in capital spending priorities reflected in the five-year capital plan, taking higher education capital investments from just 3% of all state bond-funded spending to 10% of all bond-funded capital spending in just five years. The bill is also based on a master capital plan developed in consultation with the Board of Higher Education (BHE), college and university presidents and chancellors, the Division of Capital Asset Management (DCAM), and three nationally recognized architectural and planning firms. The plan addresses the unique mission and needs at each campus.

GOVERNOR PATRICK SIGNS EXECUTIVE ORDER ESTABLISHING SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH ADVISORY COUNCIL

Advocates in the public and private sector, legislators, and educators to advise on statewide agenda for STEM education

BOSTON - Wednesday, October 14, 2009 - Governor Deval Patrick today joined Lieutenant Governor Tim Murray and other elected officials and community leaders to sign an executive order establishing the Governor's Science, Technology, Engineering, and Math (STEM) Advisory Council. The new council will serve as a central advisory body, bringing together public and private sector stakeholders involved with STEM planning and programming, with the goal of increasing student interest in, and preparation for, careers in STEM.

"The STEM disciplines are essential building blocks of a cutting-edge highly skilled workforce," said Governor Patrick. "This effort to bring together the very best resources and ideas the Commonwealth has to offer around these areas of study means that today's students will be ready for tomorrow's jobs."

The STEM Advisory Council will take a multi-faceted approach in its first year, assessing how best to increase the number of STEM programs in schools in Massachusetts, advising on the creation and dissemination of a statewide STEM Plan with clearly defined goals and objectives for the next five years, and providing recommendations on a campaign to build public support across the Commonwealth for the STEM disciplines. Through working with families, educators, and community leaders, the STEM Advisory Council seeks to achieve a greater understanding about the importance of these essential disciplines to a student's individual success.

The Council builds upon the existing infrastructure and work already established by the Patrick-Murray Administration, including the IT Collaborative, the Readiness Project, the Goddard Council, and the 21st Century Skills Task Force, as well as work being done in the private sector across the Commonwealth.

"It is imperative for the Commonwealth to promote STEM careers and courses of study for our young people," said Lieutenant Governor Murray, who will chair the STEM Advisory Council. "Reports indicate that Massachusetts students actually outpace most of the nation in math and science, yet our students' interests in STEM fields remain low. Improving the level of coordination in the state will lead to increased opportunities for students of all ages and help us also retain and attract businesses that need a highly skilled workforce."

Data from the College Board for the 2008 SAT exam indicates that only 22.5% of all students taking the SAT test in Massachusetts expressed interest in pursuing a college major in science, technology,

engineering, and mathematics. However, data from the 2008 ACT exam indicates 65% of all ACT test takers in Massachusetts were considered "college ready" in math. In recognition of these findings, advocates of STEM education and awareness are committed to leveraging the state's existing talent with the successful implementation of a comprehensive STEM agenda statewide.

The Council will consist of members from both the public and private sector. Education Secretary Paul Reville will join Housing and Economic Development Secretary Greg Bialecki and Secretary of Labor and Workforce Development Suzanne Bump, as well as legislators and leaders from the education, business, and non-profit sectors.

"We are firmly committed to working with our colleagues to ensure that all students are fully educated and prepared for positions in the STEM field that will drive our economy," said Education Secretary Paul Reville.

"Massachusetts has one of the most highly skilled, innovative and entrepreneurial workforces in the world and STEM education is key to ensuring we maintain that leadership position," said Housing and Economic Development Secretary Greg Bialecki.

"We look forward to this thoughtful collaboration across agencies and sectors to create a better prepared workforce," said Labor and Workforce Development Secretary Suzanne Bump. "Training in STEM fields will ensure our economic growth and prosperity."

"The STEM program is already working to prepare our students for technology careers at schools like Natick High School, which has an innovative STEM program where math and science teachers spend their summers at state-of-the-art technology firms and bring that experience back to the classroom," said State Representative David P. Linsky, House Chair of the Federal Stimulus Oversight Committee.

"I am pleased to hear that with the establishment of this commission, the Governor has made STEM one of his administration's top priorities," said State Senator Thomas McGee, Senate Chair of the Labor and Workforce Development Committee. "STEM is central to creating sound education, economic development, and workforce policy. It is important that we have an elevated forum such as this commission, to bring together leaders in their respected fields to help move forward STEM planning and programming."

"It is an honor to be selected to serve on the Governor's STEM Advisory Council and I look forward to building on the success of the Goddard Council as we go forward securing our place in the Commonwealth as a leader in the creativity and innovation that has been the trademark of the Massachusetts economy," said State Representative Daniel E. Bosley, House Chair of Bonding, Capital Expenditure, and State Assets.

Governor Patrick Signs Historic Education Reform Bill to Close Achievement Gaps, Transform Massachusetts Public Schools

Signed on Martin Luther King, Jr. Day, new law delivers on Governor's promise to give all students access to a world-class education, strengthens state's ability to access \$250M in federal funds



Additional and full size photos available on [Governor Patrick's Flickr Account](#) .

BOSTON - Monday, January 18, 2010 - Delivering on his promise to transform public education in Massachusetts and give all children the chance they deserve to succeed, Governor Deval Patrick today signed historic legislation that will turnaround underperforming schools, promote innovation and choice and eliminate achievement gaps that persist despite the successes of the state's landmark Education Reform Act of 1993.

"For far too long, too many of our children have been left behind. Today is the beginning of the end of that achievement gap," said Governor Patrick. "What a fitting tribute to Dr. King's message of hope and opportunity to launch the second chapter of Massachusetts education reform today."

[Watch the video on YouTube](#)

"The Patrick-Murray Administration has made education a top priority with a vision to provide world-class public education to students in the Commonwealth," said Lieutenant Governor Timothy P. Murray.

"Today, with the support of the Legislature, the signing of this landmark education bill will help deliver the promise of reforming public education, close achievement gaps and improve underperforming schools so that all students have an equal opportunity to succeed."

Joined at the Boston Children's Museum by a cross-section of state, municipal, education and business leaders, Governor Patrick applauded Senate President Therese Murray, House Speaker Robert DeLeo and members of the Legislature for their commitment to making a difference in the lives of the Commonwealth's children and noted that the new law greatly strengthens Massachusetts' ability to access \$250 million or more in federal Race to the Top funding. The Patrick-Murray Administration will submit the state's application for the \$4.35 billion competitive grant program aimed at driving reform and change in the nation's schools tomorrow, Tuesday, January 19th.

U.S. Secretary of Education Arne Duncan, who oversees the Race to the Top program for the Obama Administration, joined Governor Patrick when he announced his reform legislation last summer, praising the proposal for its innovative approach to eliminating achievement gaps by aggressively intervening in low-performing schools, enhancing opportunities for autonomy and innovation and expanding the number of charter schools in Massachusetts. Last Thursday, the Senate and House of Representatives gave final approval to a bill that largely mirrors the proposal the Governor filed in July.

"The changes provided in this legislation strengthen the Commonwealth's ability to compete for federal Race to the Top funding worth up to \$250 million or more," said Senate President Therese Murray. "This money represents a one-time-only opportunity to help improve our education system, which is especially important in this economy when budgets are being slashed and programs are being cut."

"Thanks to the work we have done together, the Commonwealth has strengthened its position to receive much-needed federal Race to the Top dollars," said House Speaker Robert DeLeo. "Governor Patrick, Senate President Murray and I -- along with the members of the House -- are taking strong action to narrow our unacceptable achievement gap and promote accountability and innovation in our schools."

The bill the Governor signed today includes the following provisions:

- Establishes the state's first-ever Innovation Schools to serve as in-district charter schools developed and managed at the local level to implement autonomy and flexibility in how students are educated to the state's high standards;
- Authorizes new approaches to underperforming and chronically underperforming schools by granting authority to the commissioner of Elementary and Secondary Education and superintendents to make the changes necessary to allow for rapid improvement; and
- Institutes a "smart cap" increase on charter schools in the 10% lowest performing districts from the current 9% of school spending to 18% and allows only proven providers with track records of success with students in the greatest need and requires new schools to present student enrollment recruitment and retention plans.

"Not since 1993 has the Commonwealth taken such a bold step to transform public education," said Education Secretary Paul Reville, who was responsible for helping to develop and guide the administration's bill through the Legislature. "The education reform bill passed by the Legislature provides Massachusetts with strategies and authority to close achievement gaps and help all, and all means all, students achieve success. We are now poised to strengthen our role as a national leader in education reform by fundamentally changing the way we deliver education to students.

"This legislation will provide better educational opportunities for young people in Massachusetts by closing the achievement gap in our poorest communities and by encouraging innovations in all our schools," said Senator Robert A. O'Leary, Senate Chair, Joint-Committee on Education.

"The achievement gaps in our state starkly illustrate how we are leaving some children behind even as we have some of the highest achieving students in the country. With this legislation, we are assuring that all students in Massachusetts can achieve their full academic potential," said Representative Marty Walz, House Chair, Joint-Committee on Education.

"I have said all along that education reform is about our kids. Equal access to quality education is the civil rights issue of our time, and we've delivered a tremendous win for students and families with this legislation," said Mayor Menino. "Boston is well-positioned to take action with the tools provided, but we can't lose sight of how important this bill is for all urban school districts in the Commonwealth. These reforms have been a long time in the making, but the hard work that is delivering on the promise of outstanding results for all of our youth begins in earnest today."

"Education reform is a difficult but necessary step needed to give municipalities like Fitchburg the tools it needs to ensure its students are ready for the workplace," said Fitchburg Mayor Lisa Wong.

According to the U.S. Department of Education, Massachusetts stands to gain \$250 million or more in Race to the Top grants, based on the size and enrollment of the state. The state's application will include four assurance areas:

- Developing and retaining an effective, academically capable, diverse and culturally competent educator workforce;
- Providing curricular and instructional resources that support teacher effectiveness and success for all students;
- Concentrating great instruction and supports for educators, students and families in our lowest performing schools; and
- Increasing our focus on college and career readiness for all students

By the end of last week, 256 school districts and charter schools had signed onto the Massachusetts Race to the Top application expressing their intent to implement the bold reforms outlined in the state's plan. The signatures represent superintendents, school committees and teachers unions coming together with the expressed interest of improving student achievement through new strategies and approaches.

In addition to the immediate boost provided by earning a Race to the Top grant, the new law stands to help Massachusetts secure its designation as a preeminent state for future funding opportunities. For example, Race to the Top states are likely to receive further considerations under the reauthorization of the federal Elementary and Secondary Education Act and from national foundations who have indicated they will strongly consider investing in states that receive Race to the Top grants.

Governor Deval L. Patrick

Education Bill Signing

Children's Museum, Boston, MA

Monday, January 18, 2010

As delivered

Seventeen years ago, with the passage of the Education Reform Act in 1993, we embarked on a journey to improve the public schools and raise the expectations of young learners all across the Commonwealth. The results have been impressive. Our students have scored first in the Nation on the NAPES achievement tests in each of the last three years and in the top three in the world on math and science. As parents, as teachers, as policy makers and as a community, we should be proud of these extraordinary outcomes. I know I am. We ought to give these kids a hand.

And yet for nearly as long we have left some children behind. Poor children, those who speak English as a second language, or who have special needs, more often than not children of color, have lagged other students. These are our children too. And they are just

as hungry for knowledge and education as any other. We can tolerate this no longer.

As James Baldwin wrote, “For these are all our children, we will all profit by or pay for what they become.” The Achievement Gap is an educational problem and an economic challenge, to be sure, but it is also a moral issue. And we can withstand that, and tolerate it, no longer.

To be clear, teachers are not the problem. Poverty is. Charter schools are not the singular answer, only part of it. The problem has been that the debate about what to do has been stuck in well-worn rhetoric focused mainly on adults, when it’s the children who demand our focus.

That is what our bill is all about. New tools, new rules and supports to enable teachers to do whatever is necessary to ignite a love of learning in every child. Today, in this building devoted to exploration, discovery and the power of a child’s imagination, we are standing up for children. We are showing the hungry minds in our

classrooms that we believe in them, and the committed teachers that populate those classrooms as well that we trust them to do what's best to help every child excel. And here's how:

First, the bill I am signing today creates Innovation Schools. This will furnish public schools with greater autonomy and flexibility in curriculum, in budget, school schedule and calendar, school district policies and professional development. Innovation is part of the Commonwealth's character and starting today we can harness that spirit and bring it to life in the classroom with new freedoms and flexibility.

Secondly, this bill strengthens the state's ability to intervene in underperforming schools and districts. We do our kids a grave disservice when we identify underperforming schools and then do nothing about it. What kind of message is that to send about what it means to be a mature and contributing and responsible adult? From now on, superintendents – and in some cases the Commissioner of Primary and Secondary Education – working collaboratively with teachers, principals and others, will develop turnaround plans for

underperforming schools, including new curriculum, increased planning time for teachers and budget reallocations. And all the adults will bear a higher level of accountability for reaching the kids who are struggling.

Third, this bill increases the charter caps in the state's lowest performing districts, so that charters can be part of our strategy to reach the harder to reach learners. New charter schools will have increased accountability and transparency standards. They will employ deliberate, specific strategies to attract, enroll and retain the high-needs students who are right now stuck in the achievement gap.

This bill is important for the future of public education in the Commonwealth on its own merits. I believe it will also enhance the chances we have in competing for federal Race to the Top funding as well. In these fiscal times, those resources will allow Massachusetts to retain its leadership role in education. And also significantly advance the Readiness agenda in education for the next decade.

I have more gratitude than I can express; I am so full and so excited. The spirit of partnership and collaboration that went into creating this bill, in all the ways the Mayor referred to and others, has been magnificent. And it is worth pausing and thinking about what we could do if we brought that same spirit to bear on a whole host of other needs and challenges facing this Commonwealth.

The contributions of teachers, union leaders, principals, superintendents and other education administrators, charter advocates, business leaders, parents groups, legislators have all made this a better bill. Thanks to each and every one of you for keeping kids the center of our focus.

Speaker DeLeo and President Murray showed extraordinary leadership in moving this bill, and I thank them for their efforts and passion for the schoolchildren of Massachusetts. It was also fun just checking in as we went along and doing the... I won't say co-conspirator, but working out those issues as we went along.

Chairman Walz, Chairman O’Leary, Senator Panagiotakos, Chairman Murphy, Leader Mariano and the other members of the conference committee: all were instrumental in this process, able shepherds of once-in-a-lifetime legislation.

And by the way, the members of the Legislature as a whole deserve our recognition and thanks for taking a courageous vote. It was a courageous vote, and political courage is not often recognized. Thank you.

And I also want to thank Mayor Menino for his tireless advocacy and commitment to bettering education in Boston and through this bill all across the Commonwealth. He was joined by many, many Mayors – some of whom are here today – we thank you so much for being a part of this, and other urban leaders who like the Mayor really put their back into getting the very best bill, and getting the sign-on necessary to take advantage of the Race to the Top funds should we win.

And I want to express really special appreciation to Education Secretary Paul Reville. Paul and I have spent hours and hours together, talking with teachers and students, seeing what works and what doesn't, witnessing the transformative power of education when everything in the way of that magical relationship between a great teacher and a hungry student is pushed aside. We have spent hours talking about what it would take to create those kinds of conditions in every school, in every community in the Commonwealth. And more than a policy-maker and leader – though he is that – he understood how important it is to me personally to get this right, and to make this meaningful. How important it is to me personally not to leave any child behind. Paul, you did a wondrous and a meaningful thing. And it's an extraordinary accomplishment. The children of the Commonwealth and all of us adults owe you a tremendous debt of gratitude. Thank you.

Now, in a minute I'm going to sign this bill, and I'm going to do it with pride and with hope. But this, as other speakers have said, is not the end of the Achievement Gap. It's the just the beginning of the end. I am counting on all of you who care about the future of children

– teachers and advocates, unions and school managers, parents and policy-makers – to work together, to collaborate on successful implementation.

Be respectful of differences in approach and solution. Share what works, and acknowledge what doesn't in candor and honesty. For the sake of the children, commit to get it right. If we do, there is nothing better we could do to honor Dr. King's Dream, and our own. Thank you.

LIEUTENANT GOVERNOR MURRAY LEADS INAUGURAL MEETING OF THE GOVERNOR'S STEM ADVISORY COUNCIL

Advocates From the Public and Private Sectors Partner to Focus on Policy and Resources for Science, Technology, Engineering and Math Education to Better Prepare Our Students and Workforce for Careers in These Fields

BOSTON - Thursday, January 28, 2010 - Building on the Patrick-Murray Administration's commitment to education in Massachusetts, Lieutenant Governor Timothy Murray chaired the first meeting of the Governor's Science, Technology, Engineering, and Math (STEM) Advisory Council today at the Museum of Science in Boston.

Upon signing the Executive Order creating the council in October, Governor Patrick said "the STEM disciplines are essential building blocks of a cutting-edge highly skilled workforce. This effort to bring together the very best resources and ideas the Commonwealth has to offer around these areas of study means that today's students will be ready for tomorrow's jobs."

As part of the agenda for the inaugural meeting, Lieutenant Governor Murray announced that the Massachusetts Technology Collaborative will provide \$500,000 in funds to support the Patrick-Murray Administration's budget proposal for investing in STEM resources through the STEM Pipeline Fund. The fund will provide resources to the seven regional STEM networks across the state, which will fund STEM education and teacher development programs as part of the administration's efforts to increase student interest in STEM fields.

"Investing in and improving STEM education will help us continue to build a highly skilled workforce in Massachusetts," said Lieutenant Governor Murray. "As we focus on retaining and attracting businesses that need employees trained in the STEM fields, we must simultaneously promote STEM education and STEM careers for our young people who will be the future leaders of the Commonwealth's innovation economy."

The Governor's STEM Advisory Council will work to increase the number of STEM programs in schools in Massachusetts, advise the Governor on the creation of a statewide STEM Plan with clearly defined goals and objectives for the next five years, and provide recommendations on a campaign to build public support across the Commonwealth for the STEM disciplines.

Education is a top priority for the Patrick-Murray Administration. On Martin Luther King, Jr. Day, last week, Governor Patrick signed historic legislation that will turnaround underperforming schools, promote innovation and choice and eliminate achievement gaps that persist despite the successes of the state's landmark Education Reform Act of 1993. The single biggest change to education law since 1993, the bill

includes new rules, tools and supports for the state and superintendents to act decisively in areas on underperformance; employs a "smart cap" lift on charter schools in the state's lowest performing districts; and grants new local authority to school committees to approve Innovation Schools allowing them to operate with greater autonomy to promote excellence in teaching and learning.

The education law also strengthens the state's ability to compete for the federal Race to the Top program for which Massachusetts has the potential to receive up to \$250 million or more to help implement the policy changes.

"Building interest in the STEM fields provides new and exciting opportunities for students to achieve academically while at the same time acquiring the skills they need to become leaders in our global economy," said Education Secretary Paul Reville. "Our task as adults is to inspire students' interest and ensure that they have the confidence as well as ready the access to high quality STEM programming. The Advisory Council will play an integral role in that work."

"We work across agencies to develop sound programming and opportunities in the fields of science, technology, engineering, and math for our current and future workforce," said Secretary of Labor and Workforce Development Joanne Goldstein. "STEM is an important component of the Commonwealth's jobs portfolio, and we look forward to helping students become more knowledgeable so they can choose careers that have a promising future."

Today's inaugural meeting of the council, which serves as a central advisory body, convened public and private sector stakeholders involved with STEM planning and programming, all with the goal of increasing student interest in, and preparation for careers in STEM.

"As a long-time advocate of STEM education, I applaud Governor Patrick and Lieutenant Governor Murray for convening this council and I look forward to working closely with them to realize concrete results in this vital area," stated Senator Karen Spilka, Senate Chair of the Joint Committee on Economic Development and Emerging Technologies and a member of the Goddard Council. "From scaling-up successful STEM programs to coordinating our STEM efforts across the state, this council will advance our goal of providing companies with the workforce of tomorrow, ensuring our economic strength and furthering the promise of well-paying jobs close to home for our young people."

"With the commencement today of the Governor's STEM Advisory Council, the Governor and Lieutenant Governor are laying the groundwork to strengthen our economy for years to come," said Senator Tom McGee. "Over the next decade most new jobs will be in STEM industries, and this administration is ensuring that our students will have the skills necessary to fill those jobs. I look forward to working with the Governor, Lieutenant Governor, and other council members to ensure STEM instruction remains a cornerstone of both education and workforce development policy."

Representative Daniel Bosley said, "I applaud the Patrick-Murray Administration and the Advisory Council members for their commitment to the further advancement of STEM in the Commonwealth. It is vital to our future that we maintain our competitive advantage in education and continue to build the pipeline of STEM learning in all of our institutions."

"I am honored to be appointed by Speaker DeLeo to the STEM Advisory Council," said State Representative Thomas Conroy. "In Massachusetts and across the country we need more engineers, scientists, and mathematicians to compete successfully in the global economy, and I look forward to helping formulate a path with other Council members toward achieving that goal."

Recognizing the large task at hand, the Council's charter has organized six sub-committees within the Council. The sub-committees include:

Public Awareness Subcommittee: Creating and Maintaining Student Interest; Teacher Development Subcommittee: Training, Recruitment, and Retention; Infrastructure Subcommittee: Grants, Strategic Partnerships, and Sustainability; Data Collection Subcommittee: STEM Metrics, Indicators and Evaluation; Curriculum Framework and Standards Subcommittee: Alignment and Upgrades; and Diversity Subcommittee: Improving the Achievement Gap and Pursuing Additional STEM Opportunities for Women and Minorities.

"As a scientist and as an educator, I am very pleased to serve on a council that is focused on the critical issue of encouraging greater numbers of students to dedicate themselves to the study of science, technology, engineering and mathematics," University of Massachusetts President Jack M. Wilson said. "For many reasons, it is crucial to our success as a Commonwealth that more students pursue careers in the STEM fields and Governor Patrick and Lieutenant Governor Murray are displaying astute, visionary leadership in placing a real emphasis on this issue. All of us understand that today's students must possess high-level science, technology, engineering and math skills if they are to succeed in the global 21st century economy. I commend the Patrick-Murray administration for making STEM an essential component of the state's education agenda and I look forward to serving on this important council."

Ioannis Miaoulis, President of the Museum of Science, who hosted today's meeting, stated: "The Museum of Science is honored to host the inaugural meeting of the Governor's Science, Technology, Engineering, and Mathematics (STEM) advisory council. The Museum's renewed mission to transform the nation's relationship to science and technology and to strengthen technology and engineering standards and curricula in K-12 is perfectly aligned with the Governor's vision to further enhance our state's leadership in technology workforce development and to inspire future generations of engineering leaders."

Last October, Governor Patrick and Lieutenant Governor Murray joined other elected officials and community leaders to sign Executive Order # 513 establishing the Governor's STEM Advisory Council. The Council, chaired by the Lieutenant Governor, will meet as a full council quarterly and as sub-committees more frequently. Membership of the Council consists of a diverse cross-section of STEM leaders from across the Commonwealth. To learn more about the Governor's STEM Advisory Council and for a complete listing of council members, please visit: <http://www.mass.gov/governor/stem>.

MASSACHUSETTS SELECTED AS FINALIST IN RACE TO THE TOP COMPETITION

Final Decisions Expected from USED Next Month

BOSTON - Thursday, March 4, 2010 - Governor Deval Patrick and state education officials received word from the U.S. Department of Education (USED) today that Massachusetts has been selected as one of 16 finalists in the federal Race to the Top (RTTT) competition.

A team of five people from the Department of Elementary and Secondary Education will be going to Washington, D.C. the week of March 15 for an in-person interview with federal officials, and final award notifications are expected to be made the first week in April. If selected, Massachusetts could receive as much as \$287 million in federal funding for education reform over the next four years.

"This is very exciting news, but this is only the first hurdle we have to cross," said Governor Patrick. "I am extremely proud of our proposal, and for the sake of our school kids we need to keep fighting for it."

"This news is very encouraging for the state's education system, especially on the heels of the successful passage of our education reform legislation," said Lieutenant Governor Timothy Murray. "Our administration is dedicated to improving the quality of public education and providing all students equal opportunity for success."

"Our proposal is a strong one, and I am extremely hopeful that we will be one of the states eventually selected for funding, but I know that this is a competitive process," said Education Commissioner Mitchell Chester. "Regardless of the final outcome, this effort has prompted us to develop a bold, forward thinking plan to improve our schools that will define our work going forward, with or without the federal funding."

"Massachusetts is hard at work to reform our education system and provide a school of excellence for every student," said Education Secretary Paul Reville. "The education reform legislation and our application both lay out the strategic vision for the Commonwealth to accomplish those goals."

"I'm thrilled to see education reform in Massachusetts acknowledged nationally as a trail-blazer and success. Massachusetts is working to close achievement gaps and ensure that every single student receives a world-class public education. Our entire congressional delegation pulled together with the Governor and the legislature to advance Massachusetts' case and we hope to see our state win the race to the top," said Senator John Kerry.

"The joint efforts of so many - from legislators to local educators - in the preparation of an innovative and far-reaching Race to the Top Application is already paying dividends for Massachusetts students and their families," said Congressman John Tierney. "This national race was backed by the historic levels of federal financial support in the Recovery Act, and I look forward to continuing to work in partnership with the Commonwealth to help nurture reform and improve the quality of our education system as this process continues."

"A world-class education system is essential for us to compete in the 21st Century economy," said Congressman James McGovern. "I look forward to the next round in the Race to the Top competition."

"As one of only sixteen finalists from an application pool that included 39 states, I congratulate Governor Patrick, our State Legislature, and education leaders from across Massachusetts," said Congresswoman Niki Tsongas. "Massachusetts' selection as a finalist in the Race To The Top competition is a testament to the excellent education reform proposals they have put forward, which aim to eliminate achievement gaps and improve troubled schools so that every child in Massachusetts is given the opportunity to achieve. I urge the Secretary of Education to give this impressive proposal the support it deserves from the federal government."

"It's very encouraging to be one of 16 finalists," said Senate President Therese Murray. "This next step is critical, and we have to keep fighting for our schools and capitalize on this unique opportunity."

"I'm delighted that we are now one step closer to qualifying for much-needed federal 'Race to the Top' dollars," said House Speaker Robert DeLeo. "This announcement shows that when we work together everyone benefits - most importantly the students of our state."

Statewide, leadership teams in more than 250 districts and charter schools, more than two-thirds of the state, agreed to implement the initiatives outlined in the state's RTTT application. In all, these Local Education Agencies represent 72 percent of K-12 students across the Commonwealth and 86 percent of the state's low-income students.

Each of these communities have committed to participating in efforts to:

- Develop and retain an effective, academically capable, diverse and culturally competent educator workforce.
- Develop curricular and instructional resources that support educator effectiveness with all students.
- Concentrate great instruction and supports for educators, students and families in our lowest performing schools.
- Increase our focus on college and career readiness for all students.

In January, Governor Patrick signed historic legislation that will turnaround underperforming schools, promote innovation and choice and eliminate achievement gaps that persist despite the successes of the state's landmark Education Reform Act of 1993. The law expands supports for students and schools needing the most help, and represents a major part of the Governor's education reform agenda designed to give all children the chance they deserve to succeed.

"After the successful passage of the Education Reform Act this year I feel very confident that Massachusetts is in a fantastic position to be eligible for Race to the Top Funds," said Senator Robert O'Leary, Senate Chair, Joint Committee on Education. "This announcement today reaffirms my belief that the reforms we passed in January will make our state stronger educationally and better serve all of our students in the long run."

"I am delighted that Massachusetts is a finalist for Race to the Top funding," said Representative Marty Walz, House Chair, Joint Committee on Education. "This designation recognizes the strong commitment we have made to closing our achievement gap and providing high quality education for all students."

The other finalists are Colorado, Delaware, Florida, Georgia, Illinois, Kentucky, Louisiana, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina and Tennessee and Washington, D.C.

Massachusetts' full Race to the Top application is posted at <http://www.doe.mass.edu/arra/?section=2>.

GOVERNOR PATRICK, CONGRESSIONAL DELEGATION ANNOUNCE MASSACHUSETTS SECURES \$250 MILLION IN RACE TO THE TOP FUNDING

Massachusetts scores highest of 10 winners; Governor will use funds to implement landmark reforms to turn around underperforming schools, promote innovation



Governor Patrick offers remarks on Massachusetts securing \$250 million in Race to the Top funding.
(Photo credit: Matt Bennett/Governor's Office)

BOSTON - Tuesday, August 24, 2010 - Governor Deval Patrick, members of the congressional delegation and state legislative leaders today announced that Massachusetts is one of 10 award recipients in the federal Race to the Top competition and will receive \$250 million over the next four years to implement landmark reforms in public education. The Commonwealth's application received the highest score among the winners, which, in addition to Massachusetts, are Washington, D.C., Florida, Georgia, Hawaii, Maryland, New York, North Carolina, Ohio and Rhode Island.

"This is a momentous day for our students, our teachers and our future," said Governor Patrick, who traveled to Washington, D.C. on August 10th to advocate for the state's proposal. "This is further confirmation of our leadership in education reform. And though our kids top the nation in student achievement, these resources will help us reach those we have not reached, the kids stuck in the achievement gap."

The cornerstone of the Massachusetts Race to the Top application is the Governor's Achievement Gap Act of 2010. The most sweeping education reform legislation since the landmark Education Reform Act of 1993, Governor Patrick's bill, which he signed into law in January, provides new and more immediate opportunities to turn around underperforming schools and close achievement gaps, expand access to successful charter schools and authorize new Innovation Schools to provide greater choice for students and their families.

"We've had the talent, commitment and the dedication, and now we have the funding we need to dramatically improve every student's educational experience," said Lieutenant Governor Timothy Murray. "Race to the Top will bolster our actions to transform schools and ensure every student has access to an excellent education."

Thirty-five states and the District of Columbia applied for the groundbreaking \$4.35 billion reform grant in the second phase of the competition, and Massachusetts was one of 19 finalists selected last month. Governor Patrick led a delegation of state officials to Washington, D.C. to present the state's proposal and discuss in detail how the funding will be utilized to implement strategies to increase educator effectiveness, turn around underperforming schools and ensure every student has access to high quality instruction tied to high standards and expectations.

"The hits keep on coming, and we're keeping our eye on the prize which is winning more resources for Massachusetts to support reform," said Senator John Kerry. "Our entire congressional delegation pulled together with the Governor and the legislature to advance our state's application and we are proud to see Massachusetts go all the way and win the Race to the Top."

"Massachusetts has always been a leader in providing a quality public education to children who live in the state. We have the best teachers and school administrators. That is why today's important announcement should come as no great surprise. These federal funds will help implement reforms that will ensure that our students remain the best and the brightest," said Congressman Richard E. Neal.

"Every student should have access to a quality education and, at a time of state budget shortfalls and ongoing economic challenges, Race to the Top funds will provide local school districts with critical resources to make further improvements to the state's already first-class education system," said Congressman John F. Tierney. "I look forward to continuing to work in partnership with the Commonwealth to help move Massachusetts schools forward."

"Today's announcement that Massachusetts has been chosen as a winner in Phase II of the Department of Education's Race to the Top competition reaffirms the Commonwealth's strong commitment to leading the way in setting high educational standards," said Congressman William Delahunt. "It is a testament to

the hard work of Governor Patrick and his Administration in aggressively pursuing this funding and I am pleased to join today in recognizing the hard work of our students, parents, teachers and administrators."

"This is wonderful news for our schools and communities and I congratulate all those whose hard work and dedication made this possible," said Congressman Stephen F. Lynch. "Massachusetts has some of the highest educational standards in the country and I am proud that these funds will be used to implement reforms that will further improve our schools."

"Massachusetts' selection for Race to the Top funding is a testament to the excellent and innovative education reform proposals that Governor Patrick and education leaders from across the Commonwealth have put forward," said Congresswoman Niki Tsongas. "This significant award of federal dollars will help eliminate achievement gaps and improve troubled schools so that every child in Massachusetts has the opportunity to succeed."

"Massachusetts is already ahead of the nation in education, but we should never rest on our laurels," said Senate President Therese Murray. "Today's great news is the latest example of our ongoing commitment to always do the best for our schools and our students. Along with recent education reform legislation and continuing high expectations, this funding will help us reach even higher marks for quality education and success for all students."

"Thanks to our passage of landmark education reform legislation designed to narrow our unacceptable achievement gap and promote accountability and innovation in our schools, we have positioned our state to receive the much-needed federal dollars that were announced today," said House Speaker Robert A. DeLeo. "As we seek to ensure that every child in Massachusetts receives a world class education, these Race to the Top funds will be instrumental in providing each and every student across the Commonwealth with the education they deserve."

Massachusetts earned the top score in Phase II of the competition with a total of 471 points, which is also higher than the two states selected for funding in Phase I.

The successful Massachusetts proposal includes strategies to:

- Attract, develop and retain an effective, academically capable, diverse and culturally competent educator workforce to ensure every student is taught by a great teacher and every school and district is led by a great leader;
- Provide curricular and instructional resources to equip every educator with the tools necessary to promote and support student achievement;
- Concentrate great instruction and supports for educators, students and families in the lowest performing schools and districts to create the conditions needed for improved student achievement; and
- Increase dramatically the number of students who graduate from high school ready for college and career.

Large, small, urban, suburban and rural districts from across the Commonwealth - more than two-thirds of the state - agreed to implement the initiatives outlined in the state's RTTT application. In all, these 275 participating communities and schools represent 74 percent of K-12 students across the Commonwealth and 88 percent of the state's low-income students.

"This was an incredibly competitive process, and I am thrilled to have Massachusetts selected," said Elementary and Secondary Education Commissioner Mitchell Chester. "This funding is going to allow us to implement reforms, innovations and improvements that will benefit every single child in the Commonwealth. We have a lot of work ahead, and I cannot wait to get started."

"Race to the Top will allow Massachusetts to fund the reform strategies that we know will make a difference for students," said Education Secretary Paul Reville. "Our sharp focus on improving instruction, increasing the use of student data and expanding supports for both teachers and students position us well to take the next big step in education reform."

"This is outstanding news for the Commonwealth," said Tom Scott, executive director of the Massachusetts Association of School Superintendents. "Race to the Top will allow us to bring together our teachers, principals, superintendents and school committees as key partners in designing improved education opportunities for our students, and will lead to improved educational opportunities across the state."

"I believe that we will look back on this award as the real stimulus of 2010," said Glenn Koocher, Executive Director of the Massachusetts Association of School Committees. "This will revolutionize the way we promote teaching and learning as well as the way we implement standards of curricula and accountability for educators and public policy makers."

"I'm proud of the work that went into this winning proposal," said Paul Toner, President of the Massachusetts Teachers Association. "A great deal of effort was made to ensure that all key stakeholders in our public schools, including our teachers, collaborated on the final application. One of the most important elements of our proposal is a system that measures the value of a teacher's work by a broad range of indicators - not just an arbitrary test score. I'm hopeful that the additional resources and funding from the Race to the Top program will allow our public school educators to expand on the great work that they are already doing every day in their classrooms."

"This award will give schools and districts the resources and direction they need to prepare every child for success in college, career and citizenship," said Massachusetts Business Alliance for Education Chairman Robert Richardson, East Coast Education Manager for Intel Massachusetts.

"This designation is about more than much-needed funding - it recognizes that Massachusetts is serious about maintaining high standards, turning around low performing schools and creating a human capital system that ensures we have the very best teachers in all of our classrooms," said Linda Noonan, Executive Director of the Massachusetts Business Alliance for Education.

"The Progressive Business Leaders Network (PBLN) is proud that Massachusetts is a winner in the national Race to the Top competition," said Executive Director Andy Tarsy. "PBLN congratulates US

Secretary of Education Arne Duncan for the vision behind this competition as well as Governor Deval Patrick and the extraordinary coalition we are proud to be part of in Massachusetts. Massachusetts earned this victory by putting the needs of the children above all else. This is a victory for innovation and excellence, a victory for the economy and a victory for all students."

"This is a great day for Massachusetts and there is no question that the funds are urgently needed," said Paul Grogan, President of The Boston Foundation. "But it also represents confirmation at the highest level that Massachusetts is in the vanguard of K-12 education reform nationally. We at the Boston Foundation are particularly grateful to all of the members of the Race to the Top Coalition and the crucial role that it played in the passage of education reform legislation and in turn it played in getting the Race to the Top funding."

Massachusetts was also selected as a finalist in Phase I of the competition, but did not receive an award when only two states out of the 41 who applied, Tennessee and Delaware, were selected for funding earlier this year. Prior to submitting the Phase II proposal, state officials worked closely with teams of educators, administrators, business leaders and other stakeholders to evaluate, strengthen and sharpen the focus of the state's application. The enhanced proposal focused on results over process, clarified how students and teachers will benefit from the initiatives and strategies and clearly defined how the state's public school system will be improved over the next four years.

Massachusetts' full Race to the Top application is posted at <http://www.doe.mass.edu/arra/default.html?section=2>

PATRICK-MURRAY ADMINISTRATION ANNOUNCES NEW STRATEGIES TO ENHANCE STATE'S ECONOMIC AND EDUCATION FUTURE IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATH

Lieutenant Governor Murray highlights plans at the 7th Annual STEM Summit; Summit attracts hundreds of educators, business leaders and community partners

STURBRIDGE - Tuesday, September 28, 2010 - Building on the Patrick-Murray Administration's commitment to maintaining the Commonwealth's position as a national leader in education, Lieutenant Governor Timothy P. Murray today outlined the state's first ever strategic plan for tying economic development to educational enhancement in the fields of Science, Technology, Engineering and Math (STEM). The Lieutenant Governor also highlighted funding awarded to Massachusetts that will support STEM initiatives during the 7th Annual STEM Summit in Sturbridge.

"Our best resource as a state is our people and our best way forward is through a highly motivated and well-prepared workforce ready to tackle the challenges of the 21st century," said Governor Deval Patrick.

"Massachusetts is a worldwide leader in STEM but we must keep making progress to ensure our students are prepared for the jobs of the future. Today's announcements will ensure we maintain our leadership."

After Governor Deval Patrick signed Executive Order 513 on October 14, 2009 creating the Governor's STEM Advisory Council, Lieutenant Governor Murray charged the Council with creating a comprehensive plan to strengthen STEM by teaming with education and business leaders to develop a series of strategies that will increase student interest in STEM, training for teachers and new opportunities for learning in STEM areas.

"I hear all the time from students and their teachers as well as from our top business leaders that a sharp focus on STEM education is the key to our current and future success," said Lieutenant Governor Murray, Chair of the Governor's STEM Advisory Council. "We are the home to cutting edge companies and top notch public schools but we know that we must continue and increase our efforts to ensure innovation can thrive in the Commonwealth."

Students in Massachusetts lead the nation in academic performance on the National Assessment of Educational Progress (NAEP), SAT and ACT exams. Massachusetts 8th graders tied for first in the world in science on the 2007 Trends in International Mathematics and Science Study.

Despite these successes, the rate of Massachusetts students who want to study the STEM fields in college ranks below the national average. According to the Donahue Institute at the University of Massachusetts, a key stakeholder and organizer of the annual STEM Summit, students in schools with

higher STEM performance indicated less interest in continuing their studies than those in lower performing schools.

"As we move forward in these challenging budgetary times, STEM educational development is a top priority," said Education Secretary Paul Reville. "We have jobs to grow, achievement gaps to close and the challenge of inspiring our students to embrace the STEM fields which are so rapidly becoming vital to our society and to our economy."

"STEM education has become increasingly important as a means of ensuring economic security for the Commonwealth and for the nation. In Massachusetts, our top industry sectors each create high demand for well educated people in the full array of STEM fields. And, these careers are rewarding - often paying higher salaries and providing desirable career ladders," said Dr. Jack M. Wilson, President of the University of Massachusetts. "Governor Patrick and Lieutenant Governor Murray have made STEM education a top priority, understanding that facility in this area will open career doors for young people across the Commonwealth and is crucial to our state's ability to compete and to win in the global knowledge-based economy. Lieutenant Governor Murray has chaired the Administration's STEM council and has provided leadership that will provide enormous benefits to the Commonwealth and its citizens. The STEM Plan provides a critical roadmap and will lead us to greater success in an area that will help to define our future."

The STEM plan, known as "A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education," includes recommendations in five areas:

1. Increase Student Interest in STEM 10 percentage points to surpass the national average.
2. Increase the percentage of all students scoring proficient or advanced on the MCAS Math, Science, Technology and Engineering Assessments, with specific benchmarks established to track improvement.
3. Increase the percentage of students who demonstrate readiness for college-level study in STEM fields by setting the ambitious goal of having all high school students take four years of math and at least three years of science by 2016.
4. Double the number of bachelor degrees in STEM majors earned by students from Massachusetts High Schools by 2016.
5. Increase both the number and the percentage of STEM classes in our public schools that are led by effective and passionate STEM educators.

As a result of the STEM Advisory Council's work over the last year, the Patrick-Murray Administration has helped to form partnerships with key stakeholders that have led to funding support for STEM education as the Commonwealth builds a strong foundation for future academic success.

Today, in addition to announcing the Commonwealth's STEM plan, Lieutenant Governor Murray also highlighted:

- \$6 million that will be directed to STEM from the Massachusetts Race to the Top award. The creation of the STEM Council within the Executive Branch was recognized by the U.S. Department of Education as one of the reasons Massachusetts' Race to the Top application received a 100% score on the STEM component.
- \$2.5 million in funding to vocational and technical schools, community colleges and workforce training programs in Massachusetts provided by the Massachusetts Life Science Center's new Equipment and Supplies Program. Funding is intended to purchase equipment and supplies for life science skills training and education, and will be matched by industry sponsors in the Commonwealth, with the total potential for up to \$5 million in funding.
- \$50,000 in planning grants to implement the plan as a part of the new partnership between the Governor's STEM Advisory Council, the National Governors Association Center for Best Practices (NGA Center) and Innovate+Educate. Over the next year, the NGA Center and Innovate+Educate will work closely with the Governor's STEM Advisory Council and state agency staff to strengthen STEM education through the sharing of best practices and through leveraging industry investments, which will highlight Massachusetts as a leader in strengthening STEM education.

"One of the most common concerns that I hear from leaders in the life sciences industry is the need for skilled workers, such as lab technicians and individuals with training in biomanufacturing," said Dr. Susan Windham-Bannister, President & CEO of the Massachusetts Life Sciences Center. "By matching funding from industry partners for lab equipment, we can better prepare students and retrain workers for jobs in the life sciences. These jobs require great skill, but not a Bachelor's or more advanced degree."

Attended by hundreds of educators from early childhood, elementary and secondary and higher education as well as partners in workforce training, economic development, the private sector and community organizations, the STEM summit provides the opportunity to focus on the state's progress and the need for improvement in expanding interest in and opportunity for growth in the STEM fields.

"Investing in human and intellectual capital is a key component of the Roundtable's strategy to improve the state's long term economic vitality," said Alan Macdonald, Executive Director of the Massachusetts Business Roundtable, an organization of leading business executives that has made STEM a priority through the release of Tapping Massachusetts' Potential: The Massachusetts Employers' STEM Agenda report. "The statewide STEM plan provides an exciting blueprint and challenge to all of us to ensure that Massachusetts is producing a pipeline of workers who can think creatively, innovate, and lead our economy to the forefront of global competitiveness. Thanks to the leadership of Governor Patrick and Lieutenant Governor Murray, in conjunction with a wide variety of STEM stakeholders, this Administration has responded to a long-awaited call to strengthen STEM education in Massachusetts."

To learn more about the Governor's STEM Advisory Council, to read "A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education", and for a complete listing of council members, please visit: <http://www.mass.gov/governor/stem>.

MASSACHUSETTS TO SERVE AS A NATIONAL MODEL FOR STEM EDUCATION INITIATIVES

Patrick-Murray Administration's leadership and long-term planning lauded

BOSTON - Tuesday, March 1, 2011 - Lieutenant Governor Timothy P. Murray today announced that Massachusetts will serve as a national model for Science, Technology, Engineering and Math (STEM) education initiatives as national organizations look to further implement STEM education programming in schools across the country. Joined by the National Governors Association (NGA) Center for Best Practices, Innovate + Educate, an education partnership organization, signed a Memorandum of Understanding (MOU) with the Patrick-Murray Administration this afternoon that will make Massachusetts the first of many states for these groups to work with in the coming year.

"Massachusetts is honored to answer the call to serve as a national model for building successful partnerships between education and industry," said Governor Deval Patrick. "Our ability to build and maintain a strong economy is directly linked to our ability to educate our students and employing powerful partnerships is critical to that work."

"The STEM fields in Massachusetts are contributing to a thriving local economy and a vibrant education system," said Lieutenant Governor Murray, who chairs the Governor's STEM Advisory Council. "Through the work of the STEM Council, we appreciate the support of the NGA Center for Best Practices, and look forward to our continued partnership with Innovate + Educate to serve as a national model as we work to ensure all students in the Commonwealth have an equal opportunity to gain the skills and knowledge to succeed."

The Lieutenant Governor made today's announcement during the NGA Center for Best Practices, and Massachusetts Governor's STEM Advisory Council's Public-Private Partnership Forum in Boston, where national and state business leaders gathered to discuss how business and industry can best support the implementation and sustained success of Massachusetts' STEM education plan. In addition to the MOU between Innovate + Education and the Patrick-Murray Administration, the NGA Center for Best Practices will work with the Governor's STEM Advisory Council to convene a range of stakeholders from across leading STEM states to engage in cross pollination of effective practices. The NGA partnered with Innovate + Educate to provide support for the implementation of Massachusetts' STEM plan.

At the Commonwealth's 7th Annual STEM Summit in September 2010, Lieutenant Governor Murray released the state's first ever strategic plan for tying economic development to educational enhancement in the STEM fields. The STEM Plan includes a set of five measurable goals and outlined new sources of funding and support. Among the resources announced was a \$50,000 investment from Innovate + Educate, a non-profit organization led by top industry across the country, working to serve as a broker of industry investments across STEM education. Led by top companies that invest in STEM education,

Innovate + Educate is focusing on the return on investment by industry in their support of state STEM plans.

Jamai Blivin, President and CEO of Innovate + Educate stated, "Innovate + Educate is pleased to see the industry leaders here today from across Massachusetts as well as representation from our national board companies and NGA Center for Best Practices Corporate Fellows here today. We believe that Massachusetts is a critical partner to advancing our efforts across states for aligning top industry to advance STEM education. Massachusetts' work on their STEM vision for all students is a great example for other states."

The five goals as presented by the STEM Advisory Council's plan include increasing student interest in STEM education, increasing the percent of students scoring proficient and higher on statewide exams in STEM, increasing the percent of students who demonstrate readiness for college-level work in STEM, doubling the number of bachelor degrees in STEM majors earned by Massachusetts high school students and increasing the number of STEM educators with deep content knowledge and brimming passion for the fields.

The Council also noted that building successful partnerships with local employers was vital to the successful implementation of the initiatives outlined in the plan to ensure students are acquiring the content knowledge and real-world skills necessary to access gainful employment.

"We are urgently working to increase interest in and access to the valuable STEM fields to all of our students," said Education Secretary Paul Reville. "Enhancing partnerships between employers and educators will ensure our students are motivated and prepared for the rigors of our knowledge economy."

"Massachusetts has one of the most highly skilled, innovative and entrepreneurial workforces in the world, and support for STEM education is key to ensuring we maintain that leadership position in the growing innovation economy," said Secretary of Housing and Economic Development Greg Bialecki.

To learn more about the Governor's STEM Advisory Council, to read "A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education", and for a complete listing of council members, please visit: <http://www.mass.gov/governor/stem>.

GOVERNOR PATRICK VISITS FIRST INNOVATION SCHOOL IN BOSTON

Visit underscores Administration's work in closing achievement gaps through flexibility, innovation in education



Governor Patrick visits with students and teachers at the Roger Clap Innovation School to highlight efforts to close the achievement gap. (Photo: Matt Bennett/Governor's Office)

BOSTON - Tuesday, September 13, 2011 - Governor Deval Patrick today welcomed students back to school at the Roger Clap Innovation School in Dorchester, Boston's first Innovation School, to highlight the Innovation School model as a successful tool in helping close achievement gaps in communities across the Commonwealth.

Governor Patrick has named closing the achievement gap as one of his second-term priorities and today's visit is part of a series of events the governor and Education Secretary Paul Reville will be participating in over the next two months to demonstrate the Administration's progress on this front.

"Innovation Schools give educators the tools they need close achievement gaps and create an environment where every student can access a high quality education," said Governor Patrick. "I want to thank the team here at Roger Clap for being willing to try some new things with us in education, and look forward to many more Innovation School proposals to come here in Boston."

The Roger Clap Innovation School is a newly reopened K-5 school with a mission of ensuring that every

student, regardless of socio-economic, linguistic or academic history, is educated to the highest level through a rigorous and comprehensive curriculum. The school was among 10 schools in the Boston Public School system slated to be closed last year, but through strong community support has been approved to re-open this year as an Innovation School under new leadership and staff.

The school will use its innovation model to extend the school day by thirty minutes, increase professional development prior to the start of the school year, provide language instruction in Mandarin to all students and increase academic rigor by using the BPS advanced work curriculum for all of its 4th and 5th grade students. Additionally, the school will create a strong governing board comprised of the school principal, teachers, parents, community leaders, business and university partners who will deliberate on school policies and procedures, including principal evaluation.

The Administration also recently awarded the Roger Clap a \$50,000 Innovation School Implementation Grant to train teacher leaders on a variety of student assessment techniques that will help support the school's more demanding curriculum.

"Innovation Schools are a signature feature of the governor's nation-leading education reform agenda, providing every district with the tools to deliver creative strategies that improve learning outcomes for all students and reduce achievement gaps," said Secretary Reville. "I applaud Mayor Menino, Superintendent Johnson and the entire Roger Clap School community for pioneering an Innovation School model that holds enormous promise for our students and our future."

The Innovation Schools Initiative is a signature component of the Patrick-Murray Administration's education reform efforts and was authorized as part of the Achievement Gap Act of 2010. Innovation Schools provide educators, and a wide range of community stakeholders, the opportunity to create in-district schools that operate with greater autonomy and flexibility while keeping school funding within districts. These schools can implement creative and inventive strategies related to curriculum, budget, school schedule and calendar, staffing, professional development, and school district policies to improve learning outcomes for all students and reduce achievement gaps.

"As part of the educational reform legislation passed last January, the Roger Clap School and its innovation concept is the first in our city," said Senator Jack Hart. "This school will provide the foundation for our students so that they may compete as adults in our World's innovative economy."

"With the Roger Clap School initially slated for closure last year, I am delighted that it was chosen to be an Innovation School," said Representative Nick Collins. "Despite the challenges that lie ahead, I am looking forward to a successful 2011-2012 school year at the Clap."

"I am thrilled to finally see the fruits of a collaborative effort that saw our state adopt the comprehensive Education Reform Act in 2010 and win coveted Race to the Top funds from the federal government," said Representative Linda Dorcea Forry. "I look forward to watching and evaluating the progress of this first Innovation School in Boston."

Innovation Schools are approved by local school committees through a collaborative process that invites

community and school stakeholders to engage in solving their communities particular issues by taking advantage of the flexibilities and autonomies afforded to Innovation Schools. These schools have been established at the elementary, middle and high school levels, and range from new or converted schools, to programs within an existing school.

Many Innovation Schools are organized around specific themes like Science, Technology, Engineering and Math (STEM), dual language instruction, International Baccalaureate (IB) programs, alternative education opportunities including dropout prevention and dual enrollment at community colleges, virtual platforms and wraparound services. Several of these schools also operate with non-traditional schedules that significantly increase instructional time for students and professional learning opportunities for educators. There are currently 18 operating Innovation Schools located across the state.

Governor Patrick, State Education Officials Celebrate First Year of Race to the Top Initiative

MARLBOROUGH – Wednesday, September 28, 2011 – Governor Deval Patrick and state education officials today celebrated the accomplishments of the first year of the state's Race to the Top (RTTT) initiative at the Science, Technology, Engineering, and Mathematics (STEM) Early College High School in Marlborough.

In August 2010, Massachusetts was awarded \$250 million from the U.S. Department of Education, receiving the highest score of any applicant in the national RTTT competition. Massachusetts will receive this funding over four years, through academic year 2013-2014, to bolster the Administration's efforts to increase educator effectiveness, turn around underperforming schools and provide educators with the tools they need to ensure that all students are prepared for college and career.

"Race to the Top is providing critical support to our statewide reforms aimed at closing achievement gaps and ensuring that all children have access to a world-class education," said Governor Patrick. "The progress we have made to date is a direct reflection of the commitment and support of our federal, state and local partners, and I look forward to building upon the successes of the first year to see continued improvement for all children."

"All students deserve an opportunity to achieve academic excellence, and Race to the Top is helping to provide a high quality education for every student," said Lieutenant Governor Timothy Murray, Chair of the Governor's STEM Advisory Council. "This initiative is also providing schools with resources to engage students in STEM fields so our youth can be more competitive and prepared for the growing, innovative economy and workforce."

"The educators, administrators, parents and kids at Whitcomb Middle School have set the bar high and that's what Race to the Top is all about. Principal Murphy and Assistant Principals Pantazopoulos and Labbe have launched the kind of innovative learning that strengthens the entire community. We need to be their partners and advocates in Washington, and that's an effort I'm proud to keep pushing," said U.S. Senator John Kerry.

In its first year, RTTT has already proven successful in spurring several of the Administration's key education reform initiatives including Innovation Schools, which give schools an array of flexibilities to improve learning outcomes for all students and reduce achievement gaps, and Wraparound Zones, which help address non-academic and out-of-school learning barriers, while maximizing teaching and learning time to allow educators to focus on raising student achievement. These initiatives, along with other critical supports provided in the Administration's Achievement Gap Act of 2010, have placed schools in the 258 participating districts, and beyond, on a pathway for success.

"We are proud of our accomplishments so far," said Education Secretary Paul Reville. "The Race to the Top initiatives are having significant and positive impact on teaching and learning across the state, and we will continue to work hard for the next three years of the program."

"We made significant progress on many of the goals set forth in our winning Race to the Top application, and have set the groundwork for even more rapid implementation," said Elementary and Secondary Education Commissioner Mitchell Chester. "Our goals are ambitious and bold, but achievable. Most importantly, this is work that is worth doing."

Among the primary objectives of the Commonwealth's RTTT plan and the Administration's Achievement Gap Act are increasing college and career readiness for all students; attracting, developing and retaining a highly effective educator workforce; and turning around the state's lowest performing schools.

Progress in each of these areas has been demonstrated through:

- Adoption of the Common Core Standards in July 2010 and adoption of new Curriculum Frameworks in English Language Arts, Math and pre-K standards which are now being implemented in schools across the state;
- Establishment of 18 Innovation Schools across the state, the majority of which have received planning and implementation grants through RTTT funds;
- Adoption of groundbreaking regulations regarding the evaluation of teachers and principals;
- Launch of a superintendent induction program to develop and coach emerging education leaders;
- Allocation of RTTT funding to the state's six Readiness Centers that will provide and coordinate professional development opportunities and increase coherence across the public education system;
- Establishment of STEM Early College High Schools (the Marlborough STEM Early College High school is one of six to be established); and the
- Implementation of aggressive and creative intervention strategies in the state's Level 4 schools, many of which are now showing tremendous gains in MCAS scores.

Over the next three years, the Administration will work in close partnership with federal, state and local leaders to continue leveraging the excitement and collaboration with educators and other stakeholders to achieve the Commonwealth's ambitious and nation-leading education reform agenda.

"It is of critical importance that we prepare our middle school students for the high school curriculum, and ultimately, a college education. In an increasingly competitive world, focusing on STEM education gives our students the best opportunities to succeed. I am pleased that the Commonwealth, and especially Marlborough, is leading the way," said Representative Steven L. Levy.

"Here at the ground level, we can demonstrate the state's valuable function in implementing the goals of Race to the Top. This collaboration is evident today as Marlborough highlights new opportunities for student engagement, achievement and readiness," said Mayor Nancy Stevens.

"Marlborough is fortunate to have developed strong partnerships with local industry and to have received Race to the Top program assistance to help fund our STEM Early College High School effort," said Marlborough Superintendent Anthony Pope. "The heightened awareness of science, technology, engineering and mathematics literacy has given us the opportunity to draw from these partnerships and collaborate with Framingham State University to create an innovative design that enriches students' STEM experiences and their pursuit of STEM careers. The dual enrollment with Framingham State will enable these students to receive up to 16 college credits, well on their way to a college STEM degree and career."

The Marlborough STEM Early College High School was developed by district officials in the 1LT Charles W. Whitcomb Middle School this fall for students entering grade 6 at Whitcomb and grade 9 at Marlborough High School. Additional grades will be added each year until the school reaches 6-12. The Marlborough STEM Early College High School will integrate project-based learning experiences and personalized portfolio assessment with community involvement and internships in STEM-related careers. Students at Marlborough STEM will also have the opportunity to earn up to 16 college credits through Framingham State University while they are still in high school.

For more information on the Commonwealth's Race to the Top plan, visit <http://www.doe.mass.edu/rttt/>

Massachusetts Submits Race to The Top - Early Learning Challenge Proposal

Plan outlines comprehensive strategies to ensure all children have access to high quality early education services

BOSTON – Wednesday, October 19, 2011 - Massachusetts Education Secretary Paul Reville and Department of Early Education and Care Commissioner Sherri Killins today announced that the Commonwealth has submitted its application for the Race to the Top – Early Learning Challenge, a \$500 million national competition sponsored by the U.S. Departments of Education and Health and Human Services to encourage states to develop bold and comprehensive plans for improving the quality of early learning programs across the nation.

The Commonwealth's proposal, *From Birth to School Readiness: Massachusetts Early Learning Plan, 2012-2015*, will advance the Patrick-Murray Administration's goal of ensuring that all children, particularly high-needs children, have access to quality pre-K education that will put them on an early path to success; and builds on the Administration's efforts to build a more aligned, statewide early learning and development system. Massachusetts is eligible for \$50 million in federal funding under the Early Learning Challenge.

"We are deeply committed to providing our pre-K children with access to the types of high-quality, educational and developmental experiences they will need to succeed in school and beyond," said Secretary Reville. "Our application lays out some exciting new strategies to achieve that goal, and continues our efforts to remain a national leader in student achievement and education reform."

The plan includes bold, comprehensive and creative strategies that will improve child outcomes in Massachusetts. Key strategies include:

- Enhance the quality of all early education programs in the state by securing universal participation in the Massachusetts tiered Quality Rating and Improvement System (QRIS), a definition of quality and standards designed to elevate the quality of care in state early care and education systems and to ensure growth as children develop.

- Implement early learning and development standards, including the creation of English Language Development standards for birth to age five.

- Create the Massachusetts Early Learning and Development Assessment System (MELD) from

birth to grade three by expanding screening for children and developing a common tool for a kindergarten entry assessment (in its first year, 17,500 kindergarten students or 26% of statewide enrollment could be assessed by an estimated 874 teachers or 29% of the kindergarten workforce)

Increase culturally and linguistically appropriate engagement with parents, families, and community members regarding literacy, universal child screening, and other statewide priorities.

Provide essential support to early educators and enhance their effectiveness (especially for educators whose home language is not English) by providing educational opportunities and targeted professional development opportunities.

Create greater alignment between early education and grades K-3 to promote healthy child development.

The Massachusetts Early Learning Plan supports the Administration's commitment to creating a comprehensive, child-centered education system extending from birth to post-secondary studies, one that is necessary for students to be ready for success in the 21st century. This proposal serves as a blueprint for the next phase of early learning and development efforts across the state.

"Massachusetts' Early Learning Plan is an aggressive action agenda that builds upon the strong foundation of our statewide early education and care system and will result in greater integration of state and local resources that supports the growth of high needs children starting at birth through age five," said Department of Early Education and Care Commissioner Sherri Killins. "By strengthening successful activities including workforce development and scaling up new promising initiatives such as the Massachusetts Early Learning and Development Assessment System, we will help to build a more prosperous future for the Commonwealth and our nation. Massachusetts has made significant progress so far, and the RTTT-ELC program will give us the chance to expand and accelerate our work."

State applications for the Race to the Top – Early Learning Challenge were due today, and grant awardees are expected to be announced no later than December 31, 2011.

MASSACHUSETTS STUDENTS EARN TOP SCORES ON NATION'S REPORT CARD FOR FOURTH CONSECUTIVE EXAM YEAR



Governor Patrick visits Cobbet Elementary School to make an announcement relative to National Assessment of Education Progress (NAEP) scores. (Photo: Matt Bennett/Governor's Office)

LYNN – Tuesday, November 1, 2011 – Governor Deval Patrick today announced that Massachusetts 4th and 8th graders lead the nation in reading and mathematics performance on the National Assessment of Educational Progress (NAEP) exam. This is the fourth NAEP test in a row in which Massachusetts students have scored first or tied for first place.

According to the 2011 NAEP results, Massachusetts students ranked first alone among states in 4th grade reading and in 8th grade mathematics, and tied for first in 4th grade math and 8th grade reading. Massachusetts 4th graders scored higher in reading since the last test in 2009, and scores held steady for 4th graders in mathematics and for 8th graders in reading.

“These promising results reaffirm our position as a national leader in education,” said Governor Patrick. “I am extremely proud of the work our students and teachers put in to achieve these results and remain committed to ensuring that every child is prepared for success in the classroom and beyond.”

"These NAEP results reflect the hard work of Massachusetts students and teachers," said Lieutenant Governor Timothy Murray. "With Massachusetts once again ranking as a national leader in reading and math performance, we remain committed to providing our students with skills to succeed now and in the future."

Governor Patrick, Executive Office of Education Secretary Paul Reville, Department of Elementary and Secondary Education Commissioner Mitchell Chester and other state officials today celebrated the announcement with students and teachers at the Cobbet Elementary School in Lynn.

"NAEP sets a very high bar, as we do here in Massachusetts, and I am proud that our students have held their performance since last time – and even improved in grade 4 reading," said Commissioner Chester. "Our overall performance is a reflection of the high expectations and smart work by students and educators across the Commonwealth. At the same time, we have much work to do before all student groups enjoy a high level of success."

Overall, Massachusetts 4th graders had an average scaled score of 237 in reading, higher than in 2009 (234) and above the national average of 220. In mathematics, 4th graders scored 253, holding steady since 2009 (252) and higher than the national average of 240. At grade 8, Massachusetts students scored 275 in reading, holding steady since 2009 (274) but higher than the national average of 264. In mathematics, 8th graders scored 299, the same as in 2009 and higher than the national average of 283.

"These remarkable results are further proof that engaged students and talented teachers can produce and sustain high levels of achievement," said Secretary Reville. "Now, more than ever, we must accelerate our efforts to help every student reach proficiency and higher."

NAEP, known as "The Nation's Report Card," is the only nationally representative and continuing assessment of student knowledge in core subjects. NAEP assesses representative samples of students in all 50 states every two years and reports state-level results at grades 4 and 8. In Massachusetts, 10,000 students were randomly selected at grade 4 to take a NAEP reading or mathematics test, and 7,400 students were randomly selected at grade 8 to take a reading, mathematics or science test. Grade 8 NAEP science results will be released in spring 2012. The scale for NAEP reading and mathematics ranges from 0 to 500.

Over the past two decades, African American and Hispanic students in Massachusetts have made particularly significant strides on the NAEP exams. In 2011, Hispanic students scored an average of 216 in Grade 4 Reading, a 20-point increase since 1992 that narrowed the gap with white students during that time from 34 to 27 points. Likewise in mathematics, Hispanic students made a 39-point gain since 1992 at grade 4 (from 197 to 236) and a 34-point gain at grade 8 (from 239 in 1992 to 273 in 2011). Over that time, the gap between Hispanic and white students closed in mathematics from 34 points in 1992 to 22 points in 2011 at grade 4; and from 38 points to 31 points at grade 8.

African American students increased their scale score in math by 40 points at grade 4 between 1992 and 2011, and by 34 points at grade 8. Over that time, the gap between African American and white students narrowed in mathematics from 36 points in 1992 to 24 points in 2011 at grade 4; and from 34 points to 29 points at grade 8.

Massachusetts continues to lead the nation in student achievement and education reform efforts. Recognizing that there is more to be accomplished ahead, Governor Patrick has named closing the achievement gap as a top priority for his second term. Since the Achievement Gap Act was signed by Governor Patrick in 2010, the Administration has been working on several fronts to implement the tools and flexibilities outlined in that plan to ensure that all students are prepared for success in school and beyond.

Other results for Massachusetts students include:

Grade 4 Reading:

- 50 percent of all Massachusetts students scored Proficient or above, substantially higher than the national average of 32 percent and higher than in 2009 (47 percent).
- In 2011, white students in Massachusetts scored 243, Asian/Pacific Islander students scored 243, African American students scored 216 and Hispanic students scored 216.
- 59 percent of white students scored Proficient or above, as did 56 percent of Asian/Pacific Islander students, 24 percent of African American students and 23 percent of Hispanic students.
- Massachusetts' female students at grade 4 outperformed male students in reading both in terms of scaled scores (239 to 234) and the percent scoring Proficient or above (54 percent to 47 percent).
- The performance of students with disabilities (213), English language learners (204), and students eligible for free or reduced price lunch (218) did not change significantly between 2009 and 2011.

Grade 8 Reading:

- 46 percent of all Massachusetts students scored Proficient or above, significantly higher than the national average of 32 percent and compared to 43 percent in 2009.
- In 2011, Asian/Pacific Islander students in Massachusetts scored 288, white students scored 282, African American students scored 255 and Hispanic students scored 248.
- 61 percent of Asian/Pacific Islander students scored Proficient or above as did 53 percent of white students, 20 percent of African American students and 18 percent of Hispanic students.
- Massachusetts' female students at grade 8 outperformed male students in reading both in terms of scaled scores (280 to 271) and the percent scoring Proficient or above (51 percent to 41 percent).
- The performance of students with disabilities (249), English language learners (211), and students eligible for free or reduced price lunch (257) did not change significantly between 2009 and 2011.

Grade 4 Mathematics:

- 58 percent of all Massachusetts students scored *Proficient* or above, similar to 2009 (57 percent) but significantly higher than the national average of 40 percent.
- In 2011, Asian/Pacific Islander students in Massachusetts scored 267, white students scored 258, Hispanic students scored 236 and African American students scored 235.
- 76 percent of Asian/Pacific Islander students scored Proficient or above, as did 67 percent of white students, 32 percent of Hispanic students and 27 percent of African American students.
- Massachusetts' male and female students at grade 4 performed similarly in 2011 in mathematics both in terms of scaled scores (255 to 252) and the percent scoring Proficient or above (60 percent to 57 percent).
- The performance of students with disabilities (233), English language learners (228), and students eligible for free or reduced price lunch (239) did not change significantly between 2009 and 2011.

Grade 8 Mathematics:

- 51 percent of all Massachusetts students scored Proficient or above, similar to 2009 (52 percent) but significantly higher than the national average of 34 percent.
- In 2011, Asian/Pacific Islander students in Massachusetts scored 320, white students scored 304, African American students scored 275 and Hispanic students scored 273.
- 72 percent of Asian/Pacific Islander students scored Proficient or above, as did 58 percent of white students, 26 percent of African American students and 21 percent of Hispanic students.
- Massachusetts' male and female students at grade 8 performed similarly in 2011 in mathematics both in terms of scaled scores (299 to 298) and the percent scoring Proficient or above (52 percent to 51 percent).
- The performance of students with disabilities (268), English language learners (247), and students eligible for free or reduced price lunch (280) did not change significantly between 2009 and 2011.

“Along with Governor Patrick, state officials, and local parents, I am extremely proud of our students. Our teachers, parents and students continue to excel and, in doing so, highlight the strength of our education system and our role as a national leader in education,” said Congressman John Tierney. “Moving forward, I will continue my efforts in support of our schools and work to provide every student with the tools needed to succeed.”

“It is great to see that the commitment of Massachusetts’ students, teachers, parents and policy makers has paid off with these impressive exam scores,” said Senator Thomas McGee. “The quality of education that a child receives can transform communities in countless ways and we must continue to make education a top priority.”

"Education is the foundation for future success and Massachusetts students and schools are setting a high watermark for the rest of the country," said Representative Lori A. Ehrlich. "I applaud the students and teachers who made these rankings a reality, and know they will continue to build on this achievement."

"I am pleased that Governor Patrick has chosen the Cobbet Elementary School in Lynn to make such an important announcement relative to the education of the Commonwealth's youth," said Representative Donald Wong. "The advancement of childhood and adolescent education has always been, and continues to be a top priority for the City of Lynn; and I am pleased to hear that it remains a leading priority in the Commonwealth as well."

"I applaud Governor Patrick and his administration as he visits the city of Lynn to announce the results of the 2011 NAEP exam and to recognize the hard work and commitment shown by our teachers, administrators and students here in Lynn and throughout the Commonwealth," said Representative Robert F. Fennell. "I look forward to working with the administration and my colleagues in continuing to provide the tools and resources that are necessary to reach these goals."

Additional information on NAEP is available on the Nation's Report Card website at www.nationsreportcard.gov.

GOVERNOR PATRICK ANNOUNCES NEW STRATEGIES TO CLOSE PERSISTENT ACHIEVEMENT GAPS IN EDUCATION

Next steps to focus on Gateway Cities, building on success of Governor's landmark 2010 Achievement Gap Act



Governor Patrick outlines bold new strategies aimed at closing the most persistent achievement gaps among Massachusetts students, Wednesday, November 9, 2011. (Photo: Matt Bennett/Governor's Office)

Click [here](#) to watch the video.

Click [here](#) to read the speech.

BOSTON – Wednesday, November 9, 2011 – Governor Deval Patrick today announced several new strategies aimed at closing the most persistent achievement gaps among Massachusetts students during the Patrick-Murray Administration's Education Summit at University of Massachusetts, Boston. The Governor outlined significant progress made in closing achievement gaps since the Achievement Gap Act was signed in 2010, and laid out key initiatives that the Administration will pilot in the Commonwealth's Gateway Cities to ensure that all students are prepared for success in the classroom and beyond.

“The Commonwealth’s record of student achievement is second to none and a model for the nation,” said Governor Patrick. “I am proud of the progress we have made, but we won’t be satisfied until we have a system that prepares all of our students for success.”

“With this renewed education strategy, we will build upon the state’s academic success by focusing more resources within Gateway Cities,” said Lieutenant Governor Timothy Murray. “In doing so, we will help Massachusetts move towards our goal of closing the achievement gap among students and preparing students for the future workforce while also driving regional economies across the state.”

The Governor’s second term education strategy will focus on four goals: (1) getting every child to reading proficiency by the third grade; (2) providing every child with a healthy platform for education; (3) creating a differentiated education system that meets each student, particularly English Language Learners, where they are; and (4) preparing all students for college and career success. Governor Patrick’s plan also calls for the creation of a statewide Commonwealth Education Innovation Fund, a public-private fund-raising partnership that will strengthen our capacity to meet 21st Century education challenges. This fund will not be limited to the Gateway Cities.

Each of these goals align with the Administration’s efforts to ensure that every child, regardless of socioeconomic background, is prepared for success. These initiatives will focus on closing achievement gaps in Gateway Cities, where they are most persistent. The Commonwealth’s Gateway Cities are home to many of the state’s immigrants, low-income students, English Language Learners and others stuck in the achievement gaps. The challenges faced by students, their families and their educators in the Gateway Cities are pressing, and the Governor’s plan provides an intense focus achievement gaps where they are most persistent, to help overcome those challenges.

Every child must read proficiently by the third grade. Three-quarters of children who struggle with reading in third grade will continue to struggle academically, greatly reducing their chances of graduating high school, going to college or successfully participating in our high skill economy. To meet the Governor’s goal of reading proficiency by grade 3, the Administration will create a Kindergarten Readiness Literacy Pilot Program in Gateway City Districts. The program will be designed to support at-risk students with an intensive summer program between pre-k and kindergarten and will place special emphasis on early literacy development.

Every child is entitled to a healthy platform for education. In order to benefit from high quality education, students must attend school regularly and be attentive, motivated and ready to learn. The challenges associated with poverty present serious impediments that prevent students from realizing their full academic potential. To combat these challenges, the Administration will create Student Support Councils in all Gateway Cities and provide Student Support Counselors to predominantly low-income schools in Gateway Cities. Support Councils will consist of local human and social service providers focusing their efforts on connecting with students and families in each city’s predominantly low-income schools. Support Counselors will work to connect families and students with service providers who can help them mitigate the problems that impede school attendance and effort.

Students need an education system that meets them where they are. Every student should receive the quantity and quality of instruction they need to meet high proficiency standards. In order to better

provide students, specifically students for whom English is a second language, with the opportunities, challenge and support needed to be successful, the Administration will pilot Gateway Cities Summer English Learning Program designed to give English Language Learners (ELLs) more time to acquire competence in English. This program will improve learning and close achievement gaps for ELLs while establishing the necessity of differentiating between our students and giving those who need it sufficient time to learn English.

Students must be prepared for both college and career success. A successful education system is one that prepares all students for lifelong success. This means establishing multiple pathways through secondary school and college education by exposing our students, early in high school, to career options, giving each student access to quality internships, assessing career readiness and more tightly linking secondary school achievement with college admission. To this end, the Administration will pilot high school career academies in several Gateway Cities to offer high school students the opportunity for early career exploration, more applied learning, and motivating educational experiences.

“This set of strategies will continue our efforts to close persistent achievement gaps among our neediest children, while challenging all of our students to do significantly better, meeting the challenge for success in our global economy,” said Education Secretary Paul Reville.

Massachusetts continues to be a national leader in student achievement and education reform efforts. In Early Education and Care, the Department recently launched the Quality Rating and Improvement System, a framework of high standards designed to elevate the quality of care for pre-K children. In higher education, the Administration has set a course for national leadership in post-secondary education through the Vision Project, recognizing that the Commonwealth needs the best educated citizenry and workforce in the nation and it is the job of public higher education to achieve that result.

The Achievement Gap Act, signed by Governor Patrick in 2010, ushered in the most significant set of changes in education since the landmark 1993 Act. With new focus, rules, tools and supports provided by the Achievement Gap Act, two-thirds of the state’s chronically underperforming schools have already shown significant improvements on the latest MCAS exams. Last year, a record number of charter schools, operated by the best providers in the Commonwealth, opened new schools in districts with the greatest need, providing services to students caught in achievement gaps. Additionally, 18 Innovation Schools are now open in communities across the Commonwealth, and another eight are well underway in the planning process. The Achievement Gap Act is providing educators with the tools and flexibilities they need to prepare all students for success, and the new strategies outlined by the Governor today will ensure that all means all.

11.09.11 Education Summit 2011: Closing the Achievement Gap

Governor Deval L. Patrick

Education Summit 2011: Closing the Achievement Gap

UMass Boston

Wednesday, November 9, 2011

I stand before you today, the incredibly proud governor of the nation's leading education state and I want to thank you for that. No other state in America comes close to the bragging rights we have in public education. We achieved this enviable status because of our hard-working students and teachers, our dedicated parents, school leaders, and policy makers at all levels of our system – from school committees, to our various boards of education gathered here together for the first time today, to our partners in the Legislature. Humbly and from the heart, I want to begin with a simple and heartfelt “thank you” for all that you have done to make Massachusetts the Education State. Our record of achievement is second to none and a model for the nation. And that's not by accident.

In Cambridge, there is a group of people working on a project called “Opportunity Nation.” Concerned about the stagnation in mobility in our country, they originally started with a goal of uniting all of the anti-poverty organizations in the country. But they quickly realized that if they wanted to focus on solutions, they had to focus on opportunity. They realized, in other words, that the antidote to poverty is opportunity. I know this from my own life. It was opportunity that lifted me and my family out of poverty.

Opportunity is the great American hope: the idea that in this country, in our lives, we will all have a fair chance to do a little better than our parents. To leave things a little better for our children. To realize our full potential.

But “chance,” to paraphrase Louis Pasteur, “favors the well prepared.” Today more than ever, opportunity depends on education. If opportunity is our nation's hallmark, we have a patriotic, indeed a moral obligation to provide a superlative education.

In Massachusetts schools today, we have a lot to be proud of.

We lead the nation in student performance. Last week, for the fourth time in a row, Massachusetts

students finished first in the National Assessment of Education Progress – the so-called “nation’s report card.” Our students are among the top three in the world on international math assessments and tied for first in science on the international science and math assessment, TIMMS.

We lead the nation in standards and accountability. From the Education Reform Act of 1993 to our recent leadership on and adoption of the Common Core Standards, we have declared our intention to educate all students to high standards. We have brought that commitment to early education and care with our recent launch of the Quality Rating and Improvement System, a framework of high standards designed to elevate the quality of care for our pre-K children. Today, our system of standards and accountability is stronger than ever and we are firmly committed to maintaining our leadership and advantages in this area.

In higher education, we have undertaken the Vision Project, setting a course for national leadership in post-secondary education by putting college and career success in sharp focus and tracking our results.

In Massachusetts, where brainpower is our calling card, we need the best educated citizenry and workforce in the nation, and it is the job of public higher education – every campus working together -- to achieve that result.

Passage of the Achievement Gap Act of 2010 was another national milestone. It was a bold mid-course correction. We studied the data and owned up to the fact that we are not educating all students to proficiency. That bill gave us a number of policy and practical tools to reach the young people whom, despite our overall successes, we have been leaving behind. Too often those students are poor, or they are black or brown, or they are disabled or have special needs, or they speak English as a second language. The Achievement Gap Act is a values statement: it proclaims the simple truth that the kids we are leaving behind are our kids, too, and that we will not accept subpar results for any of our kids.

Thanks to our partners in the legislature and many in this room, and informed by what we learned from the countless teachers, principals and students across the state, we passed a bill that moved beyond the stale debate of district schools versus charter schools, management versus unions. We decided to reaffirm the notion that education is first and foremost about the students in the classroom. And it’s working.

There are now 18 Innovation Schools open in Massachusetts and another 8 are in the planning process to open next year. These in-district laboratories are using a whole range of creative and inventive

strategies, increasing student achievement and reducing achievement gaps within district structures. You only have to look at the Springfield Renaissance Innovation School or the five new innovation schools in Worcester, which has more of these experiments underway than any other city in the Commonwealth, to see marvelous results.

The Turnaround Schools – what used to be our lowest performing, non-improving schools – are turning around, through the most aggressive interventions. This year, two-thirds of our turnaround schools made combined gains of 5 percentage points or higher in proficiency in English and Math on the MCAS. One school I visited in Boston, the Orchard Gardens K-8 Pilot School, is using virtually every tool available in the Act and saw a significant improvement in student achievement and MCAS scores in the first year, demonstrating dramatic gains in 8th grade English, 5th grade English and Math and 3rd grade Math. The pride that whole school community has in itself is palpable.

We also lifted the cap on charter schools, encouraging the highest performing charters to grow in regions of the state that serve our neediest students. No “creaming” or “skimming” or whatever. Just show us what the autonomies for which charters are so famous can produce when you are willing to take all comers, like the district schools do. And then share those lessons with the rest of the system. That’s all.

MATCH Community Day is an example of the type of new-era charter school brought online by the Achievement Gap Act, using innovative ways to target English Language learners. In a school where 85% of students speak another language other than English at home, students are tutored by an elite group of recent college graduates called MATCH Corps. With a focus on reaching students at a young age and growing partnerships with other charter schools, MATCH Community Day is a grand experiment for us to learn from.

So as our students learn, so do we. Bolstered by the state’s successful Race to the Top application (and here leading again – we were the highest scoring application in the country), there is more innovation happening in Massachusetts’s classrooms than ever before. Why? To enable teachers to reach each and every one of their students. Because each and every one of them is ours.

This is all good news. And I want again to thank the teachers, principals, parents, policymakers, civic and business leaders who have brought their creativity and hardheadedness to bear on getting these results.

But there is more we can do and more we must do. As important as these early steps have been, and as confident as I am that we will build on them in the coming years, the Achievement Gap Act, in word and spirit, beckons us forward. And faster.

This for me is personal. I have told you before about growing up on the South Side of Chicago. Everything was broken: broken sidewalks, broken playgrounds, broken lives. The schools were overcrowded, under resourced, sometimes violent. And yes, thanks to great teachers and other adults, and a scholarship to Milton Academy in 1970, I got my break. I have told you before about all of that.

But what I rarely talk about, and what you also all know, is that there were lots of other kids on the South Side of Chicago just like me: just as wide-eyed and hopeful, just as eager to learn, just as curious and ambitious, but who got no break. And you know that still today for every one of me there are thousands of others in Massachusetts's neighborhoods hoping for a break, entitled to one, in fact. To repeat, they are ours, too.

I have made closing the Achievement Gap a priority for my second term. Today, I am asking all of you here to make it your priority as well. Whether you're on the board of Early Ed and Care or the board of the University of Massachusetts; whether you are a teacher or a principal or a parent; whether you agree with everything my administration has proposed or you don't: the Achievement Gap must be closed. Opportunity must have meaning in America.

That means we need to deal with some hard truths. In spite of all of our successes, many students are not enjoying the benefits of a high-quality education. There is still an inescapable correlation between socio-economic status and education achievement, between your childhood zip code and your future achievement. And hardest of all, some of what we have done in the past isn't working well enough now and won't work at all in the future. Eighteen years of experience and data tell us that our current system, enviable as it may be due to your hard work, is still not broad or strong enough to successfully educate children stuck in these gaps.

At our current pace, we won't close the Achievement Gap until the start of the next century. Today, we need to complement the tools and strategies of the Achievement Gap Act with additional measures to accelerate our efforts to reach all students. And we must have a sense of urgency about it. A third grader doesn't get to sit out the third grade until the recession is over or until we get perfect consensus on all the things that have to be made just right in the education system. Her chance is now.

We know what the problem is and we know where the problem is.

The problem is poverty. It's not unions, people; we are leading the nation in student achievement in one of the most highly-unionized environments in American education. It's not money; in K-12 we are spending at record levels and have sustained that spending, thanks to the Legislature and the Obama

administration, through the worst economy in living memory. It's poverty. A recent comparison of the 2009 graduating classes of ten affluent, suburban districts versus ten urban school districts lays it out for us. On-time graduation rates were 97 percent in the suburbs, 59 percent in the cities. 97 percent of suburban kids went on to enroll in four-year colleges; 49 percent of city kids. According to a separate survey, fewer than 10 percent of young men of color in Boston are graduating from four-year colleges. I'm not saying that we don't need more flexibility in the classroom and more money. I'm saying when it comes to patterns of educational achievement nothing is as significant as poverty.

And if the problem is poverty, where do we find it? The answer, as you all know, is in Gateway Cities. Our two dozen Gateway Cities are home to much of our immigrant population, most of our low-income students, and English Language Learners, as well as families for whom navigating the educational system through college is unfamiliar. The challenges faced by students, their families, and their educators in the Gateway Cities are monumental. We cannot be truly successful as a state in closing achievement gaps unless we succeed in Brockton, Fall River, Lawrence, Holyoke, Fitchburg and Pittsfield. We must focus on achievement gaps where they are most persistent.

So, the problem is poverty and it lies mainly in Gateway Cities. Here are four things I want us to do right now.

First, every child must read well by the 3rd grade. Three-quarters of children who struggle with reading by third grade will continue to struggle academically, greatly reducing their chances of graduating high school, going to college, or successfully participating in our high skill economy. I want you to go to work now on developing the best ways to address this early in a child's academic career, in children entering kindergarten. In my next budget, I will propose a pilot program for Kindergarten Literacy Readiness.

Second, all children need a healthy start – and when they can't get it at home, we must find a way to provide it for them. Poverty begets a whole host of out-of-school problems that affect the readiness of a child to learn in the classroom. Mental health issues, family violence, housing instability and inadequate nutrition – all are real and present obstacles to student attendance, attentiveness and success. Teachers know it and they, along with school nurses, do their very best to help; but they can't be expected single-handedly to solve such complex problems in the lives of their students.

So, we propose establishing Student Support Councils and deploying Student Support Counselors to predominantly low-income schools. Possibly even early education centers or colleges. These Councils will consist of local human and social service providers focusing their efforts on connecting with students

and families through the schools to help meet their needs outside of school.

Third, the student-first education must trump the system of adult convenience. A one-size fits all, batch-processing model never was intended to work for all of our children, does not meet our goal of proficiency for all, and falls far short of what will be necessary to maintain our top economic advantage: a highly-educated workforce. The most profound examples are our dropouts. No statistical achievement gap is as great as the singular one separating those children in from those who dropped out.

As another example, I look at the continuing achievement gaps afflicting our students who are English Language Learners. We are more and more a majority minority Commonwealth and recent immigrants, the overwhelming number of whom are fully documented, make up more and more of our student population, especially in poorer communities. I welcome the many rich contributions that these new students and their families bring to the Commonwealth and I thank the schools and communities who show them the same sense of welcome I was shown when I first came to the Commonwealth 40 years ago. But it is a special challenge to learn the lessons in an unfamiliar language, and we need to help. We are trying to teach these students English while keeping them up to speed in their academic subjects all in the same amount of time that other students need for core subjects alone. It doesn't make sense. Therefore, I will propose the establishment of Summer English Learning Camps specifically designed to give English Language Learners more time, in an active, engaged "camp" atmosphere, to become fluent in English.

And finally, we must prepare students for lifelong success. Success means the capacity to land and hold a 21st Century job in a high skills/high knowledge economy like ours. It means being an informed citizen and a leader in our democracy. It means being prepared to be the head of a family with all the characteristics we associate with family leadership. And it means being a lifelong learner, capable of solving problems that today's educators can't even imagine. We are working hard to prepare our students to be admitted to college and to complete college once there, and our efforts in this area are intensifying. But we do not do enough to prepare students for whom college is not their best or preferred path. We need to prepare our young people to think about and succeed in middle-skill careers, too, careers just as valuable to them and their families, and just as important to our economic future. We are stepping up our support of vocational and technical schools, and looking at ways to better align the community colleges to meet the regional workforce needs of area businesses. I also propose that we pilot career academies to offer high school students the opportunity for early career exploration, more applied and experiential learning, and similar educational experiences that motivate students who do not see themselves as college bound.

A 21st century education system will require us to work in unprecedented ways to meet all the educational and developmental needs of our students to prepare them for success in a rapidly changing world. This system will need to serve society as well as the individual. It will need to prepare our students for meaningful work, active citizenship, family leadership and lifelong learning. It will require reinventing our approaches to child development, utilizing time and space differently, drawing on the expertise of a wider variety of people who can serve as co-educators, and harnessing technology in ways that are unprecedented to meet students where they are and give them a tailored program of what they need in order to become successful.

We need a renaissance of innovation in education, a period of intense experimentation, an urgent quest for the design features of an education system as diverse and vital as are our students. We, in government and policy, need to seed and incentivize new ways of working both within and outside of our mainstream system. We need to focus on results by nurturing innovative approaches.

I know you are all asking how we pay for these initiatives. I will ask the Legislature's support in the budget I file in January. But just as we seek new approaches in the classroom, we will need new ways to support our experiments. So I want you to develop an innovation fund, a public private means by which we can approach businesses, individuals, unions, foundations and others to leverage public money to invest in new experiments in the classroom, experiments that reach the children we are leaving behind. The Commonwealth Education Innovation Fund was a recommendation from the Readiness Project. Such a fund might offer incentives to school districts to encourage them to utilize "social impact bonds" to support solutions to the drop-out crisis, or pre-K programs to ensure that children enter kindergarten with the momentum necessary to succeed, or our higher ed campuses to enhance their work with high-risk drop-out populations, or other achievement gap issues. Perhaps it could seed innovations that promote a more seamless education continuum, from pre-K through higher education. The point is to bring new resources of time and money and attention to this renaissance of innovation and reform in our schools – because we all have a stake in it.

Today, I ask you to focus on these four initiatives. We won't close this achievement gap unless we work together, across boards and disciplines, across ideology and background. I know you're going to spend some time this morning talking in small groups about some of these strategies. Don't end the conversation here. Keep it going. Challenge us with new ideas. Engage with us and hold us – and each other -- accountable. And above all, act

This matters to all of us, no matter where we live or in what capacity we serve. Not as a question of

abstract policy, but as a question about what kind of country we want to live in.

America is the only nation in human history not organized around a common language or religion or even culture, but instead around a handful of civic ideals. Among them is the ideal of opportunity. It defines who we are. It shapes what we expect of ourselves and inspires others all over the world. It is central to the American Dream.

I walked around Occupy Boston one day several Saturdays ago and heard how much anxiety there is about the future of the American Dream. It might surprise you to know that at a town hall meeting I had at Goldman Sachs a couple of weeks later I heard much the same sentiment. In a sense the Tea Party and the Occupy movements, and lots of the rest of us in between, are united by that common anxiety. People are asking themselves, for their own sake and their children's, if the American Dream is at risk.

The people in this room, all of us, are in a position to do something about that. We have the power we need to make a change. We have the chance here to provide an opportunity to every child in Massachusetts, a chance to show them that in the face of an uncertain future we were willing to act and to lead, to preserve for them what our parents and grandparents gave to us. I want history to record that we in our time stood up for the American Dream, and made it real in Massachusetts for a generation to come.

Let's get to work. Thank you for all that you do.

PATRICK-MURRAY ADMINISTRATION ANNOUNCES MASSACHUSETTS AWARDED FEDERAL GRANT IN PRESIDENT'S EARLY LEARNING CHALLENGE COMPETITION

Funds will increase access to high quality early education and close achievement gaps

BOSTON – Friday, December 16, 2011 – The Patrick-Murray Administration today announced that Massachusetts is one of nine grant award winners in President Obama's *Early Learning Challenge* (ELC) competition and will receive significant funding over the next four years to expand high quality early education services and close achievement gaps in education.

Massachusetts is eligible for \$50 million under the ELC and the U.S. Department of Education will announce final grant amounts to each winner in the coming days. Other winners of the ELC competition include California, Delaware, Maryland, Minnesota, North Carolina, Ohio, Rhode Island and the state of Washington.

"Today's announcement demonstrates our place as a national leader in education reform and achievement," said Governor Deval Patrick. "These resources will help us reach kids at an early age, before achievement gaps form, to ensure they are prepared for lifelong success in school and beyond."

The ELC is part of President Obama's Race to the Top initiative, which Massachusetts won in 2010, receiving \$250 million to implement landmark reforms in public education. The U.S. Departments of Education and Health and Human Services made \$500 million available nationally in the Early Learning Challenge to encourage states to develop bold and comprehensive plans for improving the quality of early learning programs across the nation. Thirty-five states, the District of Columbia and Puerto Rico applied for this groundbreaking reform grant.

The Commonwealth's plan, *From Birth to School Readiness: Massachusetts Early Learning Plan, 2012-2015*, represents extensive community outreach and input on best practices and key strategies for moving forward early education outcomes. Today's grant will support the Commonwealth's continued work across the education and health and human services sectors to build strong foundations for our youngest citizens.

"Massachusetts is way out front on early learning and this win cements the work we're doing," said U.S. Senator John Kerry. "It's a big deal for our students, teachers and principals and parents."

"I'm proud that Massachusetts was a winner in the Early Learning Challenge," said U.S. Senator Scott Brown. "The initiatives funded by this grant will help our children receive the educational foundation necessary to be successful students and citizens."

"Today's award is a tribute to the hard work being done in classrooms across the Commonwealth each and every day," said Congressman Jim McGovern. "This funding will ensure that our teachers and schools are able to offer all children the highest quality developmental education possible from a young age, preparing them for the global challenges of the 21st century."

"Access to early education is absolutely essential in preparing our children for continued success throughout life," said Congressman Stephen F. Lynch. "This is encouraging news and I congratulate Governor Patrick and all those whose hard work and dedication made this possible. I am proud that these funds will help provide high quality early education opportunities and close achievement gaps."

Massachusetts' Early Learning Plan will advance the Patrick-Murray Administration's goal of ensuring that all children, particularly high-needs children, have access to quality pre-K education and experiences that will put them on an early path to success; and builds on the Administration's efforts to build a more aligned, statewide early learning and development system. Key strategies of the plan include:

Enhancing the quality of all early education programs in the state by securing universal participation in the Massachusetts tiered Quality Rating and Improvement System (QRIS), which uses a definition of quality and standards designed to elevate the quality of care in state early care and education systems and to ensure growth as children develop. Currently the Department of Early Education and Care (EEC) licenses over 12,000 early education and care and out of school time programs across the state, and there are over 2,000 programs currently are engaged in the Massachusetts QRIS

Aligning birth to age five early learning and development standards, including the creation of English Language Development standards for birth to age five.

Creating the Massachusetts Early Learning and Development Assessment System (MELD) from birth to grade three by expanding screening for children and developing a common tool for a kindergarten entry assessment. .

Increasing culturally and linguistically appropriate engagement with parents, families and community members regarding literacy, universal child screening and other statewide priorities.

Providing essential support to early educators and enhance their effectiveness in practice by providing educational opportunities and targeted professional development. Over 48,000 early educators

have registered with the EEC Professional Qualifications Registry. The ELC grant will support new partnerships and expansion of existing initiatives with higher education to increase early educators' competencies.

Creating greater alignment between early education and grades K-3 to promote healthy child development. The Commonwealth's grant will support securing kindergarten entry assessment data from school districts with pre-kindergarten and kindergarten classes and will help create effective partnerships between coordinated family and community engagement grantees and local early learning initiatives, such as the Boston Children Museum's Countdown to Kindergarten, to support successful school transitions.

"This plan reflects our ongoing commitment to providing our pre-K children with access to the types of high-quality, educational and developmental experiences they will need to succeed in school and beyond," said Massachusetts Secretary of Education Paul Reville. "I look forward to working with our education, business and other stakeholder partners across the Commonwealth to implement this bold and critical set of strategies."

"This award will enable Massachusetts to accelerate the implementation of our plan that is designed to yield improvements in our early childhood system that significantly raises the level of quality opportunities and experiences for children and families," said Department of Early Education and Care Commissioner Sherri Killins. "The Early Learning Challenge recognizes the importance of early learning in providing the foundation for children's healthy growth and brain development and ensuring the collective future prosperity of our Commonwealth and our nation. Both educators and families alike will benefit from this award."

The Massachusetts Early Learning Plan will bolster the Administration's efforts to create a comprehensive, child-centered education system extending from birth to post-secondary studies, one that is necessary for students to be ready for success in the 21st century. The plan serves as a blueprint for the next phase of early learning and development efforts across the state for the next four years.

"Today's announcement serves as another example of the Commonwealth's steadfast commitment to public education," said Representative Alice H. Peisch. "Early learning prepares our children to be productive members of society in an increasingly competitive world and I commend the Patrick-Murray administration and my colleagues in the state legislature for continuing to work hard to better our students' future."

"This grant award validates Massachusetts' vision for investing in its young children and their families. This is a significant milestone in the Patrick- Murray Administration's efforts to close the achievement gap and an important investment in the Commonwealth's long term economic prosperity," said JD Chesloff,

Chair of the Board of Early Education and Care and Executive Director of the Massachusetts Business Roundtable. "On behalf of the Board, we congratulate Commissioner Killins and her team, as well as the early childhood field and the children and families they serve. This is a good day for early education and care in the Commonwealth."

Community College Reforms to Spur Workforce Development

BOSTON – Monday, January 23, 2012 – In his annual State of the Commonwealth address tonight, Governor Deval Patrick will propose a set of reforms to help Massachusetts community colleges provide residents looking for work with the skills they need to help fill the estimated 120,000 current job openings in the state. The proposal calls for the fifteen individual community college campuses to come together as a unified, state-wide system offering a more streamlined curriculum as well as locally developed, regionally specific jobs and skills training.

By aligning a unified community college system with employers, vocational-technical schools and Workforce Investment Boards, the Governor's proposal will give community colleges the tools they need to help get people back to work. In order to help the community colleges meet this mission, Governor Patrick is proposing a \$10 million increase in funding as well as a streamlined budget and leadership selection process for the campuses.

"A central piece of our economic recovery strategy is ensuring that the skills of our workforce meet the evolving needs of our employers," said Governor Patrick. "That's why we are advancing a new and innovative mission for our community colleges, to train highly-qualified candidates for jobs in every corner of the Commonwealth. I look forward to partnering with our community colleges, educational professionals, students and the business community in these efforts."

"By working with community colleges in all regions of the Commonwealth, Massachusetts has the opportunity to increase partnerships between academia and industry to provide more workforce training resources to help students, employers and job seekers advance critical skills," said Lieutenant Governor Timothy Murray, Chair of the Governor's STEM Advisory Council.

The Administration's plan to increase the budget and centralize the leadership selection processes of community colleges will ensure a cohesive system of education and skills training responsive to the needs of local employers.

Under the proposal, the Board of Higher Education (BHE) will have the authority to allocate all state funding to community colleges in Massachusetts, consolidating fifteen separate funding lines into a single line item within the Department of Higher Education budget. The BHE will be responsible for developing a system for making funding allocations to the individual community colleges that will take into account enrollment data; institutional performance and innovation; the creation of "stackable credentials" and

credits that can be easily transferred across campuses; and the creation of new programs that are better aligned with regional labor market needs.

This plan also gives the BHE authority to establish new parameters for the setting of student fees at the community colleges and the use of revenues generated from these fees to ensure an appropriate and efficient use of taxpayer and student dollars.

Additionally, the Administration's plan creates new guidelines governing the selection processes for community college presidents, and also charges the BHE with establishing new procedures for the annual review of presidents. Clearly established selection processes and comprehensive performance reviews will help ensure excellence in leadership and a coherent vision throughout the entire system of community colleges across the state.

"This strategy will help us create the structure and incentives necessary to operate an integrated and comprehensive community college system," said Secretary of Education Paul Reville. "A more unified vision among our campuses will better serve our students, our employers and our Commonwealth in the long-term."

"Our community colleges are in a unique position to provide targeted workforce development," said Secretary of Labor and Workforce Development Joanne F. Goldstein. "That training and course work is especially important given the gap that exists between the skill sets of job seekers and the skill sets employers need. It will ensure that students entering the workforce are better qualified for job opportunities in their respective regions."

"The Patrick-Murray Administration has made job creation and economic growth a top priority, and the importance of a highly-skilled workforce is a vital part of that strategy as highlighted in the Economic Development Plan submitted by the Governor in December," said Secretary of Housing and Economic Development Greg Bialecki. "The Administration and the Economic Development Plan recognizes the importance of workforce development, and the role of our community colleges in that effort, as we continue to improve our strong competitive position in the world's economy."

"Our colleges and universities are the state's largest source of educated workers and citizens," said Commissioner of Higher Education Richard M. Freeland. "We have much good work to build upon, with examples of effective partnerships with the employer community like the promising work being done by Bunker Hill Community College in partnership with the Massachusetts Competitive Partnership. We are determined to do all we can to expand such efforts."

Taken together, these changes will strengthen the historical role of community colleges of offering high-

quality training and certification programs so that students can immediately enter the workforce – as well as create seamless pathways to additional educational opportunities.

"By leveraging our community colleges, streamlining the system, and aligning the mission, we can reverse this prediction by providing our workers with the skills they need to fill the jobs of the future in all areas of the Commonwealth," said John Fish, CEO of Suffolk Construction. "I applaud the Administration for its focus & commitment on this issue, and believe it will allow us to continue to prosper as we grow our strong Knowledge Based Economy."

"This could not come at a better time and will be a shot in the arm for the economy. We fully support increased funding tied to substantial updates to the structure and alignment of community colleges in Massachusetts," said Andrew H. Tarsey, Executive Director of the Progressive Business Leaders Network. "There are many companies ready to be a full partner on this project with the Governor and with the colleges themselves."

"Workforce development must be a top priority in 2012 and beyond," said Kip Hollister, CEO of Hollister Inc. "There is a clear competency gap and reform at the community colleges can only help us develop and retain talent in Massachusetts. This is a fundamental jobs issue and a big step in the right direction."

"Community colleges play a critically important role in helping Massachusetts develop a workforce that is second-to-none," said Sue Parsons of the Workforce Solutions Group. "We support measures that align our state's community college system with employers' needs for training and mid-level skills development. A highly skilled, well educated workforce is our state's most important competitive advantage, which enables Massachusetts to compete effectively in the global economy."

01.23.12 Governor Patrick's State of the Commonwealth Address

Governor Deval L. Patrick

State of the Commonwealth Address – As Delivered

State House – House Chamber, Boston, MA

January 23, 2012

Lieutenant Governor and fellow Constitutional Officers, Madame President, Mr. Speaker and Members of the Senate and of the House, Members of the Judiciary, Members of the Cabinet and of our Administration, Mayor Menino and other Municipal Officials, Reverend Clergy and most especially fellow Citizens of Massachusetts.

Good evening and thank you for joining me for my annual report on the state of our Commonwealth.

I would like to start by acknowledging and thanking our First Lady, Diane Patrick. Diane, I so appreciate your leadership in your public life and your patience in your private one. I know we all do.

And let us all acknowledge and thank the relatives, friends and neighbors from Massachusetts who are serving today in the military. We appreciate you – and your families – for your service to our Commonwealth and our country. A special welcome home to Senator Rush who is here. Representative Parisella who is here. Both have returned from combat duty in Iraq safely and we are so pleased.

* * *

This is my sixth speech of this kind. In that time, the world has experienced dramatic change and even turmoil. A global economic collapse. Slow job growth. Crumbling infrastructure. Growing inequality. A public craving change.

Periods of challenge and uncertainty are not new – not in Massachusetts and not in history. What defines us is not the challenge, but how we meet it. We remember with gratitude the generations before ours who rose to the challenges of their time and left for us a better Commonwealth. Thanks to them, many of us in this room tonight sit where our parents and

grandparents could hardly imagine.

Now we face our test. It is a test for our time and for the future. And while others elsewhere in positions like yours and mine succumb to division and stalemate, we here pulled together and, for the good of the Commonwealth, made hard choices.

Like every state, we cut spending and headcount, and slimmed down programs or eliminated some. But we also chose to invest in education, in health care and in job creation – because we all know that educating our kids, having health care you can depend on, and a good job is the path to a better future.

That's why today our students lead the nation in overall achievement and the world in math and science.

That's why we lead the nation in health care coverage with over 98 percent of our residents insured.

That's why we have moved from 47th in the nation in job creation in 2006 to 5th in the nation in the last two years, and why our state's economy is growing faster than the national growth rate.

That's why we lead the nation in energy efficiency and in veterans' services.

And it's also why we have not only closed our budget gaps, eliminated our structural deficit, and achieved the highest bond rating in our history, but – with labor at the table – made the kinds of meaningful reforms in the pension system, in municipal health benefits, in our schools, in our transportation and so much more that had eluded our predecessors for a long, long time.

None of this is happening by accident.

Auto insurance rates fell 13 percent in the last couple of years, the largest drop in America – not by accident but because we chose to reinvent that system and introduce managed competition.

The clean energy industry grew nearly 7 percent in Massachusetts last year, and added thousands of kilowatts of renewable generation and thousands of jobs – not by accident but because we passed the Green Communities Act and joined the world's fundamental shift towards efficiency and renewable energy.

A thousand families moved out of shelters and motels and into permanent housing last year – not by accident but because we chose to move toward a "housing first" strategy, to work to end homelessness for good.

This and much more of the progress we have made together is happening because of the choices we have made together, choices inspired by our generational responsibility, our commitment to leave to others a better Commonwealth than we found.

And so, to the members of the Legislature: I know that some of the votes I have asked you to take were politically tough. They may even have made some of you uncomfortable. But now is no time for making each other comfortable. Now is the time to step up. And time after time, for the good of the Commonwealth, you have. So, let me thank Mister Speaker, and you Madame President, and each and every member of the House and Senate for working together with my administration in that spirit. We have a lot of progress to celebrate and to be proud of.

* * *

And yet, as proud as we may be, there are parents across our state who wonder tonight whether they will be able to do as well for their children as their parents did for them. There are workers, some unemployed for many months, who wonder tonight whether this new economy has a place for them. There are small businesses and working families who now have the security of health insurance, but who wonder tonight whether they can manage the ever-increasing costs. There are children tonight who wonder whether they will be safe when they step outside their own front door. We are not yet fulfilling our generational responsibility to them.

The strength of our progress is an indisputable fact. Things are better in Massachusetts than in most other places in America. But that doesn't mean they are good enough. We have hard choices yet to make.

And so I will again ask the Legislature and the people of Massachusetts to move an ambitious agenda this year. We need action promptly on helping people get back to work, lowering health care costs, and making neighborhoods safer. In each of these I will again ask the Legislature and the people to make hard choices.

* * *

Starting with jobs.

There are 240,000 people still looking for work in Massachusetts – and nearly 120,000 job openings. Why? How can we have so much opportunity available and so many people still looking for their chance? Business leaders tell me over and over again that it is because the people looking for jobs don't have the skills required. Many of these openings are for so called "middle skills" jobs that require more than a high school diploma but not necessarily a four-year

degree: jobs in medical device manufacturing or as lab technicians or solar installers, for example. And a lot of those forced by this economic downturn to make career changes, people in their thirties or forties or fifties, don't have the proper training for those jobs. We have a "skills gap."

We can do something about that. We can help people get back to work. And our community colleges should be at the very center of it.

We have fifteen public community colleges across Massachusetts. Each strives to meet a whole array of needs: preparing high school graduates for four-year college; training workers for new careers; helping newcomers master the English language; enabling people to scratch an intellectual itch. They give a chance to people who often times have few. For the work they do, community colleges rarely receive proper recognition, let alone adequate funding. I have visited their campuses and seen their good work. They are an important resource, and we must ask more of them.

I believe community colleges are uniquely positioned to help close our skills gap and get people back to work.

Some are already making impressive contributions to workforce development. Middlesex Community College for example runs an Academy of Health Professions in Bedford and Lowell tied to industry growth in Merrimack Valley. Springfield Technical Community College is an indispensable source of trained workers for precision manufacturing companies in Western Massachusetts. Bunker Hill Community College just this month launched a pilot co-op program that gives students a combination of classroom learning and on-the-job training at some of our largest employers.

We need that kind of sharper mission across the Commonwealth, so that community colleges become a fully integrated part of the state's workforce development plan. They must be aligned with employers, voc-tech schools and Workforce Investment Boards in the regions where they operate; aligned with each other in core course offerings; and aligned with the Commonwealth's job growth strategy. We can't do that if 15 different campuses have 15 different strategies. We need to do this together. We need a unified community college system in Massachusetts.

In a unified system, students would find courses specifically tailored to meet local workforce needs alongside a core curriculum that emphasizes STEM subjects and with credits that are easily transferable to another community college or a four-year college. In a unified system, we could create "learn and earn" programs across the entire state enabling students to get practical workplace experience while completing course work. In a unified system, students would earn a

certificate of workplace readiness that would open doors in their chosen field anywhere in the state. And as they near course completion, one-stop career centers right on campus would help them move into, or back into, the workplace.

To support this mission, I will propose in my budget to streamline the funding and governance of community colleges, and to increase overall funding by \$10 million. I challenge the business community to match that new funding with an additional \$10 million. I also propose to channel more state workforce training dollars through the community colleges. With this sharper focus, simpler structure, increased funding and greater accountability, community colleges can help us better prepare people for the middle skills jobs of today and tomorrow.

Now, for some, this will be another tough vote, another challenging reform.

But consider what it would mean if those 120,000 open positions were filled. It would mean the Commonwealth's unemployment rate would be cut in half, to its lowest in a decade. It would mean 120,000 people would go from being unemployed, at a cost to the state of \$800 million, to being earners, contributing more than \$500 million in new tax revenue, a revenue that we can invest in further growth. And most important of all it would offer a way forward to those who are wondering tonight whether there is a place for them in tomorrow's economy.

For the good of the Commonwealth, let's do this and do it now.

* * *

We can do more to control health care costs as well.

Nearly a year ago, after lots of study and broad consultation, I asked you to act on a plan to control the rising costs of health care. We all know health care costs too much and goes up too fast. We all know it consumes too much of family, small business and government budgets. Our businesses, employees, families, governments -- all of us combined -- spend \$66 billion on health care in Massachusetts every year. And that spending doubled in the last decade and, without intervention, will double again in the next ten years.

So, starting two years ago, we intervened. And it's helping.

Average premium increases were 16.3 percent two years ago. Today, they are 2.3 percent.

Hospitals and insurance carriers have reopened their contracts and cut rate increases, in some cases by more than half.

We created limited network plans to give consumers opportunities to get great care in neighborhood settings at lower cost, we are ending administrative duplication by requiring common codes and forms by insurers and providers, and there are new plans coming out for small businesses that promise to be as much as 20 percent cheaper.

In state government, by using these new tools and new approaches to how we pay for care, we will avoid nearly a billion dollars in cost increases in this fiscal year and another several hundred million more next year.

The market is moving in the right direction and that's very good news. But it is not enough.

Too many small businesses and too many working families still go through an annual ritual that starts with notice of another premium increase, and too often ends with a new plan costing the same or more for less coverage. Slowing the rate of increase is critical, but unless that slowdown is sustained, health care costs will continue to squeeze everything else – including job growth itself.

We need to put an end to the “fee-for-service” model. We need to stop paying for the amount of care, and start paying instead for the quality of care. We need to empower doctors to coordinate patient care and to focus on wellness rather than sickness. And we need medical malpractice reform. All of this is addressed in the bill I filed last year.

I believe that with these tools and the right oversight, we can slow the growth in health care costs significantly. And knowing we can count on the creativity, civic responsibility and partnership of those who work in and lead our health care industry, just as we have to make the progress to this point, I am confident we can do this the right way.

The Legislature has done considerable work on our proposed reforms, and I want to congratulate your care and thoughtfulness. Now it's time to act. Before you take up next year's budget, pass health care cost containment legislation. This is another hard decision. But for the good of the Commonwealth, let's do this and do it now.

* * *

Lastly, I ask you to continue your support of our public safety plan and send me a crime bill that is both strong and smart.

There are too many tragedies to recount. It really doesn't matter if it doesn't happen in your city or your neighborhood. Whether it's 14-year old Steven Odom shot and killed by a 19-year old in Boston, or Officer John Maguire shot and killed by a parolee in Woburn, everybody's loss

matters. The overall rates of violent crime in many of our cities are down. But there are still too many instances of young people killing other young people, and isolated but no less shocking instances of repeat offenders committing further acts of violence. This problem belongs to all of us.

Last summer, the Legislature approved and funded our “Safe and Successful Youth Initiative.” We are working alongside municipal leaders, local law enforcement and community groups in high crime areas to focus on those young people most likely to commit or be victims of crime. We want to support strategies that address local realities, with measurable success at reducing violence and engaging young people at risk, and to stop funding programs, however well intentioned, that are not getting results. I thank the Legislature for supporting this initiative and will ask you to do so again in our next budget. Together with our work to close achievement gaps in the schools, support summer jobs and mentoring, and improve job training, we have a sound and comprehensive plan.

Another piece of that strategy is before you now in a proposed crime bill. We have proposed reforms to both our Habitual Offender law and to our mandatory minimum sentencing laws to make the public safer. Both are important, and you must send me both.

In the past ten years, 84 people have been convicted and sentenced under our existing Habitual Offender law for committing three felonies. I proposed to lengthen the time before a third-time violent felon would become eligible for parole, and will support a mandatory sentence of life without the possibility of parole for anyone whose third felony is murder or a similarly heinous act of violence. These reforms are not about sweeping up the innocent or the unlucky. They rightly focus on the worst of those who repeatedly prey on our residents. We cannot and will not pursue a strategy that categorically rejects the proper place of parole in public safety. But that small number of the most hardened and destructive offenders ought to be separated from the public for a long time.

At the other end of the spectrum are non-violent drug offenders. And in these cases, we have to deal with the fact that simply warehousing non-violent offenders is a costly policy failure. Our spending on prisons has grown 30 percent in the past decade, much of that because of longer sentences for first-time and nonviolent drug offenders. We have moved, at massive public expense, from treatment for drug offenders to indiscriminate prison sentences, and gained nothing in public safety. 92 percent of the total prison population – 92 percent – is eligible for release at some point, and many come out more dangerous than they were when they went in. States across the country – most recently, Ohio, Delaware and South Carolina – have already recognized the folly of mandatory minimum sentences for non-violent drug offenders and made

significant reforms.

So, alongside our reform of the Habitual Offender rules, we must have a comprehensive reentry program. We need more education and job training, and certainly more drug treatment, in prisons and we need mandatory supervision after release. And we must make non-violent drug offenders eligible for parole sooner. By permitting them to have supervised release after serving half their sentence, we can begin to re-integrate four to five hundred non-violent offenders in the next year and save millions in prison costs every year.

We must be smarter about how we protect public safety. That means targeting the most dangerous and damaging for the strictest sentences, and better preparing the non-dangerous for eventual release and reintegration. We don't have to choose the one or the other, and emphasizing prison time without successful re-entry has failed. Again, for the good of the Commonwealth, send me a bill with the right reforms to both our Habitual Offender law and our mandatory minimum sentencing laws for nonviolent drug offenders. I will not accept one without the other.

* * *

We have risen to past challenges – and we will rise to these – if we stay true to our values and work together.

When we stay true to our values, we make decisions for the good of our future, choices that transcend momentary political convenience. I still believe that our Commonwealth is a community and that we have a stake in each other. That value leads us time after time to better choices however difficult they may be.

When we work together, when we put aside sound-bite politics and insider games, we can overcome any challenge, I have no doubt about it. If you have any doubt about that, think back to last June.

That tornado touched down in Western Massachusetts without much warning. In a matter of minutes, it tore a 40-mile long, half-mile wide trail of utter destruction through nine communities. When I visited in the hours after it hit, I was struck by how random the damage was. If you happened to be in the tornado's path, you lost everything. But if you were just a few feet away, your home was relatively untouched.

Now, the fortunate ones did not just walk away and count their blessings. They didn't tell their neighbors, "You're were on your own." The people of Westfield and Monson, of Brimfield and

West Springfield, the people of Massachusetts, opened their homes and their hearts. They cried together and they prayed together and then they went to work together rebuilding their community. And we worked and continue to work alongside them -- because their community is our community.

The challenge facing people in doubt about the future of their American Dream and their place in the workforce is ours, too. The challenge facing small businesses and working families struggling with the cost of health care is ours, too. The challenge facing those who fear for their safety and those seeking a way back, successfully, into mainstream life is ours, too. We can meet those challenges if we work together. After all, we are here today because someone did the same for us. For the good of the Commonwealth and the sake of our future, so must we.

God bless our work and all of you. And God bless the Commonwealth of Massachusetts.

Thank you very much.

GOVERNOR PATRICK'S CALL FOR UNIFIED COMMUNITY COLLEGE SYSTEM RECEIVES SUPPORT FROM MAYOR MENINO AND BUSINESS LEADERS



Governor Patrick joins Boston Mayor Thomas M. Menino and Massachusetts education and business leaders to discuss his proposal to reform the Commonwealth's community colleges. (Photos: Eric Haynes / Governor's Office). View additional [photos](#).

BOSTON – Tuesday, January 24, 2012 – Governor Deval Patrick today received support from Boston Mayor Thomas Menino and leaders from Massachusetts' business and education sectors for his proposal for a unified community college system, which he announced in last night's State of the Commonwealth address.

"For the work they do, community colleges rarely receive proper recognition, let alone adequate funding," said Governor Patrick. "I have visited their campuses and seen their good work. They are an important resource and we must ask more of them. I believe community colleges are uniquely positioned to help close our skills gap and get people back to work."

At Suffolk Construction headquarters in Roxbury today, Governor Patrick continued his call for reforming the Commonwealth's community college system to address the skills gap and expand employment opportunities for workers across the state. His reforms received support from leading elected officials and employers who say they need a trained workforce to fill the 120,000 positions currently open in Massachusetts.

"Jobs are the greatest equalizer when it comes to our economic strength and aligning our jobs with our resources makes sense," said Mayor Menino. "Our communities will be strong if we continue to provide more opportunities for people to improve their skills, develop new ones and help get them into jobs and careers they enjoy."

By aligning a unified community college system with employers, vocational-technical schools and Workforce Investment Boards, the Governor's proposal will give community colleges the tools they need to help get people back to work. In order to help the community colleges meet this mission, Governor Patrick is proposing a \$10 million increase in funding as well as a streamlined budget and leadership selection process for the campuses.

"By leveraging our community colleges, streamlining the system and aligning the mission, we can reverse this prediction by providing our workers with the skills they need to fill the jobs of the future in all areas of the Commonwealth," said John Fish, CEO of Suffolk Construction. "I applaud the Administration for its focus and commitment on this issue and believe it will allow us to continue to prosper as we grow our strong Knowledge Based Economy."

"Our extensive conversations with business and education leaders, including community college presidents, highlighted that refocusing the mission of the community college system and other reforms were the common sense course for creating a system that is effective, accountable and well-resourced," said Paul Grogan, president of the Boston Foundation. "We look forward to working with the Governor, the business community and the colleges to ensure that student needs are served."

Also announced today was Bunker Hill Community College's (BHCC) "Learn and Earn" pilot co-op program. The "Learn and Earn" program will further the Governor's proposed reforms by providing community college students with the skills necessary to meet the needs of regional employers. BJ's Wholesale Club, EMC, Raytheon and Suffolk Construction have already signed on, committing up to five positions as part of the pilot which will run from January – April 2012. The co-op positions align with BHCC curricula in networking, engineering science, management, information technology, marketing, web development, accounting, paralegal, finance, culinary, graphic design, event planning, communications and health sciences. Co-ops will balance class schedules with weekly on the job training. Participating companies will use a common format involving an assignment manager, a mentor and group learning sessions on business fundamentals. Co-ops will receive performance assessments and BHCC faculty advisors will be engaged in the process. At the conclusion of this semester, BHCC and the employers will consider expanding the co-op program three semesters annually, beginning in June.

Taken together, these changes will strengthen the historical role of community colleges in offering high-quality training and certification programs so that students can immediately enter the workforce – as well as create seamless pathways to additional educational opportunities.

For further information: [Community Colleges Plan Fact Sheet](#) 

01.25.12 Governor Patrick Files FY13 Budget

Governor Deval L. Patrick

FY13 Budget Filing

State House

January 25, 2012

Good morning and thank you all for coming. Today, the Lt. Governor and I will file our budget proposal for fiscal year 2013.

The budget we propose for next fiscal year is \$32.3 billion. We have held budget growth to under 3 percent, despite tremendous pressure from increased costs of health care, legal obligations such as debt payments and collective bargaining, and other unavoidable costs. Revenue has continued slowly to recover as more people are getting back to work, which is great news on many, many levels. But we still have unprecedented needs to meet in health care, emergency housing and other essential services because of the numbers of people whose lives have been turned upside down by the global economic collapse.

With the support of the Legislature, we have managed this rather well, though not without pain. Our budgets have been responsible and balanced. We have reduced headcount by almost 6,000 positions. We have reduced spending on, or eliminated entirely, a whole host of programs. We have found more efficient ways to deliver services with less money.

These approaches have in some instances been difficult, but effective. You will see examples of them again in this budget. Because of these approaches, we have one of the largest rainy day funds in the nation and we earned the state the highest credit rating upgrade in our history.

At the same time, we have invested in the areas that we know will grow opportunity and strengthen us in the future. We chose to grow our way out of this recession and you can't grow without a growth strategy. That is why we have invested significantly in education, in innovation and in infrastructure and why we will propose to do so again in the coming fiscal year. Those investments are why we are 5th in the nation in job growth, why our economy is growing faster than the rest of the country's, and why we lead the nation in student achievement and the world in math and science.

Specifically, we propose \$4.1 billion for K-12 education, the highest amount, again, in the

Commonwealth's history. With this investment, every school district will reach the so-called "foundation level" and no district will see a drop in state support next year. Today's students in today's schools get their chance today and don't get to sit out the recession until it's over. And because education is our calling card around the world and central to our competitiveness in the future, we owe it to ourselves to do everything we can to support the schools.

While we lead the nation in student achievement, we also know that less than half of low-income students are proficient at reading in Grade 3; less than a quarter are proficient in science in Grade 8. We still have an achievement gap and, for the same reasons of economic competitiveness and social justice, I am determined to close it. So, we are proposing an additional \$10 million in funding dedicated to programs to help close that achievement gap. We propose to pilot these new strategies first in Gateway Cities.

Finally, in the area of education, we are proposing to streamline the funding and governance of our community colleges, as I discussed the other night, so they become fully integrated parts of the state's growth and workforce development strategy. A unified community college system gets us greater responsiveness to workforce needs, greater alignment with our statewide economic growth strategy, and greater accountability for the effectiveness of that spending. To support this increased role for our community colleges, we are proposing to increase funding by 5%. As I outlined on Monday, our community colleges are in a position to train people with the skills they need to get back to work. We must be willing to invest in that; in turn, the community colleges must be willing to work as a unified system to make sure we are getting the most out of that investment.

In the area of supporting innovation, we propose a mechanism to continue support for the life sciences initiative out of any FY12 current fiscal year surplus, just like last year, but with a slight increase. We also will continue our efforts through the Green Communities Act to encourage the continued growth and depth of the clean energy and energy efficiency sectors. We look forward to continued growth in the IT and financial services sectors as well, and will have some announcements about new developments in these areas in the coming weeks and months.

In addition to education and innovation, we will continue to invest in the Commonwealth's infrastructure. Once again, we will commit \$200 million in chapter 90 funds for local roads and bridges. This is a part of our \$3.3 billion capital investment program for the coming fiscal year – double the level of investment from before we took office. These funds are rebuilding college campuses, courthouses, roads, public safety and other projects all over Massachusetts. They are also putting people to work. This capital program is backed by a first-of-its-kind affordability analysis that ensures we are making the investments we need in a fiscally sound and responsible manner. The work to expand universal high-speed broadband continues through the year, with an estimated completion date of 2013. And we will continue to work with the Obama administration and with the Congress to rebuild transportation infrastructure and

the quality of service here in Massachusetts, as well.

We continue to scour state government for new and better ways to deliver services to people without new money. Many of those strategies are reflected in this budget, as well.

For example, by changing how we pay for health care for which government is responsible, we avoided nearly a billion dollars in cost increases in this current fiscal year – without making health care any less accessible. In this budget proposal, we plan to avoid another \$700 million through the same strategies: seeking more competition, re-procuring existing contracts in favor of global payments, paying for outcomes rather than the volume of care, and continuing aggressively to root out waste and fraud in our Medicaid system itself. This is no substitute for the Health Care cost containment bill awaiting action by the Legislature; but it does illustrate how the changes we have proposed in that bill- in how we pay for and deliver great health care in Massachusetts- can save significant amounts of money for everybody in the Commonwealth.

In this budget, we also propose to carry on our efforts to reform the way that homeless families in this state are treated and encouraged to move forward. Before the Great Recession, we spent \$76 million in shelter services. Last year, that number is \$176 million. We started to change that last year by moving away from a shelter-first system to a housing-first system. We moved over a thousand families out of motels and emergency shelters into housing, and diverted another 2700 families from the shelter system entirely. Not only is this change less costly over time, but it is better policy. It puts families on a path to self-sustainability.

We will continue that this year. We will target our emergency assistance and HomeBASE programs to those who are truly in need of emergency services and take the money we save to reinvest in other housing programs.

These are a couple of examples of how we continue to move toward greater accountability in the way government spends the people's money. We have created an Office of Commonwealth Performance, Accountability and Transparency to that end, to institutionalize the use of objective metrics to help evaluate and manage programs. We need to know we are achieving better outcomes for the people served by programs and lower costs for taxpayers.

In a similar vein, I will appoint a Chief Innovation Officer and will form a new Commission on Innovation. Their charge is to look over the whole of state government for ways to better apply technology to deliver services and achieve efficiencies.

Our budget includes modest revenue proposals to help subsidize public health costs and integrate eligible, fully-documented immigrants into the Commonwealth Care program as required by the recent

decision of the SJC. To that end, I propose to eliminate the sales tax exemption on candy and soda, to increase the tax on cigarettes and bring taxes on cigars and smokeless tobacco up to the same levels as cigarettes. We have included the bottle bill again, this year. All together these new revenues amount to less than 1 percent of this budget. They are not new. They are still sensible, still widely supported in the general public (in most cases), and still necessary.

As I have said before, I am asking the Legislature to make tough choices. This budget is no different. But the progress we have made is happening because we have made those tough choices and made them together, inspired by our commitment to leave to others a better Commonwealth than we found. In that spirit, I look forward to working with the Legislature on this budget. And I want to thank, most especially, Secretary Gonzalez and all of his team for the exceptional work they have done; all the members of the Cabinet, and your team, for your creativity and flexibility; and all of the people of the Commonwealth for encouraging us to stretch and reach, to do the very best by you, every day. I would now like to turn the podium over to the Lieutenant Governor. Thank you.

PATRICK-MURRAY ADMINISTRATION AWARDS OVER \$280,000 IN PLANNING GRANTS TO 29 POTENTIAL INNOVATION SCHOOLS ACROSS THE COMMONWEALTH

Funds will support development of educational innovations that close achievement gaps, help all students achieve at high levels

MALDEN – Wednesday, February 15, 2012 – Governor Deval Patrick today announced \$281,000 in grants to 29 potential Innovation Schools across the Commonwealth. The funding builds on the Patrick-Murray Administration's continued efforts to close persistent achievement gaps, promote innovative and bold strategies in education and give students and their families greater access to high-quality public schools.

"I am extremely proud of the progress we've made on the Innovation School initiative and am happy to see more schools stepping up to provide improved educational opportunities for Massachusetts students," said Governor Patrick. "This robust and diverse group of schools demonstrates what can be achieved when local school communities are given the flexibility to be creative in their approach to helping all students achieve at high levels."

"Innovation Schools provide quality resources and exciting new options for student learning and improvement in our schools," said Lieutenant Governor Timothy Murray. "With today's funding announcement, we look forward to the development of potential new Innovation Schools as we strengthen our education system in Massachusetts."

Initial prospectuses for these schools have already been approved by local stakeholders including superintendents, school committee members and union leaders and the grants will be used to develop robust innovation plans that will be presented to local school committees for final approval. A number of these schools could open as early as September 2012.

A signature component of Governor Patrick's Achievement Gap Act of 2010, Innovation Schools are in-district, charter-like public schools that use inventive strategies and creative approaches to education while keeping school funding within districts. Innovation Schools can utilize greater autonomy and flexibility with regard to curriculum, staffing, budget, schedule/calendar, professional development and district policies.

There are currently 18 operational innovation schools across Massachusetts and another two fully approved innovation schools scheduled to open this fall. If these new 29 plans are fully approved, nearly 50 innovation schools could be up and running by fall 2012. The Administration awarded over \$1 million in innovation school planning and implementation grants last year and another round of implementation grants will be awarded this summer to new schools that meet final plan approval from their local school

committees. Funding for Innovation School planning and implementation grants is made available as part of a total of \$2 million in support from the state's successful Race to the Top proposal and additional support from the Bill & Melinda Gates Foundation.

"It is encouraging to see so many local communities collaboratively finding solutions to their own unique challenges," said Education Secretary Paul Reville. "The continued development of excellent new Innovation Schools statewide will ensure that students have access to the instruction and support we know they need to be successful students and lifelong learners."

"Innovation Schools provide educators with a new option to build supportive schools that ensure students reach high standards and expectations," said Elementary and Secondary Education Commissioner Mitchell Chester. "These planning funds will provide educators and partners with resources to design more effective approaches to increase student learning."

Governor Patrick announced today's round of planning grants at the Linden K-8 School in Malden, one of today's recipients whose Innovation School prospectus includes converting the school to a STEAM (Science, Technology, Engineering, Arts and Mathematics) model, with a robust group of community partners to support this work.

"I am delighted that the Linden School has received this grant and recognition of their leadership in innovative education," said Senator Katherine Clark. "I thank the school committee, administrators, teachers and staff for all their hard work and I am pleased the Governor had the opportunity to see this work firsthand."

"We are grateful to Governor Patrick who continues to be innovative in developing initiatives to further strengthen educational opportunities for our students," said Malden Mayor Gary Christenson. "The community is honored to have the Governor make this announcement in Malden and we look forward to making him proud. I also commend Malden School Superintendent David DeRuosi on his efforts in pursuing this forward-thinking grant."

The Linden School's partners include The Broad Institute, local artist Jodi Colella, Partnership for Community Schools in Malden, WEDIKO Children Services (social-emotional supports) and Baystate Reading Institute. During today's visit, the Governor and other participants had a chance to meet with representatives from these partner groups to hear about how they will benefit the school's student population.

Malden is also one of the Commonwealth's 24 Gateway Cities and as such, will be eligible to apply for grant funding under the [Governor's Gateway Cities Education Agenda](#), announced in November 2011. The Governor has dedicated \$10 million for this initiative in his fiscal year 2013 budget proposal, with the goal of closing persistent achievement gaps that disproportionately affect children living in poverty, students of color, students with disabilities and students who are English language learners. Many of these students are heavily concentrated in the Commonwealth's Gateway Cities.

For more information about Innovation Schools, please visit www.mass.gov/edu/innovationschools.

For more information about Governor Patrick's Gateway Cities Education Agenda, please visit www.ma.gov/edu/gatewaycities.

The list of grant recipients, districts in which the schools will be located and amounts granted is as follows:

INNOVATION SCHOOLS PLANNING GRANTS – awarded with state Race to the Top funding.

Proposed Innovation School	Partner District	Amount
STEM Academy for Middle School Engineers	Auburn	\$10,000
Eliot K-8 School	Boston	\$10,000
Mildred Avenue School	Boston	\$10,000
Paige Academy	Boston	\$10,000
Renaissance Hope Academy	Boston	\$10,000
Maurice J. Tobin School	Boston	\$10,000
Ezra H. Baker School	Dennis-Yarmouth Regional School District	\$10,000
Nathaniel H. Wixon School	Dennis-Yarmouth Regional	\$10,000

	School District	
McKay Campus School/Fitchburg Arts Academy	Fitchburg	\$10,000
O'Malley Middle School	Gloucester	\$10,000
GEMS Academy	Greenfield	\$10,000
John C. Tilton School	Haverhill	\$10,000
Center for Excellence	Leominster	\$10,000
Center for Technical Education Innovation	Leominster	\$10,000
Washington Elementary	Lynn	\$10,000
STEM/21 st Century Elementary School	Marlborough	\$10,000
International Baccalaureate School of Quabbin	Quabbin Regional School District	\$7,000
Worcester East Middle Academy of Science, Technology and Health	Worcester	\$10,000

Lincoln Street School	Worcester	\$10,000
Worcester Technical High School STEM Early College	Worcester	\$10,000
Winter Hill Community School	Somerville	\$10,000

TOTAL = \$207,000

INNOVATION SCHOOL PLANNING GRANTS – awarded through Next Generation Learning Models grants provided to the Executive Office of Education by the Bill and Melinda Gates Foundation.

Proposed Innovation School	Partner District	Amount
Crocker Farm Elementary School	Amherst	\$10,000
Cape Cod Tech STEM Academy	Cape Cod Regional Technical High School	\$10,000
Becket Washington	Central Berkshire Regional School District	\$10,000
Berkshire Trail	Central Berkshire Regional School District	\$10,000
Linden STEAM Academy	Malden	\$10,000

Algonquin Personal Pathways in STEM (APPS)	Northborough-Southborough	\$10,000
Warren Community Elementary School	Quaboag Regional School District	\$7,000
West Brookfield Elementary School	Quaboag Regional School District	\$7,000

TOTAL = \$74,000

GOVERNOR PATRICK VISITS CHICOPEE SCHOOL TO HIGHLIGHT IMPORTANCE OF GATEWAY CITIES EDUCATION AGENDA IN CLOSING ACHIEVEMENT GAPS



Governor Patrick visits Fairview Veterans Memorial Middle School in Chicopee to discuss the Administration's Gateway Cities Education Agenda with students and faculty. (Photo credit: Eric Haynes / Governor's Office). View additional [photos](#).

CHICOPEE – Friday, March 23, 2012 – Governor Deval Patrick today visited the Fairview Veterans Memorial Middle School in Chicopee to discuss the Patrick-Murray Administration's [Gateway Cities Education Agenda](#). This set of strategies aims to eliminate persistent achievement gaps that disproportionately affect children living in poverty, students of color, students with disabilities and students who are English Language Learners. Many of these children are heavily concentrated in the Commonwealth's 24 Gateway Cities, including Chicopee. The Gateway Agenda will bring an intense focus to closing achievement gaps among students in these regions.

“The Commonwealth’s record of student achievement is second to none and a model for the nation,” said Governor Patrick. “I am proud of the progress we have made, but we won’t be satisfied until we have a system that prepares all of our students for success.”

In January, Governor Patrick announced \$10 million in funding for the Gateway Cities Education Agenda in his [Fiscal Year 2013 budget](#), furthering his Administration’s commitment to ensuring that all students – regardless of socioeconomic background – are prepared for success in the classroom and in life.

The Governor’s Gateway Agenda focuses on five goals: (1) getting every child to reading proficiency by the third grade; (2) providing every child with a healthy platform for education; (3) providing students, particularly English Language Learners, with the quality and quantity of education they need to succeed; (4) preparing all students for college and career success; and (5) seeding and incentivizing education.

The first four goals will be represented by a pilot program the Administration will launch in several of the Commonwealth’s Gateway cities on a competitive grant basis. The fifth will be represented by a Commonwealth Innovation Fund designed to encourage innovation among educators across the state and will be open to all cities and towns in Massachusetts.

“This set of strategies represents the next phase in our efforts to close persistent achievement gaps and focus our resources on our neediest children, while challenging all students to do significantly better,” said Education Secretary Paul Reville.

About Fairview Veterans Memorial Middle School:

Fairview Veterans Memorial Middle School serves approximately 700 students in grades six through eight. The school maintains high standards and expectations for all students by involving teachers, parents and the community in the education of its students. Fairview has a very active Parent-Teacher Organization and parents at the school can directly monitor student assignments and progress online through a district-wide education portal.

Fairview Veterans Memorial is one of 127 Commendation Schools statewide recognized for their efforts and results in improving student achievement this year. Commendation Schools are selected by the Department of Elementary and Secondary Education for progress in closing proficiency rates and helping all students achieve at higher levels.

The year, students at Fairview Veterans Memorial demonstrated increased levels of students reaching proficient on the state’s Massachusetts Comprehensive Assessment System (MCAS) exams in Grade 8 in English Language Arts (ELA).

To learn more about the Patrick-Murray Administration’s Gateway Cities Education Agenda visit www.ma.gov/edu/gatewaycities.

GOVERNOR PATRICK SIGNS FY13 BUDGET

\$32.5 billion budget includes record K-12 education investments, community college reforms; Governor responsibly identifies funds to support August sales tax holiday

BOSTON — Sunday, July 8, 2012 – Governor Deval Patrick today signed a \$32.5 billion fiscal year 2013 (FY13) budget that makes record investments in K-12 education and puts community colleges at the center of the state’s workforce development strategy. In addition to prioritizing education and job creation, the budget invests in health care cost containment and youth violence prevention, two other key areas of the Governor’s growth agenda.

“When we support students, put people to work, reduce health care costs and strengthen public safety, we make Massachusetts better,” said Governor Patrick. “This budget does that through targeted investments and cost-savings reforms. It also responsibly holds the line on spending because we know our recovery is ongoing, not complete. This balanced approach keeps us on track to meet our generational responsibility of building a stronger Commonwealth.”

The FY13 budget funds local aid at \$5.32 billion, an increase of 3.7 percent over FY12. Chapter 70, the largest block of state education aid, increases in FY13 by 4.5 percent from FY12, bringing funding to a historic level of \$4.171 billion. The budget signed today also continues the Patrick-Murray Administration’s efforts to reduce the state’s reliance on one-time solutions. It includes a draw of \$350 million from the stabilization fund, leaving the account with a FY13 balance of at least \$1.28 billion and the Commonwealth with one of the nation’s largest reserve fund balances. Compared to FY12, today’s budget increases by roughly 4 percent, a rate of growth that is still less than the assumed growth in state tax revenue collections in FY13.

In addition to the targeted investments, spending reductions and policy changes signed today, the Governor also announced he has determined a way to pay for an August sales tax holiday without putting additional pressure on the FY13 budget. A supplemental spending plan filed alongside the FY13 budget sets aside an estimated \$20 million from a recent one-time payment to the General Fund the Commonwealth recently received to support the popular measure. Identifying funds to support an initiative that generates revenue for retailers and delivers savings to consumers at the outset of the fiscal year is responsible and prudent, ensuring the state will be able to afford forgoing sales tax collections for a weekend next month.

“Governor Patrick and I, along with our partners in the Legislature, are delivering a budget that is balanced and will lead to a stronger economy for Massachusetts,” said Lieutenant Governor Timothy Murray. “Despite the challenges we may face, our Administration continues to build on reforms and efficiencies and we remain committed to our core values, providing quality services and protecting all residents of the Commonwealth.”

Last year, citing the Patrick-Murray Administration's proactive budget management as a leading factor, Standard and Poor's upgraded the Commonwealth's credit rating to AA+, resulting in all three of the state's credit ratings being just one notch below the highest possible rating and giving the Commonwealth the highest credit ratings in its history. These ratings have allowed the Patrick-Murray Administration to continue making critical investments in schools, roads and bridges, and public facilities to accelerate a long-term economic recovery.

“This budget is balanced, fiscally responsible and it positions us well for the future,” said Secretary of Administration and Finance Jay Gonzalez. “Most important, this budget reflects the fact that we must change the way government does business by aggressively building on the many reforms and efficiency initiatives we have already implemented to ensure we stretch every taxpayer dollar as far as possible.”

Advancing the Governor's Growth Agenda

The FY13 budget supports critical areas of the Governor's growth agenda, including education, job creation, health care cost containment and youth violence prevention.

Education: The FY13 budget maintains funding from the Governor's budget for achievement gap programs in Gateway Cities that focus on career success and English language learning in addition to increasing funding for Chapter 70 K-12 education aid, special education, METCO and programs focused on intervention, MCAS, youth at risk and school specific support.

Jobs: The budget adopts the community college reforms the Governor unveiled in his January State of the Commonwealth address. The changes will align the colleges' missions and increase accountability as well as close the skills gap and meet the workforce development needs of local employers.

Health Care Costs: Approximately \$700 million in health care cost containment savings will be realized, including the following highlights:

Use of innovative management and contracting strategies at MassHealth aimed at

lowering cost and transforming the payment and delivery models in the program

The Health Connector Authority continues its competitive procurement strategies that have decreased premiums by 10 percent over the past two years for Commonwealth Care members. The Connector will also expand its small business wellness subsidy to help lower health care premiums for small businesses; and

The Group Insurance Commission adopted rate increases for health insurance premiums of 1.43 percent, which is projected to save \$55 million. In addition, GIC will leverage the Federal Early Retiree Retirement Program (ERRP) funding to save the GIC an additional \$45 million in FY13.

Health Care System Reform Investments: The budget includes several important investments that will move the state's care delivery system forward in FY13:

Full funding for payment and delivery system reform by supporting integrated systems of care at safety net hospitals through the Delivery System Transformation Trust Fund (\$187 million in transfers, \$82 million in state share);

Investments of \$23 million in infrastructure capacity building grants for hospitals and community health centers;

New resources at MassHealth to improve consumer-facing operations and support MassHealth in implementing payment reform and the Affordable Care Act; and

The creation of a new Health Care Workforce Transformation Trust Fund to recruit or re-train employees in the Massachusetts health care sector in line with the Governor's legislative proposals to transform the health care industry.

Youth Violence: The Governor is seeking to restore funding for proven youth violence prevention programs, including an additional \$1.5 million for Shannon Grants that target gang violence, \$6 million for summer jobs to expand employment opportunities for low-income youth this summer and next and \$6 million for the Safe and Successful Youth Initiative so the state can partner with local communities to support high-risk youth and create safer neighborhoods.

Reforming the State's Community Colleges System

The FY13 budget includes legislative changes that support reforms the Governor initiated to

strengthen the state's community college systems. Adopted in the budget the Governor signed today are the following reforms:

Stronger connections between the Department of Higher Education and leadership of the community colleges;

Stronger connection and accountability between community colleges and vocational/technical schools; and

Increased oversight and integration of workforce development initiatives at the regional level.

In addition, the budget provides \$5 million in Performance Incentive Grants dedicated for community colleges and \$2.25 million to fund "Rapid Response Grants" which will allow community colleges and potential employers to develop career specific curriculum based on the needs of the employer.

Vetoes

The Governor vetoed \$32.1 million in spending proposed in the Legislature's budget, including:

\$10 million for a Human Services Salary Reserve – The Governor proposes to instead use this funding to support unfunded increases for human service providers consistent with the "Chapter 257" reforms adopted in 2008 to increase transparency and reliability of reimbursement to human services providers that care for the state's most vulnerable residents;

\$10 million for the Probation Department – The Governor proposes to bring this account's spending in line with realistic agency responsibilities and caseload levels;

\$5.1 million for the Department of Mental Health to continue to operate the Taunton State Psychiatric Hospital at 45 beds – The Governor proposes closing Taunton State consistent with the administration's Community First Initiative;

\$3.5 million for a reserve for school districts to request additional funding – Funding above and beyond record-level FY13 Ch. 70 investments is unnecessary at this time;

\$400,000 for a State Police Benefits Fraud Unit – Additional funding duplicates existing programs and responsibilities at State Police and the Auditor's Office; and

\$3.1 million in legislative earmarks.

Policy Actions

Examples of policy actions included in the budget the Governor signed today include:

Amending Electronic Benefits Transfer (EBT) language to be consistent with the strong recommendations of the EBT Commission and ensure changes are enforceable;

Signing stricter penalties for driving without a license;

Amending registration changes to give the RMV the ability to coordinate with the Executive Office of Public Safety and Security to determine whether exempting certain people (for example: seniors, servicemen or seasonal residents) from having to provide a license to register a car will enhance public safety by increasing the number of registered and insured vehicles on Massachusetts roads;

Signing Melanie's Law updates to ensure OUI cases continued without a finding will now count as prior offenses when calculating penalties for refusing to submit to a breathalyzer;

Signing authorization for pharmaceutical companies to offer drug coupons to Massachusetts residents;

Signing a requirement that mutual insurance companies provide clear and concise disclosure of compensation paid to their executive officers or directors in a format "readily accessible" to their members; and

Vetoing proposed language to lower the population threshold for Gateway Cities from 35,000 to 20,000. This change would dilute limited funding available for targeted communities already in the Gateway Cities program.

Proposed Supplemental Budget

The Governor today proposed using a combination of FY12 and FY13 surplus funds and FY13 vetoes to address unfunded needs in FY13, including:

An estimated \$20 million in one-time settlement money to support an August sales tax holiday;

\$15 million for emergency housing services for families that are homeless or at-risk of becoming homeless;

\$14 million for information technology costs to support services provided to residents and businesses;

\$10 million for a reserve to implement the costs of the Chapter 257 reforms;

\$6 million for Summer Jobs;

\$6 million for Safe and Successful Youth;

\$1.5 million for Shannon Grants;

\$1.4 million for Special Education Tuition Costs;

\$300,000 for the Massachusetts National Guard; and

\$100K for a study of mental health services.

[Click here for additional budget documents.](#)



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Massachusetts Board of Higher Education

MASSACHUSETTS LAUNCHES BID FOR NATIONAL LEADERSHIP IN PUBLIC HIGHER EDUCATION

First annual Vision Project report documents new era of campus innovation and collaboration; captures urgency of need for highly educated workforce in MA

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BOSTON – September 20, 2012 – The Department of Higher Education (DHE), joined by state education, legislative and business leaders today released a new report on the changing role of public higher education in Massachusetts. The first annual Vision Project report, entitled, *“Time to Lead: The Need for Excellence in Higher Education”* offers the first comprehensive view of where the Commonwealth’s public higher education system stands, in comparison to other states, on a number of key indicators including graduation rates, student learning and workforce development. At a time when more students than ever are enrolling in public higher education in Massachusetts, the Patrick-Murray Administration is committed to ensuring that all students in the Commonwealth have access to a world-class public higher education system.

Today’s announcement at the State House included comments from Governor Deval Patrick, Education Secretary Paul Reville, DHE Commissioner Richard Freeland, University of Massachusetts President Robert Caret, Holyoke Community College President Messner, Bridgewater State University President Dana Mohler Faria, and the Chairs of the Higher Education Committee, among others, who all discussed the work underway in the state’s public higher education system to reach the goal of national leadership and the importance of a highly educated citizenry to the future economic strength of the Commonwealth. The speaking program was followed by a panel discussion with business and non-profit leaders and local government officials on the partnership role of businesses, workforce development organizations, local governments and other entities must play to ensure the success of our students in public higher education.

“I am proud of the progress we have made strengthening our public higher education system to create a well-educated workforce,” said Governor Patrick. “This report provides valuable information on the areas where we are doing things right in higher education, and the places we still have room to grow.”

The *“Time to Lead”* report outlines the first two years of work under the [Vision Project](#), the Administration’s strategic plan for public higher education in Massachusetts, and lays

out the Administration's statewide strategy for achieving the goal of national leadership in the areas of college participation, college completion, student learning, workforce alignment, elimination of achievement gaps, civic participation and research to drive economic development.

These strategies include Governor Patrick's plan to make Massachusetts community colleges a centerpiece of the Administration's efforts to help people get back to work by unifying the 15 campuses and giving them additional capacity to better meet the needs of their students, local and statewide employers. The Commonwealth's knowledge-based economy relies on a highly-educated and well-skilled workforce. This plan, now being implemented, will help ensure our students have clear pathways to meaningful employment after college and that our employers have access to a steady talent pool with the skills needed to fill open jobs across the state.

"Massachusetts is home to a world-class education system, with outstanding institutions of higher education in all regions of the Commonwealth," said Lieutenant Governor Timothy Murray. "It is imperative that we as a Commonwealth continue to emphasize public-private partnership, including collaboration with our academic partners, to advance student achievement, workforce training, and economic growth."

Last year the Administration also launched the Vision Project Performance Incentive Fund (PIF) to spur innovative programs at public institutions of higher education in Massachusetts and reward campus efforts to improve educational outcomes for their students. PIF grants have been used support a variety of new and existing programs to improve college readiness and attendance of high school graduates, as well as college graduation and student success rates. The funds will also be used to expand programs linked to the state's future workforce needs by preparing students for jobs in high-demand fields.

Other work underway at campuses across the state includes:

- A partnership between DHE, Framingham State University and ten other campuses to use performance-based Completion Incentive Grants to keep students on track to graduation;
- The *"Plugging the Leaks in Worcester's Math Pipeline"* program between Quinsigamond Community College and the Worcester Public Schools where high school and college faculty are transforming math coursework based on student's identified skill gaps within the district.
- A partnership between UMass Lowell and Middlesex Community College to ease the student transfer pathway from the to the university, based on shared learning goals across both institutions;

"The Vision Project has set a clear leadership goal for Massachusetts," said Education Secretary Paul Reville. "We are doing well already, but doing well isn't good enough. Our aim is to be the best, and the benchmarks set forth in the Vision Project give us a clear path leading there."

"Time to Lead" offers clear evidence to support the thesis that Massachusetts will not succeed unless its public colleges and universities succeed," said Richard M. Freeland, Commissioner of Higher Education. "It will take equal measures of hard work by the campuses of the Massachusetts public higher education system, strengthened

collaboration with partner institutions and organizations, and sustained investment by the Commonwealth to get us where we need to be: national leaders in public higher education.”

Among the report’s findings are that Massachusetts is a national leader in the percent of students who go on to college and in the level of academic achievement at the high school mark. The Commonwealth is also performing above the national average in college completion and success rates, and continues to make steady progress in research outcomes at University of Massachusetts campuses. The report also shows that the Commonwealth’s public higher education system must produce more graduates, particularly in high need sectors like the STEM, health care and finance industries, in order to keep pace with the projected number of workers needed in those fields by the year 2020. Similarly, Massachusetts must do more to close achievement gaps that exist among race, ethnicity and income for students attending public campuses before achieving national leadership in this critical area.

“As a technology leader, our greatest asset in our world-class people,” said William H. Swanson, Chairman and CEO, Raytheon Company. “To consistently innovate, it is critical for businesses like ours to strengthen partnerships with the Commonwealth’s public universities and community colleges, so that the students of today can attain the skills they need to excel in the jobs of tomorrow.”

To view a copy of the full report, *Time to Lead: The Need for Excellence in Public Higher Education*, please visit: www.mass.edu/vpreport.

GOVERNOR PATRICK ANNOUNCES \$4 MILLION FOR COMMUNITY COLLEGES

Grants will increase skill training, workforce alignment; continue efforts to develop unified and strengthened community college system



Governor Patrick joins legislators to announce \$4 million in grants to support community colleges across the Commonwealth. (Photo Credit: Eric Haynes / Governor's Office) View additional [photos](#).

WELLESLEY – Tuesday, September 25, 2012 – Governor Deval Patrick today announced \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"A stronger community college system is good for students, employers and the whole Commonwealth," said Governor Patrick. "These additional resources will further accelerate this transformation, and help get people to work."

“By partnering with our community colleges and strengthening their ties to businesses and career training, we will help close the skills gap facing many industries,” said Lieutenant Governor Timothy Murray. “Ensuring more students and those seeking work are trained in science, technology, engineering and math (STEM) is a major component of our efforts to increase skill training and support job creation and professional growth.”

The community college grants awarded today through the [Performance Incentive Fund](#) (PIF) deliver on Governor Patrick’s pledge to invest further in our community college system, and will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state’s fastest growing sectors and adopt a system-wide standard core of course offerings.

The FY13 budget, supported by the Legislature and signed by the Governor in July, set aside \$5 million for community colleges to be used for 1) the development of efficiency measures that may include consolidation of information technology platforms and services; 2) creating innovative methods for delivering quality higher education that increase capacity, reduce costs and promote student completion; 3) engaging in statewide and regional collaborations with other public higher education institutions that reduce costs, increase efficiency and promote quality in the areas of academic programming and campus management; and 4) improving student learning outcomes assessments set forth by the Board of Higher Education under the [Vision Project](#). These grants also support the Administration’s goals of increasing workforce alignment between community colleges and local/statewide employers and providing students with additional skills training in high-demand fields.

“These grants will support our efforts to connect more of our students to meaningful work and will help provide more of those students with the educational and skill-building opportunities they will need to succeed in our knowledge-based economy,” said Education Secretary Paul Reville.

“As our economic recovery continues we are finding employers in some areas, such as advanced manufacturing, need assistance connecting with available, skilled workers,” said Housing and Economic Development Secretary Greg Bialecki. “The grants announced by Governor Patrick and other initiatives designed to connect employers with workers are part of our long-term economic planning goal of building and maintaining a workforce that is talented, well-trained and meeting the needs of businesses.”

“We look forward to seeing these grants applied to advancing the skills of our workforce,” said Labor and Workforce Development Secretary Joanne F. Goldstein. “Current and diverse career training curriculum is essential to re-employment and to help incumbent workers move forward. Our state’s career centers are already engaged with the community college system and businesses, and we will continue to foster collaborations to help our talented labor pool succeed in today’s developing marketplace.”

“I am thrilled to join with Governor Patrick and Secretary Reville in announcing these awards,” said Higher Education Commissioner Richard M. Freeland. “They reflect an impressive commitment across our community colleges to achieve a central goal of the Vision Project, which is to ensure that maximum numbers of our students achieve their educational goals.”

"We are delighted by the Commonwealth's investment in its community colleges and its recognition of their importance to the health of our state and local economies," said Holyoke Community College President Bill Messner. "These funds will strengthen our ability to serve as a gateway to careers and continued education for our communities."

Of the \$5 million allocation, \$2.9 million is being awarded to fund new initiatives, \$500,000 is being awarded as second year grants to projects funded last year under the PIF and \$400,000 will be used to implement a system-wide credit transferability infrastructure. Grants to award the remaining \$1 million balance will be announced later this year to incentivize credit transferability and efficiency measures among campuses.

"This funding demonstrates the Administration's commitment to improving performance and accountability, which sets the tone for greater support from the business and philanthropic sectors," said Paul S. Grogan, President of the Boston Foundation, which convened the Coalition FOR Community Colleges in support of needed reforms. "Business and civic leaders can and will effectively advocate for increased investment in higher education system when the system functions with greater accountability and alignment with workforce needs."

Today's awardees are as follows:

- Berkshire Community College - \$88,000 to accelerate college readiness and developmental math pathways; and enhance student advising and civic engagement programming.
- Bristol Community College - \$299,994 to address college readiness, improve developmental education and increase student retention.
- Bunker Hill Community College - \$203,000 to focus on college going rates, career pathways and civic engagement.
- Cape Cod Community College - \$137,211 to enhance college readiness in the Cape Cod area and to retain increasing numbers of students at the college.
- Greenfield Community College - \$179,310 to expand a hybrid learning model of online learning combined with onsite learning.
- Holyoke Community College - \$167,883 to support the college's Gateway to College Prep program, help increase graduation and student success rates, support ongoing work to develop student learning assessments and increase civic engagement among its students.
- MassBay Community College - \$300,000 to enhance the first year experience for MassBay students, positively impacting student retention.
- Massasoit Community College - \$215,000 for a new civic engagement initiative, enhanced student success activities and more focused work force training.

- Middlesex Community College - \$251,000 to enhance tutoring for at risk students and to increase work force alignment activity.
- Mt. Wachusett Community College - \$272,000 to increase college readiness and ultimate attendance rates, improvement of student success at the College and a new commitment to civic engagement activity.
- North Shore Community College - \$174,356 to develop a virtual career center that complements the career mapping project funded with performance improvement funds last year.
- Northern Essex Community College - \$146,744 to support advanced activity related to student learning and student learning assessment.
- Quinsigamond Community College - \$136,481 for an initiative called “shorten the distance” that supports both student’s readiness for college and student success at the College once admitted.
- Roxbury Community College - \$35,517 to focus on the college's nursing assistant program and enhance the English collaborative with UMass Boston.
- Springfield Technical Community College - \$291,058 for expanding important student learning assessment activity.

GOVERNOR PATRICK SIGNS LEGISLATION TO HELP CLOSE ACHIEVEMENT GAPS IN READING AND GET ALL STUDENTS TO PROFICIENCY BY GRADE 3

Expert panel will develop plan to streamline literacy efforts in MA and ensure all students have access to high quality literacy opportunities



Governor Patrick is joined by an enthusiastic crowd as he signs H. 4243, "An Act Relative to Third Grade Reading Proficiency." (Photo Credit: Eric Haynes / Governor's Office) [View additional photos.](#)

STONEHAM – Wednesday, September 26, 2012 – Governor Deval Patrick today joined state education, legislative and advocacy organization leaders at the Robin Hood Elementary School in Stoneham to sign H. 4243, "An Act Relative to Third Grade Reading Proficiency," which will help strengthen and streamline literacy initiatives in the Commonwealth. The Patrick-Murray Administration has set a goal of reading proficiency by the third grade for every child in Massachusetts and this bill will advance efforts to provide students with high quality literacy opportunities starting in their earliest years.

"We know that a child who can read by third grade has a better chance to succeed in his or her adult life," said Governor Patrick. "With this legislation, we will develop a plan for students and teachers to achieve that goal, and thereby provide the best chance for our children to succeed in the 21st century global economy."

Three-quarters of children who struggle with reading in third grade will continue to struggle academically, greatly reducing their chances of graduating from high school, going to college or successfully participating in a 21st century high skill economy. However, children who receive high-quality literacy instruction during their earliest years are more prepared for kindergarten and success in elementary school and beyond.

This bill establishes an expert literacy panel, chaired by Education Secretary Paul Reville and an outside expert of children's early language and literacy development that will make recommendations to the Departments of Early Education and Care, Elementary and Secondary Education, and Higher Education on better aligning and coordinating current initiatives and improving the implementation of programs to ultimately get every student in the Commonwealth reading proficiently by the end of third grade.

The panel will be comprised of nine members who will make recommendations on areas including: literacy curricula; effective instructional practices to promote children's language and literacy development in early education and care programs and grades pre-kindergarten to third grade; pre-service and in-service professional development and training for educators on language and literacy development; developmentally appropriate screening and assessment to monitor and report on children's progress toward achieving benchmarks in language and literacy development; family partnership strategies; among others. The panel will also explore ways to leverage existing and new federal grant opportunities and private funding to support language and literacy proficiency for children from birth to third grade.

"The ability to read is foundational to lifelong learning and key to academic success," said Secretary Reville. "Equipping our youngest students with the resources they need for a strong academic start is a central piece of our nation-leading education reform work and literacy is vital to those efforts."

"This bill provides the infrastructure for closing the achievement gap through public/private partnerships that provide both formal and informal learning opportunities that are aligned across systems in support of fostering children's early literacy development," said Department of Early Education and Care Commissioner Sherri Killins. "Collaborating to support early screening, child assessment, and family engagement within communities supports children's reading skills and overall brain development, giving them a strong foundation for future success, which collectively benefits our Commonwealth."

"I am proud to welcome Governor Patrick to Stoneham for the signing of this important legislation, which will help to ensure that every child is a proficient reader by the end of the third grade, a critical benchmark linked to future academic success and positive economic outcomes," said Senator Katherine Clark. "With nearly 40 percent of Massachusetts third graders reading at a level below proficiency, we clearly have more work to do. This legislation represents a wise investment in our children's future, and our own."

"This bill recognizes the importance of focusing on curriculum, assessment, professional development, and family engagement in order to improve reading proficiency for all children from all backgrounds. The

new law is an important step in closing the achievement gap and increasing opportunities for all students in the Commonwealth," said Representative Alice H. Peisch, House Chair of the Joint Committee on Education.

The Patrick-Murray Administration is committed to ensuring that all students have the supports necessary for a successful start and has prioritized efforts to increase early literacy rates as a key strategy in helping students achieve at higher levels and realize long term academic success and positive life outcomes.

In 2010, the Department of Early Education and Care (EEC) awarded a \$500,000 grant to the United Way of Massachusetts Bay and Merrimack Valley to support children's learning and literacy development in the summer months. This funding provided quality enhancements to out-of-school programs to partner with their local school district in providing joint professional development to educators and increased enrichment opportunities for children. Twenty-five programs have participated in the Summer Learning Collaborative (SLC), and over 2,000 children across the Commonwealth continue to benefit from this program each summer.

The Administration is also developing shared practices to build children's early literacy skills from pre-kindergarten through third grade as part of a statewide system alignment strategy to enhance program quality and improve achievement outcomes. This work is further supported by the Commonwealth's successful Race to the Top – Early Learning Challenge plan, a four year blueprint for advancement of child, youth and community outcomes in Massachusetts. Last year, the Commonwealth received a \$50M award from the Obama Administration over four years to implement high-energy, achievable education reform initiatives that chart a clear path for closing achievement gaps at an early age, before they begin to form.

"With the signing of An Act Relative to Third Grade Reading Proficiency, Massachusetts addresses a critical benchmark that strongly predicts children's chances of success in school and beyond. Children who struggle with reading in third grade are four times less likely than other children to finish high by age 19," said Amy O'Leary, Director of Early Education for All, a campaign of Strategies for Children. "We thank Senator Katherine Clark and Representative Marty Walz for introducing the bill and thank Governor Patrick and the Legislature for their support. An Act Relative to Third Grade Reading Proficiency recognizes that the path to reading success begins at birth, with children's earliest language development, and includes high-quality early education and strong primary grade instruction. Giving young children the strong start they deserve helps secure a strong future for the entire Commonwealth."

For more information on the Patrick-Murray Administration's early literacy work, please visit www.ma.gov/edu.

\$20.7 MILLION INVESTMENT IN ROXBURY COMMUNITY COLLEGE AS PART OF 2013 CAPITAL PLAN

2013 Capital Plan reflects Administration's commitment to expanding economic opportunity by building world-class public education system



Governor Patrick makes a capital funding announcement at Roxbury Community College. (Photo Credit: Stephen Speranza / Governor's Office) [View additional photos.](#)

BOSTON – Tuesday, October 2, 2012 – Governor Deval Patrick today announced \$20.7 million in capital funds for Roxbury Community College, furthering the Patrick-Murray Administration's commitment to building an affordable, world-class system of public higher education in Massachusetts. The college will use the funds, which it will receive over five years through the Administration's 2013 Capital Plan, to upgrade and renovate the Academic and Media Arts building. The bond money will also support study and planning related to new infrastructure for life science and allied health programming.

"Roxbury Community College is full of talent and promise and potential," said Governor Patrick. "These funds will help the students and faculty seize the opportunities before them."

Last week, the Governor awarded Roxbury Community College a \$35,517 grant to focus on the college's nursing assistant program and enhance the English collaborative with UMass Boston. Part of a \$4 million round of awards, that funding will support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants, along with the capital investments in community college campuses and programs, deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"The Patrick-Murray Administration has made investing in public higher education a priority," said Secretary of Administration and Finance Jay Gonzalez. "By financing these capital projects the University of Massachusetts system will have the resources necessary to ensure our students have the knowledge to thrive and succeed."

"These investments will not only allow our campuses to better equip our students with the skills they need to succeed in the classroom and in the workforce, but will also benefit entire communities in their respective regions," said Education Secretary Paul Reville.

In 2008, Governor Patrick proposed and the Legislature approved a \$2.2 billion higher education bond bill. In FY13, the Commonwealth's capital investment in higher education will be more than three times the total amount invested in FY07, when Governor Patrick took office. The full plan will be released in its entirety next week.

\$21.1 MILLION INVESTED IN BERKSHIRE COMMUNITY COLLEGE AS PART OF 2013 CAPITAL PLAN

2013 Capital Plan includes \$298M for community colleges over five years; reflects Administration's commitment to expanding economic opportunity by building world-class public higher education system

BOSTON – Wednesday, October 3, 2012 – Governor Deval Patrick today announced \$21.1 million in capital funds for Berkshire Community College, furthering the Patrick-Murray Administration's commitment to building an affordable, world-class system of public higher education in Massachusetts. The college will use the funds for renovation, including exterior masonry repairs, of the Hawthorne & Melville Halls.

"Berkshire Community College is full of talent and promise and potential," said Governor Patrick. "These funds will help the students and faculty seize the opportunities before them."

"Our Administration is committed to maintaining Massachusetts' reputation for world-class educational facilities," said Lieutenant Governor Timothy Murray. "By investing in Berkshire Community College and our institutions of public higher education, we are ensuring the Commonwealth remains at the forefront in educating our students to meet the demands of a changing and competitive job market."

Community colleges across the state are receiving a total of \$298 million over five years through the Patrick-Murray Administration's Capital Plan. Last week, the Governor awarded Berkshire Community College an \$88,000 grant to accelerate college readiness and developmental math pathways; and enhance student advising and civic engagement programming. Part of a \$4 million round of awards, that funding will support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants, along with the capital investments in community college campuses and programs, deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"The Patrick-Murray Administration has made investing in public higher education a priority," said Secretary of Administration and Finance Jay Gonzalez. "This fiscally responsible investment creates construction jobs today and prepares our students to be the skilled, knowledge-based workforce we need to fill the jobs of tomorrow."

"This investment will not only allow Berkshire Community College to better equip its students with the skills they need to succeed in the classroom and in the workforce, but will also benefit entire communities throughout the Berkshires," said Secretary of Education Paul Reville.

In addition to the capital funds being announced for Berkshire Community College today, the 2013 Capital Plan includes funding to start four other community college projects. This underscores the Administration's continued commitment to investing in a community college system that provides relevant, affordable educational and career-focused training programs to prepare students of all ages for both the local job market and further academic study.

The four additional community college projects include:

- \$22.1 for MassBay Community College to construct a new Allied Health academic building and to explore opportunities for a permanent Framingham campus. This project includes Commonwealth bond cap funds, as well as contributions from the community college.
- \$37.9 million for Mount Wachusett Community College to modernize the Haley building and a wet lab addition.
- \$6.8 million for Springfield Technical Community College for major envelope repairs and other renovations needed at the main classroom and student activity building
- \$20.7 million for Roxbury Community College to provide needed renovations to the Academic and Media Arts building and plan for new infrastructure related to life science and allied health programing.

In 2008, Governor Patrick proposed and the Legislature approved a \$2.2 billion higher education bond bill. In FY13, the Commonwealth's capital investment in higher education will be more than three times the total amount invested in FY07, when Governor Patrick took office. The full plan will be released in its entirety next week.

\$22 MILLION INVESTED IN MASSACHUSETTS BAY COMMUNITY COLLEGE AS PART OF 2013 CAPITAL PLAN

2013 Capital Plan includes \$298M for community colleges over five years; reflects Administration's commitment to expanding economic opportunity by building world-class public higher education system

FRAMINGHAM – Wednesday, October 3, 2012 – Governor Deval Patrick today announced \$22 million in capital funds for Massachusetts Bay (MassBay) Community College, furthering the Patrick-Murray Administration's commitment to building an affordable, world-class system of public higher education in Massachusetts. The college will use the funds to construct a new Allied Health academic building and to explore opportunities for a permanent Framingham campus.

"MassBay Community College is full of talent and promise and potential," said Governor Patrick. "These funds will help the students and faculty seize the opportunities before them."

"Our Administration is committed to maintaining Massachusetts' reputation for world-class educational facilities," said Lieutenant Governor Timothy Murray. "By investing in MassBay Community College and our institutions of public higher education, we are ensuring the Commonwealth remains at the forefront in educating our students to meet the demands of a changing and competitive job market."

Community colleges across the state are receiving a total of \$298 million over five years through the Patrick-Murray Administration's Capital Plan. Last week, the Governor awarded MassBay Community College a \$300,000 grant to enhance the first year experience for MassBay students, positively impacting student retention. Part of a \$4 million round of awards, that funding will support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants, along with the capital investments in community college campuses and programs, deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"We are grateful for these critical funds as we move this institution forward," said MassBay President John O'Donnell. "MassBay is poised to expand our programs, services and capacity to meet the needs of the vibrant Framingham and MetroWest communities we serve, and we are grateful for the support of our partners in the Administration, Legislature and the MetroWest community."

"The Patrick-Murray Administration has made investing in public higher education a priority," said Secretary of Administration and Finance Jay Gonzalez. "This fiscally responsible investment creates

construction jobs today and prepares our students to be the skilled, knowledge-based workforce we need to fill the jobs of tomorrow.”

“This investment will not only allow MassBay to better equip its students with the skills they need to succeed in the classroom and in the workforce, but will also benefit entire communities throughout the Metrowest region,” said Secretary of Education Paul Reville.

“One of the greatest natural resources we have in Massachusetts is our educated and skilled workforce and this is an important investment to help increase access to high-quality education in our region,” said Senator Karen Spilka. “These capital funds for our community colleges are a great example of the role government can play to make sure that we have an appropriately skilled workforce, which is critical to maintain our economic vitality and our competitive edge as a Commonwealth.”

"This is a major win for Framingham and the rest of the MetroWest area. Establishing a MassBay campus in downtown Framingham will revitalize the area. A downtown Framingham campus will connect students with the booming innovation economy in MetroWest," said Representative Tom Sannicandro, House Chair of the Joint Committee on Higher Education. "Our community colleges are vital to maintaining a strong, healthy economy and the Governor is continuing his commitment to making sure they have the resources they need."

"The Patrick Administration has consistently backed up their ideas with action," said Representative Chris Walsh. "Their conceptualization of an education driven economy rings true to the realities of today's technology based jobs. Their strong support of the community college system and in particular MassBay Community College and its plan to grow in Framingham is evidence of not only a deep understanding of the importance of education to individuals but of the huge impact that educational institutions have in our cities and towns; education is the number one product of the Commonwealth and we must do everything in our power to keep it strong."

In addition to the capital funds being announced for MassBay Community College today, the 2013 Capital Plan includes funding to start four other community college projects. This underscores the Administration's continued commitment to investing in a community college system that provides relevant, affordable educational and career-focused training programs to prepare students of all ages for both the local job market and further academic study.

The four additional community college projects include:

- \$20.7 million for Roxbury Community College to provide needed renovations to the Academic and Media Arts building and plan for new infrastructure related to life science and allied health programing.
- \$37.9 million for Mount Wachusett Community College to modernize the Haley building and a wet lab addition.
- \$21.1 million for Berkshire Community College to renovate the Hawthorne & Melville Halls, including their exterior masonry repairs.

- \$6.8 million for Springfield Technical Community College for major envelope repairs and other renovations needed at the main classroom and student activity building.

In 2008, Governor Patrick proposed and the Legislature approved a \$2.2 billion higher education bond bill. In FY13, the Commonwealth's capital investment in higher education will be more than three times the total amount invested in FY07, when Governor Patrick took office. The full plan will be released in its entirety next week.

\$37.9 MILLION INVESTED IN MOUNT WACHUSETT COMMUNITY COLLEGE AS PART OF 2013 CAPITAL PLAN

2013 Capital Plan includes \$298M for community colleges over five years; reflects Administration's commitment to expanding economic opportunity by building world-class public higher education system

GARDNER – Wednesday, October 3, 2012 – Governor Deval Patrick today announced \$37.9 million in capital funds for Mount Wachusett Community College, furthering the Patrick-Murray Administration's commitment to building an affordable, world-class system of public higher education in Massachusetts. The college will use the funds for modernization to the Haley Academic Center and the addition of a wet lab.

"Mount Wachusett Community College is full of talent and promise and potential," said Governor Patrick. "These funds will help the students and faculty seize the opportunities before them."

"Our Administration is committed to maintaining Massachusetts' reputation for world-class educational facilities," said Lieutenant Governor Timothy Murray. "By investing in Mount Wachusett Community College and our institutions of public higher education, we are ensuring the Commonwealth remains at the forefront in educating our students to meet the demands of a changing and competitive job market."

Community colleges across the state are receiving a total of \$298 million over five years through the Patrick-Murray Administration's Capital Plan. Last week, the Governor awarded Mount Wachusett Community College a \$272,000 grant to increase college readiness and ultimate attendance rates, improvement of student success at the College and a new commitment to civic engagement activity. Part of a \$4 million round of awards, that funding will support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants, along with the capital investments in community college campuses and programs, deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"The Patrick-Murray Administration has made investing in public higher education a priority," said Secretary of Administration and Finance Jay Gonzalez. "This fiscally responsible investment creates construction jobs today and prepares our students to be the skilled, knowledge-based workforce we need to fill the jobs of tomorrow."

"This investment will not only allow Mount Wachusett Community College to better equip its students with the skills they need to succeed in the classroom and in the workforce, but will also benefit entire communities in its region," said Secretary of Education Paul Reville.

"This investment will provide an exciting opportunity for Mount Wachusett Community College to enhance their educational opportunities and provide new and innovative opportunities for students. By improving the infrastructure at our higher education institutions, we are investing in our future," said Senator Stephen M. Brewer, Chair of the Senate Committee on Ways and Means.

"I am very happy that the Mount will be receiving funds to modernize the science facilities and the Haley building. Certainly under the leadership of President Dan Asquino, the Mount remains a leader in innovation; however, it is vital that our students have access to state-of-the-art equipment and facilities so as they enter the workforce they are competing on a level playing field," said Senator Jennifer L. Flanagan.

In addition to the capital funds being announced for Mount Wachusett Community College today, the 2013 Capital Plan includes funding to start four other community college projects. This underscores the Administration's continued commitment to investing in a community college system that provides relevant, affordable educational and career-focused training programs to prepare students of all ages for both the local job market and further academic study.

The four additional community college projects include:

- \$22.1 for MassBay Community College to construct a new Allied Health academic building and to explore opportunities for a permanent Framingham campus. This project includes Commonwealth bond cap funds, as well as contributions from the community college.
- \$6.8 million for Springfield Technical Community College for major envelope repairs and other renovations needed at the main classroom and student activity building.
- \$21.1 million for Berkshire Community College to renovate the Hawthorne & Melville Halls, including their exterior masonry repairs.
- \$20.7 million for Roxbury Community College to provide needed renovations to the Academic and Media Arts building and plan for new infrastructure related to life science and allied health programing.

In 2008, Governor Patrick proposed and the Legislature approved a \$2.2 billion higher education bond bill. In FY13, the Commonwealth's capital investment in higher education will be more than three times the total amount invested in FY07, when Governor Patrick took office. The full plan will be released in its entirety next week.

\$6.8 MILLION INVESTED IN SPRINGFIELD TECHNICAL COMMUNITY COLLEGE AS PART OF 2013 CAPITAL PLAN

2013 Capital Plan includes \$298M for community colleges over five years; reflects Administration's commitment to expanding economic opportunity by building world-class public higher education system

BOSTON – Wednesday, October 3, 2012 – Governor Deval Patrick today announced \$6.8 million in capital funds for Springfield Technical Community College (STCC), furthering the Patrick-Murray Administration's commitment to building an affordable, world-class system of public higher education in Massachusetts. The college will use the funds for major building repairs and other renovations to the main classroom and student activity building.

"Springfield Technical Community College is full of talent and promise and potential," said Governor Patrick. "These funds will help the students and faculty seize the opportunities before them."

"Our Administration is committed to maintaining Massachusetts' reputation for world-class educational facilities," said Lieutenant Governor Timothy Murray. "By investing in Springfield Technical Community College and our institutions of public higher education, we are ensuring the Commonwealth remains at the forefront in educating our students to meet the demands of a changing and competitive job market."

Community colleges across the state are receiving a total of \$298 million over five years through the Patrick-Murray Administration's Capital Plan. Last week, the Governor awarded STCC a \$291,058 grant for expanding important student learning assessment activity. Part of a \$4 million round of awards, that funding will support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at community colleges across the Commonwealth. These grants, along with the capital investments in community college campuses and programs, deliver on the goals of the Governor's community college initiative to put more people in Massachusetts back to work and to strengthen the connections between community colleges, employers and the workforce.

"The Patrick-Murray Administration has made investing in public higher education a priority," said Secretary of Administration and Finance Jay Gonzalez. "This fiscally responsible investment creates construction jobs today and prepares our students to be the skilled, knowledge-based workforce we need to fill the jobs of tomorrow."

"This investment will not only allow STCC to better equip its students with the skills they need to succeed in the classroom and in the workforce, but will also benefit entire communities in Springfield and throughout the region," said Secretary of Education Paul Reville.

In addition to the capital funds being announced for Springfield Technical Community College today, the 2013 Capital Plan includes funding to start four other community college projects. This underscores the Administration's continued commitment to investing in a community college system that provides relevant, affordable educational and career-focused training programs to prepare students of all ages for both the local job market and further academic study.

The four additional community college projects include:

- \$22.1 for MassBay Community College to construct a new Allied Health academic building and to explore opportunities for a permanent Framingham campus. This project includes Commonwealth bond cap funds, as well as contributions from the community college.
- \$37.9 million for Mount Wachusett Community College to modernize the Haley building and a wet lab addition.
- \$21.1 million for Berkshire Community College to renovate the Hawthorne & Melville Halls, including their exterior masonry repairs.
- \$20.7 million for Roxbury Community College to provide needed renovations to the Academic and Media Arts building and plan for new infrastructure related to life science and allied health programing.

In 2008, Governor Patrick proposed and the Legislature approved a \$2.2 billion higher education bond bill. In FY13, the Commonwealth's capital investment in higher education will be more than three times the total amount invested in FY07, when Governor Patrick took office. The full plan will be released in its entirety next week.

BILLIONS IN CAPITAL INVESTMENTS FOR MASSACHUSETTS COMMUNITIES ANNOUNCED

Capital plan focuses on Housing Investments, Higher Education, Job creation and Infrastructure Investments

BOSTON – Tuesday, October 9, 2012 – Governor Deval Patrick today unveiled his Fiscal Year (FY) 2013-2017 Capital Investment Plan, which continues the Patrick-Murray Administration's efforts to support long-term economic growth and stimulate job creation by calling for significant investments in higher education, transportation, economic development, housing and other infrastructure and assets.

"These investments will ensure that we continue on the path to economic recovery by laying the foundation for long-term growth," said Governor Patrick. "By investing in education, infrastructure and innovation we are creating jobs and building a better and brighter Commonwealth for the next generation."

The Capital Investment Plan seeks to reverse decades of underinvestment, create jobs and improve the Commonwealth's economic future by supporting public assets – classrooms and academic buildings, roads and bridges, and public housing. The plan also invests in the Commonwealth's innovation industries to create thousands of jobs and set the stage for future economic growth.

"As we continue to support the Commonwealth's long-term economic growth and sustainability, our Administration is committed to making strategic investments that will yield positive results now and in the future," said Lieutenant Governor Timothy Murray. "The projects in the Capital Plan will help improve the state's infrastructure and continue to create significant new jobs in regions across the state."

"This updated five-year Capital Investment Plan continues the Patrick-Murray Administration's commitment to rebuilding our public infrastructure and making targeted investments to support economic growth," said Secretary of Administration and Finance Jay Gonzalez. "Our ability to make these critical investments is a function of our fiscally responsible finance plan and the low-cost financing available to us thanks to the Commonwealth having its highest-ever credit ratings under the Patrick-Murray Administration."

The FY13-17 Capital Investment Plan continues to make investments in the Commonwealth public housing portfolio. In addition to the Commonwealth's yearly \$170 million investment in housing, the plan will provide a \$10 million expansion for housing funding to support:

- A \$3 million investment in the Commonwealth's Public Housing Energy and Water Savings Initiatives;
- A \$2 million investment to repair an additional 150-200 vacant public housing units in order for them to be brought back online and occupied;

- A \$3 million increase in funding for the Housing Stabilization Fund to create and/or preserve an additional 150 units of housing for veterans, homeless families, the elderly and other family households with incomes ranging from 30 percent to 80 percent of area median;
- A \$2 million investment in the Housing Innovations Fund to create an additional 80 units of housing for special needs populations.

The FY13-17 Capital Investment Plan makes strategic investments in the Commonwealth's long-neglected transportation system. Projects include:

- The purchase of and improvements to rail tracks along the Framingham/Worcester line, to allow greater opportunities for MassDOT to improve and increase service between Boston and Worcester;
- \$51 million in FY13 funding for MassDOT to continue work already underway on the Green Line extension in Somerville;
- \$5.4 million in FY13 for the Springfield Union Station Parking Garage, featuring the construction of a 480-space parking garage used in conjunction with the proposed development of the Union Station Regional Intermodal Transportation Center, a \$45 million project with multiple funding sources;
- \$200 million for Chapter 90 municipal road and bridge projects, an \$80 million increase over the annual funding level when Governor Patrick took office.

The FY13-17 Capital Investment Plan continues the Administration's investments in the Commonwealth's communities. Highlights include:

- \$41.8 million in grants to support eight new library construction projects through an expansion to the Public Library Construction Program;
- \$3 million in capital funding over two years for reforestation efforts after the longhorn beetle infestation for Worcester and surrounding communities;
- \$1 million to assist vocational schools in purchasing modern laboratory and shop equipment.

The energy and environment investments made in the FY13-17 Capital Plan focus on the Administration's goal of reducing our environmental impact in a responsible manner. Highlights include:

- \$1.75 million for a four-year initiative to revitalize Heritage Parks, primarily located in urban areas, that provide exhibits and historic information with an emphasis on the industrial history of the communities in which they are located;
- A \$1.25 million investment in the nationally recognized river and wetland restoration program for the Department of Fish and Game expected to leverage an additional \$5 million in federal and private funds and create over 75 jobs per year.

To ensure continued advancement in our innovation economy, the FY13-17 Capital Investment Plan will make the following investments:

- \$55 million in Governor Patrick's Life Sciences Initiative capital program, an \$11.5 million increase over FY12, to provide funding for at least 12 projects including the construction of the Sherman Center at the University of Massachusetts Medical School – Worcester, University of Massachusetts Dartmouth's Biomanufacturing facility, and the Joslin Diabetes Center and the Dana Farber Cancer Institute;
- \$14.6 million to continue IT projects that will implement health care cost containment and child welfare information initiatives including converting to the federally mandated ICD-10 diagnostic coding system, implementing a new eligibility determination system, completing the federally mandated analysis for the Medicaid Information Architecture and replacing the existing FamilyNet child welfare system.

The FY13-17 Capital Plan continues the Administration's efforts to create an affordable, accessible public higher education system. Last week, the Patrick-Murray Administration announced new investments at a number of public colleges and universities, including \$607 million for the University of Massachusetts (UMass) system and \$298 million over five years for the Commonwealth's community colleges. Highlights include:

- A new Physical Science building at UMass Amherst, currently estimated at \$85 million, that will accommodate enrollment growth and higher demand in science programs;
- A new Management Building for the Manning School of Business at UMass Lowell which leverages approximately \$10 million in private donations to support the \$35 million project;
- A new academic classroom building at UMass Boston, estimated at \$100 million to help address the demands of continued enrollment growth at the university;
- \$21.1 million for Berkshire Community College for renovation, including exterior masonry repairs, of the Hawthorne and Melville Halls;
- \$37.9 million for Mount Wachusett Community College for modernization to the Haley Academic Center and the addition of a wet lab;
- \$6.8 million for Springfield Technical Community College for major building repairs and other renovations to the main classroom and student activity building;
- \$22 million for Massachusetts Bay Community College (MassBay) to construct a new Allied Health academic building and to explore opportunities for a Framingham campus.

To read the FY13 Capital Plan, please visit www.mass.gov/capital

\$780,000 IN FUNDING TO PROMOTE AND ADVANCE STEM EDUCATION, JOBS, AND WORKFORCE DEVELOPMENT

Lieutenant Governor Murray outlines initiatives at the state's 9th Annual STEM Summit

FOXBOROUGH – Thursday, October 18, 2012 – Lieutenant Governor Timothy Murray announced \$780,000 in funding to promote and advance Science, Technology, Engineering, and Math (STEM) education, jobs, and workforce development as he welcomed over 1,000 educators, business leaders, and government officials to the 9th Annual STEM Summit at Gillette Stadium in Foxborough.

“Over the years, Governor Patrick and I have worked closely with organizations in academia, the private and non-profit sector, and government to emphasize the need to increase student interest in STEM education,” said Lieutenant Governor Murray, Chair of the Governor’s STEM Advisory Council. “Today’s announced funding and the efforts and feedback from the engaged audience at today’s summit will build on this foundation to further prepare a talented pipeline of students who will be ready to apply 21st century skills in the state’s workforce and compete in our global economy.”

Building on his rollout of the AMP it up! campaign launched last month, Lieutenant Governor Murray today announced MassDevelopment will provide up to \$10,000 in matching grants to eligible organizations that will create innovative programs focused on educating students and the adults in their lives about advanced manufacturing careers, which require many STEM-related skills. Starting today, MassDevelopment is accepting applications for these matching grants. After the grants are awarded, MassDevelopment will work with the recipients on community-based programs and activities to dispel common misconceptions about manufacturing and bolster the prospective employee base for these quality jobs. AMP it up! complements the state’s continued effort led by the Governor’s STEM Advisory Council to promote STEM education, jobs, and workforce development across the Commonwealth.

“Manufacturing jobs in Massachusetts today require workers with advanced, technology-based skills,” said MassDevelopment President and CEO Marty Jones. “The matching grants funded by MassDevelopment, the programs they engender via the AMP it up! Campaign, and students schooled in STEM will enable manufacturing companies in the Commonwealth to expand as their pool of skilled workers deepens.”

“Our advanced manufacturing industry is in a stronger position for growth than it was five years ago, but continues to need new, well-trained talent ready for the next generation of innovative manufacturing in Massachusetts,” said Greg Bialecki, Secretary of Housing and Economic Development. “Amp it up! will help highlight the great, long-term job and career opportunities in manufacturing, and help connect young adults with companies seeking new employees.”

Additionally, Lieutenant Governor Murray announced \$130,000 through the state's STEM Pipeline Fund to build on past programs and develop new messaging and communication to reach more students, parents, educators, and businesses on the value and importance of STEM education, jobs, and workforce development. For example, last year the WOW Initiative was launched as a statewide public awareness campaign designed to engage, educate and "wow" Massachusetts students into realizing the opportunities in STEM. STEM professionals with Massachusetts roots have visited schools to speak to students and are featured in videos which have been distributed to schools across the state aimed at encouraging students to pursue careers in STEM.

To advance STEM initiatives across the state, Lieutenant Governor Murray today also announced \$650,000 in additional state funding to expand a program known as the @Scale Initiative. The @Scale Initiative endorses statewide STEM projects and expands them across the state to reach more students and teachers. Phase I of @Scale projects were approved by the Governor's STEM Advisory Council in 2011 with the support of the business community to "scale-up" projects by requiring a match of public funds with private funds on a target ratio of \$1:\$3 public to private. Since 2011, the STEM Advisory Council and business community have been working with the following projects: Quinsigamond Community College's (QCC) Advanced Robotics Program; Mass Insight Education's Math + Science Initiative; DIGITS Project; WPI's Project Lead the Way; MassBioEd Foundation's BioTeach; Massasoit Community College's Science Transfer Initiative; and the Museum of Science's Gateway Project.

Phase I of @Scale included each project investing in efforts to achieve quantitative gains in student interest and readiness as outlined in the state's first ever STEM Plan in 2010. With both state and private sector funding, Phase I @Scale projects will reach at least 150 teachers and 8,270 students across the state. Now, with today's announced funding of \$650,000, Phases II, III, and IV will soon move forward in collaboration with the business community.

"Employers are investing in STEM as a business imperative. They are championing innovative programs and supporting the implementation of the nationally renowned STEM Plan to keep the Commonwealth competitive in the global economy," said JD Chesloff, Executive Director of the Massachusetts Business Roundtable, an organization of CEOs working to strengthen the state's economy, and Chair of the Governor's STEM Advisory Council's Executive Committee. "Lieutenant Governor Murray's leadership and collaboration with the Roundtable and employers in general are making Massachusetts a national leader in STEM education."

Phase II of @Scale will include \$400,000 in state funding for the next round of @Scale projects that will be approved this winter. Projects in Phase II of @Scale will focus on workforce development and STEM retention amongst college graduates, Goals 4 and 6 of the state's STEM Plan and will require a \$1.2 million private sector match. The additional \$250,000 in state funding will support Phase III and Phase IV of @Scale projects that will be approved in early 2013, and will require a \$750,000 private sector match. To address Goals 2 and 5 of the state's STEM Plan, Phase III will focus on Science Inquiry and Applied Mathematics and address Student Academic Achievement and Educator Effectiveness. To address Goals 1 and 5 of the state's STEM Plan, Phase IV will focus on Pre-K, Elementary and Out-of-School programs addressing Student Interest and Educator Effectiveness.

The Patrick-Murray Administration and the Governor's STEM Advisory Council continues to partner with the state's leading research, technology, and education organizations, including the co-host of today's summit the UMass Donahue Institute, to promote and advance STEM initiatives statewide.

"Educating the workforce of the future and developing the talent needed to grow the innovation economy is at the heart of what we do at the University of Massachusetts," said UMass Board Chair Henry Thomas, President and CEO of the Urban League of Springfield. "And such work is best done in collaboration with partners such as those involved in our latest STEM initiative, ABLE 4 STEM, which includes the 15 community colleges across our Commonwealth. We are proud that this effort will work to double the number of underrepresented minorities who earn associates and bachelor's degrees in STEM fields."

The 9th Annual STEM Summit is held today at Gillette Stadium, home of the New England Patriots. Through the work of the New England Patriots Charitable Foundation, STEM programming such as the annual Science of Sports Fair at Gillette Stadium take place each year.

"An investment in education will pay dividends for generations to come," said Robert Kraft, Chairman and CEO of The Kraft Group. "I applaud the Patrick Administration and the work of Lieutenant Governor Tim Murray for the emphasis they have placed on improving our statewide education K through 12, specifically in the fields of science, technology, engineering and mathematics. The STEM fields are essential to our growth if we want to remain competitive in today's global economy and we are proud to host the STEM Summit at Gillette Stadium this year. Four years ago, we teamed up with Raytheon to create a math and science curriculum around the Patriots' Hall of Fame and have had over 60,000 students participate. As an extension of that relationship, the Patriots Charitable Foundation and Raytheon now host an annual Science of Sport science fair. Through that program, Raytheon employees mentor students at the Boys & Girls Clubs on sports-themed math and science projects. Together, they create some amazing projects and are hopefully inspiring a new generation of STEM students."

Massachusetts is recognized as a national leader in STEM education, and the state has invested heavily in programs and initiatives to develop a highly skilled workforce, foster economic development, and ultimately position the Commonwealth as a leader in the 21st century innovation-based global economy. Hosted by the Governor's STEM Advisory Council, the Massachusetts Business Roundtable, and the UMass Donahue Institute, the summit includes 27 break-out sessions with panels, workshops, seminars and discussions that address issues such as curriculum planning, academic engagement, college readiness, career pathways, underrepresented populations, and analysis of the state's STEM progress. As the longest running STEM Summit in the country, the Massachusetts Annual STEM Summit has grown over the years from a gathering of 250 in 2004 to over 1,000 attendees today.

About AMP it up! and MassDevelopment

MassDevelopment is now accepting applications from eligible organizations to participate in its AMP it up! Campaign. Eligible applicants must be Massachusetts-based nonprofit organizations, education and workforce organizations or institutions that work with students between the ages of 10 and 19. The application deadline is November 15, and grant awards will be made around December 15. The application is now available on www.ampitupma.com.

MassDevelopment, the state's finance and development agency, works with businesses, nonprofits, financial institutions, and communities to stimulate economic growth across the Commonwealth. During FY2012, MassDevelopment financed or managed nearly 300 projects generating investment of \$3.3 billion in the Massachusetts economy. These projects are projected to create almost 12,000 jobs and build or rehabilitate more than 750 residential units.

Governor's STEM Advisory Council

On October 14, 2009 Governor Patrick signed an [Executive Order creating the Governor's STEM Advisory Council](#). As Chair of the STEM Advisory Council, Lieutenant Governor Murray released the state's first STEM plan at the STEM Summit in 2010, tying economic development to educational enhancement in STEM fields. The plan established targeted goals and benchmarks to promote STEM education, jobs, and workforce development as part of the Patrick-Murray Administration's STEM Initiative.

The Council serves as a vehicle for STEM advocates from the public and private sectors, as well as legislators and educators, to engage in meaningful collaboration with the Governor and Lieutenant Governor's Office, the Executive Office of Education and their agencies, the Department of Higher Education, the Department of Elementary and Secondary Education, and the Department of Early Education and Care, the Executive Office of Housing and Economic Development, and the Executive Office of Labor and Workforce Development.

To read the STEM Plan or learn more about the Patrick-Murray Administration's STEM Initiatives and the Governor's STEM Advisory Council, visit www.mass.gov/governor/stem.

GOVERNOR PATRICK APPOINTS DARLENE RODOWICZ AS CHAIR OF THE BERKSHIRE COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Darlene Rodowicz as Chair of the Board of Trustees at Berkshire Community College. Ms. Rodowicz is the current Board Chair at Berkshire Community College and today's announcement is an affirmation of her appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Rodowicz for her willingness to serve in this capacity and am confident that she will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Ms. Rodowicz is the Chief Financial Officer and Vice President of Finance for Berkshire Health Systems where she is responsible for developing the organization's annual operating and capital budgets, oversees business development including new programs and services and has created a ten-year master facility plan for the Health System, among other responsibilities. Prior to joining Berkshire Health Systems, Ms. Rodowicz worked at Blue Cross Blue Shield Massachusetts as a Medicare Auditor. Ms. Rodowicz earned a Bachelor of Science degree in Accounting from the University of Massachusetts Amherst and an MBA from Western New England College. She has served as a member of the Board of Trustees at Berkshire Community College for over three years.

"These are exciting times for community colleges," said Ms. Rodowicz. "I am honored that the Governor has named me Chair of the Board of Trustees at Berkshire Community College. We will continue to meet the needs of the residents and the employers of Berkshire County and the Commonwealth."

"Darlene Rodowicz brings a wealth of experience in non-profit management, finance, workforce development and leadership. She also has extensive knowledge of the communities served by the college," said Berkshire Community College President Ellen Kennedy. "We are delighted with the Governor's decision."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment,

improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Berkshire Community College was awarded \$88,000 to accelerate college readiness and developmental math pathways; and enhance student advising and civic engagement programming. Earlier this month, Berkshire Community College was also awarded \$21.1 million in capital funding for the renovation, including exterior masonry repairs, of the Hawthorne & Melville Halls on campus.

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education/>.

GOVERNOR PATRICK APPOINTS FERNANDO GARCIA AS CHAIR OF BRISTOL COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced Southcoast businessman Fernando Garcia as Chair of the Board of Trustees at Bristol Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Garcia for his willingness to serve in this capacity and am confident that he will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Garcia has over 30 years of executive level experience in business development and management. He owned Fall River Ford for 16 years, which at its height employed 137 people in the Southcoast region and generated sales of over \$75 million annually. In 2001, Mr. Garcia was named Fall River Business Person of the Year and in 2002, was inducted into the New Bedford area Business Hall of Fame. Mr. Garcia was on the Board of Directors of the Fall River Chamber of Commerce for many years and served as the Vice Chair for the Fall River Office of Economic Development. He attended the University of Massachusetts Dartmouth where he earned a bachelor's degree in Fine Arts and Business Management. Mr. Garcia is filling the Chairmanship previously held by Jim Grady.

"I'm honored to be asked and am happy to serve as the new Chair of the Board of Trustees at Bristol Community College," said Mr. Garcia. "My objective is to work with the board, BCC's administration and all stakeholders to position BCC as the premier community college in the Commonwealth, both in terms of academic quality and success and in workforce development for the region and beyond. Ours is a story of opportunity and of providing a better quality of life for all who pass through our doors."

"Mr. Garcia is a long-time board member and advocate for the College," said John J. Sbrega, Ph.D., President of Bristol Community College. "He knows our community, and like all of our Trustees, he has a great heart for our students and a deep understanding of BCC's role in economic development. Trustee Garcia follows the outstanding leadership of outgoing Chair James Grady."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth.

These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Bristol Community College received \$299,994 to address college readiness, improve developmental education and increase student retention at the college.

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education/>

GOVERNOR PATRICK APPOINTS HECTOR TOLEDO AS CHAIR OF SPRINGFIELD TECHNICAL COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced business and finance professional Hector Toledo as Chair of the Board of Trustees at Springfield Technical Community College. Mr. Toledo is the current Board Chair at Springfield Technical Community College and today's announcement is an affirmation of his appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Toledo for his willingness to serve in this capacity and am confident that he will be a continued partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Toledo is the Vice President and Retail Sales Director for Hampden Bank in Springfield where, in addition to being responsible for all retail sales, he has forged strong partnerships between the Hispanic business community and Hampden Bank. Mr. Toledo has previously served as a Branch Manager and Vice President of Bank of America in Chicopee, where he was a member of the Regional Latino Resource Group and also founded the regional Parents Resource Group. Mr. Toledo serves on the Board of Directors for the Pioneer Valley United Way and the Past President-Puerto Rican Cultural Center, among others. Mr. Toledo earned an Associate's degree from Springfield Technical Community College. Mr. Toledo has served as a member of the Board of Trustees at Springfield Technical Community College for over four years.

"I'm honored to serve as Chair of the STCC Board of Trustees and thank Governor Patrick for this continued opportunity," said Chairman Toledo. "As a proud alumnus of Springfield Technical Community College I know firsthand the enormous role public higher education plays in educating the citizens of the Commonwealth of Massachusetts."

"Mr. Toledo continues to provide the college with exceptional leadership, helping us make a tremendous difference in the lives of our students and in the economic vitality of our region. I applaud the Governor's

affirmation of Mr. Toledo's appointment as Chair of the STCC Board of Trustees," said Springfield Technical Community College President Ira H. Rubenzahl.

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Springfield Technical Community College received \$291,058 for expanding important student learning assessment activities on campus. Earlier this month, Springfield Technical Community College was also awarded \$6.8 million in capital funding for major envelope repairs and other renovations needed at the main classroom and student activity building.

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education/>.

GOVERNOR PATRICK APPOINTS HELEN CAULTON-HARRIS AS CHAIR OF HOLYOKE COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Helen Caulton-Harris as Chair of the Board of Trustees at Holyoke Community College. Ms. Caulton-Harris is the current Board Chair at Holyoke Community College and today's announcement is an affirmation of her appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Caulton-Harris for her willingness to serve in this capacity and am confident that she will be a continued partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Ms. Caulton-Harris is the Director of the Division of Community Services for the City of Springfield where she is responsible for administrative oversight of four city departments and directly supervises the Springfield Department of Health and Human Services, the Pioneer Valley Area Health Education Center and Health Services for the Homeless. Ms. Caulton-Harris has played a prominent role in developing policy for the health and human services needs of underserved populations on the local and national level, and has received numerous awards including the AIDS Action Community Service Award from AIDS Action Committee and the Rebecca Lee Award from the Harvard School of Public Health and the Massachusetts Department of Public Health. She is on the Board of Directors at the Massachusetts Career Development Institute, the Regional Employment Board of Hampden County and the United Way of Pioneer Valley. Ms. Caulton-Harris has served as a member of the Board of Trustees at Holyoke Community College for over six years and was first appointed as Chair in March 2012.

"I am deeply honored by the Governor's appointment and by the opportunity to serve Holyoke Community College in this way," said Ms. Caulton-Harris. "HCC is one of the premier community colleges in the region, and I look forward to continuing to use my time, talent and energy to support the mission of this world-class institution."

"This is outstanding news for Holyoke Community College," said Holyoke Community College President Bill Messner. "Helen's experience, commitment and leadership will be of great benefit to the college and its mission of service to the community. I look forward to working with her to advance our shared vision for HCC."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Holyoke Community College received \$167,883 to support the college's Gateway to College Prep program, help increase graduation and student success rates on campus, support ongoing work to develop student learning assessments and increase civic engagement among its students.

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education/>.

GOVERNOR PATRICK APPOINTS MARITA RIVERO AS CHAIR OF BUNKER HILL COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Marita Rivero as Chair of the Board of Trustees at Bunker Hill Community College, effective January 1, 2013. Jeanne-Marie Boylan, the current Board Chair, will continue to serve in her capacity as Chair for the remainder of the calendar year.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Rivero and Ms. Boylan for their willingness to serve in this capacity and am confident that both of these women will be critical partners in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Ms. Rivero is the Vice President and General Manager of Television and Radio at WGBH where she oversees all of WGBH's radio, television and web activities. She has served as manager of WGBH Radio since 1998 and under her leadership, WGBH developed award-winning national and international productions including the daily global news program The World, which now reaches two million people weekly, among other programs. Ms. Rivero received the first ever Image Award for Vision and Excellence from Women in Film and Video/New England, and in 2001 was inducted into the YWCA's Academy of Women Achievers. Ms. Rivero earned a Bachelor of Science degree from Tufts University and has participated in post-graduate training at Harvard University's Graduate School of Education and the Stanford and Wharton schools of business.

"Our community colleges are central to the path from education into the workforce," said Ms. Rivero. "It's a privilege to take on this role in support of the important work of Bunker Hill Community College."

"It has been an immensely rewarding experience to serve as Board Chair with such highly dedicated fellow trustees, an extraordinary President, and at an institution which has gained national recognition many times over. I wish Marita great success as our new Board Chair," said Ms. Boylan.

"I have been fortunate to serve as President under the outstanding leadership of Board Chair Boylan," said Bunker Hill Community College President Mary Fifield. "I am equally enthused and very pleased to welcome new Board Chair, Marita Rivero who brings exceptional qualifications to her new role at BHCC."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Bunker Hill Community College received \$203,000 to focus on college going rates, develop career pathways in the healthcare field and promote civic engagement education and opportunities for its students.

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education/>.

GOVERNOR PATRICK APPOINTS PAM RICHARDSON AS CHAIR OF MASSACHUSETTS BAY COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Pam Richardson as Chair of the Board of Trustees at Massachusetts Bay Community College (MassBay).

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Richardson for her willingness to serve in this capacity and am confident that she will continue to be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Ms. Richardson currently serves as the Clinical Placement Coordinator at Laboure College where she is responsible for researching clinical agencies for educational requirements, matching course objectives with learning experiences outside of the college and building relationships with clinical agencies on behalf of her institution. Ms. Richardson previously served as a member of the Massachusetts House of Representatives from 2007-2011 representing 11 precincts in the Town of Framingham. As a legislator she was known as a strong supporter of public higher education and was an active member of the Higher Education Legislative Caucus. Ms. Richardson attended Mt. Ida College where she earned an Associate's degree in Equine Management, and has also completed coursework at Framingham State University. Ms. Richardson has served as a member of the Board of Trustees at MassBay since July 2011 and is filling the chair position previously held by Glenn Rowe.

"I am grateful to Governor Patrick, Lieutenant Governor Murray, and the entire Administration for the faith they have shown in me with this appointment. I am eager to continue the work of President O'Donnell and of the dedicated faculty and staff at MassBay Community College, as we strive to grow our institution, further our mission, and to remain an important driver of the MetroWest economy," said Ms. Richardson. "We will continue to offer an affordable, high quality education to our students, providing transferable college credits and career skills the modern economy demands. We are poised to become one of the finest community colleges in the nation, and I am delighted to work with my colleagues on the Board as their Chair to help oversee MassBay's bright future."

“On behalf of all at the College, I congratulate Pamela Richardson on her appointment as board chair,” said MassBay Community College President John O’Donnell. “Pamela brings a commitment to the college, its faculty, staff and students. She offers a wealth of experience that will help us advance our mission, our strategic plan and our commitment to The Vision Project as a means of advancing MetroWest and the Commonwealth, both economically and socially.”

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state’s fastest growing sectors and adopt a system-wide standard core of course offerings. MassBay Community College received \$300,000 to enhance the first year experience for MassBay students, positively impacting student retention at the college. Earlier this month, MassBay Community College was also awarded \$22 million in capital funding to construct a new Allied Health academic building and to explore opportunities for a permanent Framingham campus.

To learn more about the Governor’s community college plan visit <http://www.mass.gov/governor/agenda/education/>.

GOVERNOR PATRICK APPOINTS PAMERSON IFILL AS CHAIR OF MASSASOIT COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced criminal justice professional Pamerson Ifill as Chair of the Board of Trustees at Massasoit Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Ifill for his willingness to serve in this capacity and am confident that he will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Ifill is the Chief Probation Officer at Suffolk County Superior Court and an adjunct professor at Suffolk University where he has taught courses including Childhood and Adolescence in Contemporary Society, Juvenile Justice and Probation and Parole Practices in the United States, among others. Mr. Ifill previously served for 13 years as the Regional Program Manager at the Office of Community Corrections in Boston, where he was responsible for the development, oversight and management of Intermediate Sanctions Programs and Services and community corrections centers in Barnstable, Bristol, Dukes and Plymouth counties. He also served as a Juvenile Probation Officer at the Plymouth County Juvenile Court Department in Brockton and as a Juvenile Probation Officer at the Barnstable County Juvenile Court Department in Plymouth. Mr. Ifill earned an Associate's Degree from Massasoit Community College, a Bachelor of Arts degree from Stonehill College and a Master's degree in Management of Human Services from Brandeis University. Mr. Ifill has served on the Board of Trustees at Massasoit Community College for five years and is filling the Chairmanship previously held by Mary Brophy, who has served the Massasoit community with passionate leadership and whose efforts have guided the Board through many significant accomplishments.

"As a former student and graduate of Massasoit Community College, it is with the deepest gratitude and honor that I accept Governor Deval Patrick's appointment as Chair of the Board of Trustees of Massasoit Community College," said Mr. Ifill. "As a long-time member of the vibrant community that is Massasoit, I look forward to promoting the Governor's mission for the College and carrying on with the work of the board and President, Dr. Charles Wall. It is work that has made Massasoit a bustling and vibrant college community. Massasoit is blessed with many talented students, faculty and staff. Conscious of the mission that the Governor, the Legislature, and the citizens have established for Massasoit, I look forward to

working with my very talented and congenial fellow Board of Trustees to fulfill the mission that we have been entrusted with.”

“Pamerson Ifill is an alumnus of Massasoit Community College and has been a valued member of the Board of Trustees for over five years,” said Massasoit Community College President Dr. Charles Wall. “In his two terms as vice-chair, he has provided excellent service and inspired vision. I am confident he will offer strong and enthusiastic leadership to a Board which continues to provide a sustained commitment to the College’s mission.”

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state’s fastest growing sectors and adopt a system-wide standard core of course offerings. Massasoit Community College received \$215,000 for a new civic engagement initiative, enhanced student success activities and more focused workforce training programs on campus.

To learn more about the Governor’s community college plan visit <http://www.mass.gov/governor/agenda/education/>.

GOVERNOR PATRICK APPOINTS RALPH F. CAHOON III AS CHAIR OF CAPE COD COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Ralph F. Cahoon III as Chair of the Board of Trustees at Cape Cod Community College. Mr. Cahoon is the current Board Chair at Cape Cod Community College and today's announcement is an affirmation of his appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college *system* that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Cahoon for his willingness to serve in this capacity and am confident that he will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Cahoon is a counselor at the Community Health Center of Cape Cod. Prior to joining the community health center, he worked for many years as a patrol officer and accreditation manager at Barnstable Police Department. Mr. Cahoon earned an Associate in Arts degree from Cape Cod Community College, a Bachelor of Science degree in law enforcement from Western New England College, and a Master of Social Work degree from Boston University. Mr. Cahoon has served as a member of the Board of Trustees at Cape Cod Community College for over five years.

"As an alumnus of CCCC, it's an honor to serve as Board Chair at the institution that provided me with the opportunity to improve myself," said Mr. Cahoon. "I look forward to working with the Board, our new President, Dr. Cox, and all of our dedicated faculty and staff in the continuing work of making CCCC a valued educational resource for all Cape Codders."

"I'm delighted the Governor has appointed Mr. Cahoon as Board Chair. As the Board's elected alumni member, and with prior Board experience, Ralph brings breadth and understanding of the region, K-16 education, and a commitment to 4Cs," said Cape Cod Community College President John Cox. "Having begun my service as president on July 1st, Mr. Cahoon has truly been an asset during my transition and for the Board's leadership."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment,

improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Cape Cod Community College received \$137,211 to enhance college readiness in the Cape Cod area and to increase student retention rates on campus.

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education/>

GOVERNOR PATRICK APPOINTS RICHARD YAGJIAN AS CHAIR OF NORTH SHORE COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced business and management professional Richard Yagjian as Chair of the Board of Trustees at North Shore Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college *system* that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Yagjian for his willingness to serve in this capacity and am confident that he will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Yagjian currently serves as Executive Vice-President & Chief Operating Officer for W.B. Hunt Company, Inc., where he plans and directs all aspects of the company's operational policies and strategic goals and initiatives. He is a member of the North Shore Community College Foundation Board, President of the Essex National Heritage Commission, and is a member of the Board of Directors for Saugusbank. Mr. Yagjian attended North Shore Community College and Northeastern University. He has served as a member of the Board of Trustees at North Shore Community College for three years and is filling the chairmanship formerly held by John Nelson.

"I believe the Massachusetts community college system will be the backbone of workforce development and the conduit to a better life for thousands of our residents by providing a first-class yet cost-effective education both through certificate and degree programs and as a springboard to our 4-year educational institutions," said Mr. Yagjian.

"Richard Yagjian, as an NSCC graduate, effective foundation board member, and trustee of the college, brings proven leadership skills and high commitment to the chairmanship of our board of trustees," said North Shore Community College President Wayne M. Burton. "As a successful small businessman, President of the Essex National Heritage Commission, and regional leader, Rich enjoys significant respect in the North Shore, the model of a civic professional we urge students to emulate."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth.

These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. North Shore Community College received \$174,356 to develop a virtual career center that complements the career mapping project funded by the Administration last year.

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education/>

GOVERNOR PATRICK APPOINTS ROBERT COHN AS CHAIR OF GREENFIELD COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed Robert Cohn as Chair of the Board of Trustees at Greenfield Community College. Mr. Cohn is the current Board Chair at Greenfield Community College and today's announcement is an affirmation of his appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Cohn for his willingness to serve in this capacity and am confident that he will be a continued partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Cohn is the President of Cohn & Company Real Estate Agency. Over the past thirty plus years, under his leadership, the agency's insurance arm went from a \$1 million business to a \$17 million dollar business and the real estate agency continues to thrive. Mr. Cohn serves as a trustee of Baystate Health Foundation and President of the Greenfield Education Foundation, among other volunteer efforts, and has served as a member of the Greenfield Community College Board of Trustees for over three years. Mr. Cohn attended Greenfield Community College and went on to earn a Bachelor of Arts degree from the University of Denver.

"I am thrilled to be reappointed by the Governor as Chair of the GCC Board of Trustees," said Mr. Cohn. "GCC is a truly great institution, an economic force in our community, one that works for the betterment of all of us. GCC has been my favorite community activity since the late 1970s when I served as the first alumni trustee. I am very involved with supporting education in our community, both through the College's Board of Trustees and previously on the GCC Foundation Board of Directors."

"Rob Cohn understands our students because he was one. He understands the business of our community because he runs one. He understands the many needs of our community because of his level of civic engagement," said Greenfield Community College President Bob Pura. "There are not many who possess more passion for GCC and our mission or have a better understanding of our impact than Rob Cohn. He has worked on behalf of GCC for many years. We are pleased that the Governor understands

and appreciates all of that and we look forward to the future with Rob's reappointment as Chair of the GCC Board of Trustees."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Greenfield Community College received \$179,310 to expand a hybrid learning model of online learning combined with onsite learning at the college.

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education/>

GOVERNOR PATRICK APPOINTS ROYALL M. MACK, SR. AS CHAIR OF MIDDLESEX COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced businessman Royall M. Mack, Sr. as Chair of the Board of Trustees at Middlesex Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Mack for his willingness to serve in this capacity and am confident that he will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Mack is the CEO of Ciara Enterprises, Inc., a company providing strategic plan development, tactical execution and budgeting expertise to for-profit and non-profit organizations. Mr. Mack previously served as Corporate Officer of the Gillette Company in Boston, where he was the first African-American Corporate Officer and Vice President of Civic Affairs. There, he led Gillette's Civic Affairs Programs worldwide, overseeing programs that impacted 20 million people in diverse markets. Mr. Mack serves on numerous boards and community organizations including The American Red Cross Blood Services Division, Bridge Over Troubled Waters, Inc., the Y.M.C.A. of Merrimack Valley, and the National Urban League Black Executive Exchange Program, among others. He earned a Bachelor of Science degree from North Carolina Agricultural & Technical State University, and graduated first in his class from Harvard University's Advanced Management Program. Mr. Mack has served as a member of the Board of Trustees at Middlesex Community College for over seven years and is filling the chairmanship previously held by William Chemelli.

"The workforce needs of the future will require more than intellectual training. Emotional, physical, ethical, moral and social education make up the total education experience," said Mr. Mack. "I look forward to working with President Cowan, the entire Middlesex Community College Board of Trustees, faculty and staff to continue that work of developing the workforce of the future."

"Royall has already made significant contributions to the college through his board participation, and especially through his commitment to workforce development, not just in the Merrimack Valley, but through the work he has done with the Merrimack Valley Partners for Progress group, working to collaborate with both Middlesex and Northern Essex Community College to help educate businesses on

the vital role that community colleges can play in helping to train their workforces,” said Middlesex Community College President Carole Cowan.

President Cowan also lauded the work of outgoing chairman William Chemelli.

“As a distinguished alumnus of Middlesex, Bill always brought not just a knowledge of our community to the table, but an unparalleled dedication to our students as well,” said President Cowan. “He was a steadfast supporter of our students and their successes, and was always proud to tell everyone that he wasn’t just a trustee of the college, but one of its proudest graduates.”

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state’s fastest growing sectors and adopt a system-wide standard core of course offerings. Middlesex Community College received \$251,000 to enhance tutoring for at risk students and to increase work force alignment activity on campus.

To learn more about the Governor’s community college plan visit <http://www.mass.gov/governor/agenda/education/>.

GOVERNOR PATRICK APPOINTED STACEY LUSTER AS CHAIR OF QUINSIGAMOND COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced education management professional Stacey Luster as Chair of the Board of Trustees at Quinsigamond Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Luster for her willingness to serve in this capacity and am confident that she will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Stacey Luster currently serves as the Human Resources Manager for the Worcester Public Schools and is also an adjunct professor for the College of the Holy Cross, on Urban Education Law. As WPS's Human Resources Manager, Ms. Luster coordinates the recruitment, selection, evaluation and discipline of over 4,000 employees; coordinates the labor relations and contract negotiations of 13 collective bargaining agreements; and represents Worcester Public Schools at various legal proceedings. She previously served as the Assistant Human Resource Manager for Equal Opportunity and Affirmative Action at Worcester Public Schools and the Assistant to the President at Quinsigamond Community College. Ms. Luster was elected to two terms on the Worcester City Council between the years 1997 and 2000 and also served for six years as the Director for the Worcester Business Development Corporation. Ms. Luster earned a Bachelor of Arts degree from Saint John's University in New York, a Juris Doctorate from Boston University School of Law and completed the Executive Leadership Program for Educators at Harvard University. Ms. Luster has served as a member of the Board of Trustees at Quinsigamond Community College for five years and is filling the chair position previously held by Ronald Josephson.

"I am honored to have the opportunity to contribute to the educational needs of our community as the Board Chair of Quinsigamond Community College," said Ms. Luster. "I look forward to working to ensure that Quinsigamond Community College continues to meet the ever increasing and changing demands of our community."

"Trustee Luster has been a member of the Quinsigamond Community College Board for five years and her commitment to the work of the College is evident even prior to her appointment as a Trustee," said

Quinsigamond Community College President Gail Carberry. “She knows well the vital role this College plays in her home community and I look forward to working with her as we advance QCC’s academic mission and services.”

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state’s fastest growing sectors and adopt a system-wide standard core of course offerings. Quinsigamond Community College received \$136,481 for an initiative called “shorten the distance” that supports both students’ readiness for college and student success at the College once admitted.

To learn more about the Governor’s community college plan visit <http://www.mass.gov/governor/agenda/education/>.

GOVERNOR PATRICK APPOINTS TINA SBREGA AS CHAIR OF MOUNT WACHUSETT COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed experienced business professional Tina Sbrega as Chair of the Board of Trustees at Mount Wachusett Community College.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college *system* that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Ms. Sbrega for her willingness to serve in this capacity and am confident that she will be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Tina Sbrega is the President and COO of GFA Federal Credit Union in Gardner. Ms. Sbrega began her work for the GFA Federal Credit Union in 1980 and has served in numerous capacities at the company over the past thirty years. She serves as Chair of the Board of Trustees at Heywood Hospital and as Director of the House of Peace & Education. Ms. Sbrega is a former Director of the Greater Gardner Chamber of Commerce, where she served for 11 years. Ms. Sbrega earned an Associate's degree from Quinsigamond Community College and a Bachelor of Science degree in Business Administration from Roger Williams University. Ms. Sbrega has served as a member of the Board of Trustees at Mount Wachusett Community College for over seven years and is filling the chair position previously held by James Garrison.

"I'm honored to have been chosen to serve in this role as chair of the Mount Wachusett Community College Board of Trustees," said Ms. Sbrega. "The leadership, the faculty, and the entire college community do a phenomenal job in serving the needs of North Central Massachusetts students and local businesses, and I'm proud to be affiliated with such an outstanding organization."

"As a trustee and most recently as vice chair, Tina Sbrega has been a diligent, community-minded member of the board. We are pleased that Governor Patrick has appointed her to continue the leadership of our outgoing board chair, Jim Garrison, who has admirably served our college community and will continue to serve on the board," said Mount Wachusett Community College President Daniel M. Asquino. "Ms. Sbrega is a highly regarded leader and we welcome the continuity her appointment will provide."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment,

improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Mount Wachusett Community College received \$272,000 to increase college readiness and ultimately, attendance rates, improve student success at the college and further the college's commitment to increasing civic engagement activities on campus. Earlier this month, Mount Wachusett Community College was also awarded \$37.9 million in capital funding to modernize the Haley building and build a wet lab addition.

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education/>.

GOVERNOR PATRICK APPOINTS WILLIAM MOYNIHAN AS CHAIR OF NORTHERN ESSEX COMMUNITY COLLEGE BOARD OF TRUSTEES

BOSTON – Friday, October 19, 2012 – Governor Deval Patrick today appointed William Moynihan as Chair of the Board of Trustees at Northern Essex Community College. Mr. Moynihan is the current Board Chair at Northern Essex Community College and today's announcement is an affirmation of his appointment under the Governor's new authority to appoint the Board Chairs at each of the Commonwealth's fifteen community colleges.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. This plan will create a more integrated, effective community college system that is responsive to both local and statewide employer needs by giving community colleges additional capacity to expand their efforts to provide students with high-quality, relevant educational and training programs. This plan will also help strengthen the connections between our campuses, our employers, and our workforce so that students of all ages have the opportunity to succeed.

"Our community colleges are at the center of our efforts to close the skills gap and help people get back to work in Massachusetts," said Governor Patrick. "I want to thank Mr. Moynihan for his willingness to serve in this capacity and am confident that he will continue to be a critical partner in our collective efforts to better serve our students and employers, building a stronger Commonwealth for generations to come."

Mr. Moynihan retired last year and most recently served as the Chief Probation Officer at Haverhill District where he was responsible for implementing the policies set forth by the Probation Commissioner and First Justice of the Court and oversaw a staff of nearly 25. He has previously served as a Line Probation Officer and the Social Service Coordinator and Director of Security at Haverhill Housing Authority. Mr. Moynihan has been serving on the Mayor's Drug Task Force since 1999 and has been awarded the "Special Recognition for Distinctive Service Award" by the Massachusetts Commissioner of Probation. Mr. Moynihan graduated from Northern Essex Community College with an Associate of Arts degree, attended Boston State College where he earned a Bachelor of Science degree in Law Enforcement, and attended Anna Marie College where he earned a Master's degree in Criminal Justice. Mr. Moynihan has served as a member of the Board of Trustees at Northern Essex Community College for over four years.

"Northern Essex was a stepping stone for me, leading to further education and a challenging career, and it's an honor and a privilege to be chosen as chair of the college's talented board of trustees," said Mr. Moynihan.

"Bill has proven to be a thoughtful and involved member of the board of trustees since joining us in 2008, and he will be an outstanding chair," said Northern Essex Community College President Lane Glenn. "As a graduate of the college, he is passionate about Northern Essex and he fully understands our mission and our important role in the community."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. Northern Essex Community College received \$146,744 to support advanced activity related to student learning and student learning assessment on campus.

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education/>.

GOVERNOR PATRICK CONVENES MEETING WITH COMMUNITY COLLEGE BOARD CHAIRS TO ADVANCE COMMUNITY COLLEGE AGENDA



Governor Patrick meets with the fifteen community college Board Chairs in the Governor's Council Chambers at the State House. (Photo Credit: Eric Haynes / Governor's Office) View additional [photos](#).

BOSTON – Thursday, November 29, 2012 – Governor Deval Patrick today hosted the first meeting of the Commonwealth's community college Board Chairs to discuss the implementation of his community college plan. The fifteen newly-appointed Chairs will partner with the Administration to create a more integrated, effective community college system responsive to both local and statewide employer needs that gives community colleges additional capacity to expand student access to high-quality, relevant educational and training programs.

The Governor's community college plan, supported by the Legislature and included in the FY13 budget, calls for the Governor to appoint the Chair of the Board of Trustees at each community college. Appointments were announced in mid-October and reflect an experienced and skilled team ready to partner with the Administration in strengthening our community college system.

"This plan has always been about strengthening the connections between our campuses, our employers, and our workforce so that each and every one of our students has the opportunity to thrive," said Governor Patrick. "These fifteen Board

Chairs are the lynchpins of that new, coordinated system of community colleges and I am excited about what we can accomplish together."

Delivering on the goals of his community college plan, Governor Patrick recently awarded community colleges a total of \$4 million in grants to support increased skill training and workforce alignment, improved student learning outcomes and efficiency measures at campuses across the Commonwealth. These grants will give campuses the additional capacity they need to promote higher completion rates of degrees and certificates, be more responsive to the needs of local economies as well as of the state's fastest growing sectors and adopt a system-wide standard core of course offerings. The Governor also announced nearly \$300 million in capital funding to community colleges this fall to advance high-quality instructional and research facility projects throughout the community college system so that our students can remain competitive in a 21st Century global economy.

At the meeting, the Governor was joined by Education Secretary Paul Reville, Higher Education Commissioner Richard Freeland, Labor and Workforce Development Secretary Joanne Goldstein and Housing and Economic Development Secretary Greg Bialecki.

The fifteen community college Board Chairs are as follows:

- Berkshire Community College, Darlene Rodowicz
- Bunker Hill Community College, Marita Rivero, effective January 1, 2013
Current Chair through 2012, Jeanne-Marie Boylan
- Bristol Community College, Fernando Garcia
- Cape Cod Community College, Ralph Cahoon
- Greenfield Community College, Robert Cohn
- Holyoke Community College, Helen Caulton-Harris
- Massasoit Community College, Pamerson Ifill
- MassBay Community College, Pam Richardson
- Middlesex Community College, Royall Mack
- Mount Wachusett Community College, Tina Sbrega
- North Shore Community College, Richard Yagjian
- Northern Essex Community College, William Moynihan

- Quinsigamond Community College, Stacey Luster
- Roxbury Community College, Kathy Taylor
- Springfield Technical Community College, Hector Toledo

To learn more about the Governor's community college plan visit <http://www.mass.gov/governor/agenda/education>

MASSACHUSETTS 8TH GRADERS AGAIN PERFORM AMONG WORLD LEADERS IN MATH AND SCIENCE ACHIEVEMENT; SCORE DOUBLE-DIGIT GAINS ON 2011 TIMSS

BOSTON – Tuesday, December 11, 2012 – The Patrick-Murray Administration today announced that Massachusetts students have once again scored among the top performing nations across the world in mathematics and science. The 2011 Trends in International Mathematics and Science Study (TIMSS) show that Massachusetts 8th graders made a 14-point gain in mathematics and an 11-point gain in science achievement since the last time the test was administered in 2007.

Massachusetts students tied for second in science achievement, trailing only students from Singapore. In mathematics, Massachusetts 8th graders tied for fifth, trailing only the four highest performing Asian countries (Korea, Singapore, Chinese Taipei, and Hong Kong SAR). When comparing results back to 1999, Massachusetts 8th graders have made the highest gains of any participating country or benchmarking entity in mathematics (+48, from an average scale score of 513 to 561) and second highest gains in science (+34, from 533 to 567).

“I am tremendously proud of our students for once again performing as global leaders in math and science,” said Governor Deval Patrick. “Our record of leadership in student achievement isn’t by accident – it’s because we have chosen to invest deeply in education, knowing that our students will determine the future success of our economy and our Commonwealth.”

“As Chair of our STEM Advisory Council, I couldn’t be more proud of these results,” said Lieutenant Governor Timothy Murray. “Massachusetts has twice the national average of STEM jobs, and we are hard at work in making sure that our students are prepared to fill those high-demand positions that have kept Massachusetts at the forefront of our global innovation-based economy.

“I am thrilled by today’s news and so appreciative of all of the hard work on the part of educators and students across the Commonwealth that went into these results,” said Education Secretary Paul Reville. “We must continue the work of inspiring more of our students to pursue STEM fields and cultivate a passion for these jobs of tomorrow.”

TIMSS is an international assessment of mathematics and science achievement that has been administered to 4th and 8th grade students every four years since 1995. In 2011, nationally representative samples of students from 63 countries and 14 benchmarking entities, including nine U.S. states, participated in TIMSS. Participating countries and entities could choose to participate in the 4th grade assessment, the 8th grade assessment, or both.

Massachusetts, a benchmarking entity, participated in the 8th grade assessment only in 2011. Massachusetts also participated in TIMSS in 1999 and 2007.

"These are remarkable results, and I am so impressed how Massachusetts 8th grade students and teachers continue to raise their game and build on past successes. These results are testament to the dividends that the Commonwealth's investment in K-12 education is yielding," said Elementary and Secondary Education Commissioner Mitchell Chester. "TIMSS is a renowned international assessment. We will use these results along with other data to identify where gaps in achievement still exist as we strive to ensure that all students are ready for success after high school."

The Patrick-Murray Administration and the Governor's STEM Advisory Council, chaired by Lieutenant Governor Murray, continues to partner with the state's leading research, technology, and education organizations to promote and advance Science, Technology, Engineering, and Math (STEM) initiatives statewide. Massachusetts is a recognized national leader in STEM education, and the Administration has invested heavily in programs and initiatives to develop a highly skilled workforce, foster economic development, and ultimately position the Commonwealth as a leader in the 21st century innovation-based global economy.

On the 2011 TIMSS, Massachusetts 8th grade students had an average scale score of 567 in science, surpassed only by Singapore (590), and commensurate with Chinese Taipei (564), Korea (560), Japan (558), and Minnesota (553). In mathematics, Massachusetts 8th graders had an average scale score of 561, statistically tied with Japan (570), and surpassed only by Korea (613), Singapore (611), Chinese Taipei (609), and Hong Kong SAR (586).

Other TIMSS results for Massachusetts showed:

In science, 24 percent of Massachusetts 8th grade students performed at the highest international benchmark category (Advanced), behind only Singapore (40%). In mathematics, 19 percent of Massachusetts 8th grade students met the Advanced benchmark, lagging behind the top performing Asian countries of Chinese Taipei (49%), Singapore (48%), Korea (47%), Hong Kong SAR (34%), and Japan (27%).

Massachusetts 8th grade male students (average scale score of 570) and female students (564) performed similarly in science, as their score difference in 2011 was not significant. This represents a narrowing of the achievement gap, as male students in Massachusetts outscored female students on the grade 8 TIMSS in science in both 1999 (540 to 527) and 2007 (561 to 551).

In mathematics, the score differences between Massachusetts male and female 8th graders were not significantly different in 1999 (517 to 510), 2007 (550 to 544), or 2011 (563 to 558).

In 2011, TIMSS was administered to 2,075 students from 56 randomly selected Massachusetts public schools. More than 600,000 students worldwide participated.

In mathematics, Massachusetts 8th graders outperformed their counterparts in the other eight participating states (Minnesota, North Carolina, Indiana, Colorado, Connecticut, Florida, California, Alabama) and the U.S. as a whole. In science, Massachusetts 8th graders scored similarly to their counterparts in Minnesota and outperformed their counterparts in the remaining seven participating states and the U.S. as a whole.

For additional information on TIMSS, go to the National Center for Education Statistics' website at <http://nces.ed.gov/timss/>.

LIEUTENANT GOVERNOR MURRAY ANNOUNCES CONGRESSMAN KENNEDY TO LEAD THE GOVERNOR'S STEM ADVISORY COUNCIL

BOSTON – Wednesday, May 29, 2013 – Lieutenant Governor Timothy Murray today announced the appointment of Congressman Joe Kennedy to chair the Governor's Science, Technology, Engineering and Math (STEM) Advisory Council. Under the leadership of Lieutenant Governor Murray, Massachusetts has received national recognition and has emerged as a leader in promoting STEM education. Congressman Kennedy is currently the state's only member serving on the House Committee on Science, Space and Technology.

"Early in our Administration's first term in office, I evaluated the range of STEM programs and initiatives in Massachusetts and discovered there were thousands of programs with little coordination across the state," said Lieutenant Governor Murray. "The STEM Advisory Council has fostered an effective partnership across all levels of government and in collaboration with academia and the private and non-profit sectors, building up the great work that so many STEM leaders do each and every day. Congressman Kennedy brings a passion for education to this role, and will continue to help spark student interest in STEM as we prepare the next generation for academic and career success."

"Under the strong leadership of Lieutenant Governor Murray and Governor Patrick, our Commonwealth has led the way with an innovative and aggressive approach to STEM education," said Congressman Kennedy. "I look forward to building off the incredible success they have had so far and finding creative ways to further promote STEM across Massachusetts and the entire country."

Governor Patrick established the STEM Advisory Council by Executive Order No. 513 in October 2009. As chair of the Council, Lieutenant Governor Murray has increased coordination and collaboration among existing STEM programs and resources, garnering national attention and praise for Massachusetts. In addition to being rated number one by the U.S. Department of Education on the nationwide Race to the Top Competition, Massachusetts has also been recognized by the National Governor's Association's Center for Best Practices, Change the Equation and Innovate+Education as a top STEM state.

The STEM Advisory Council's most prominent accomplishment is the launch of the @Scale Initiative, hailed as a breakthrough model at delivering a combination of public and private funding to replicate and bring to scale transformative, system-wide improvements in STEM education.

“On behalf of the Massachusetts Business Roundtable’s members and the 250,000 people employed at our member businesses in Massachusetts, I want to thank Lieutenant Governor Tim Murray for his public service and his commitment to improving the state’s workforce,” said JD Chesloff, Executive Director of the Massachusetts Business Roundtable. “Lieutenant Governor Murray recognized the importance of developing a detailed strategy and making critical investments in STEM education to build a talented workforce that will fuel the growth of the state’s innovation-based economy both now and in the future. The Massachusetts Business Roundtable looks forward to working with Congressman Kennedy, and continuing this great work.”

Building on the Patrick-Murray Administration’s comprehensive education agenda, Lieutenant Governor Murray tasked the Council to develop and implement the state’s first STEM Plan. The release of "A Foundation for the Future: Massachusetts' Plan for Excellence in STEM Education" has outlined the state's first ever strategic plan for tying economic and workforce development to educational enhancement in the fields of science, technology, engineering and math. As a result of this plan, Massachusetts is governing and working towards achieving quantifiable outcome improvements for students, educators and the STEM workforce.

“The Lieutenant Governor’s commitment to assisting schools rethink how to teach children about these important subjects is unmatched,” said Secretary of Education Matthew Malone. “Today, schools across Massachusetts are becoming centers of innovation because we have chosen to invest in the future. The jobs our children will one day fill haven’t even been thought of yet, but as adults they will be prepared to jump in and contribute because of the exposure they received early on.”

To learn more about the Lieutenant Governor’s work on STEM, please see the attached document or visit www.mass.gov/governor/STEM.

[STEM Council Accomplishments and Next Steps](#)

Governor Patrick Underscores State Investments in Public Higher Education That Are Making College More Affordable for Students and Families in Massachusetts

Students will avoid tuition and fee increases under FY14 budget

BOSTON – Tuesday, July 16, 2013 – Governor Deval Patrick and Secretary of Education Matthew Malone today joined Speaker of the House Robert DeLeo, University of Massachusetts (UMass) students, President Robert Caret and Chancellor J. Keith Motley to discuss how the Patrick Administration's commitment to public higher education is making college more affordable for Massachusetts students.

The Fiscal Year 2014 (FY14) budget Governor Patrick signed last week increases funding for the Commonwealth's public universities and colleges by \$97 million, bringing total funding for the five-campus UMass system to \$479 million. The FY14 UMass funding represents a \$39 million, or 9 percent increase over FY13. The increased funding moves the state towards funding 50 percent of public higher education costs and will allow students at the state's public universities and colleges to avoid tuition and fee increases in 2013 – 2014 school year.

"Knowledge is exploding throughout the world economy so putting a college education in reach of all our students makes economic sense," said Governor Patrick. "I thank the Legislature for supporting this initiative and all the leadership in public higher education for holding the line on tuition and fees."

"We must do all we can to eliminate the barriers that prevent students from attending college; Governor Patrick's investments help do just that," said Secretary Malone. "Public higher education is a critical piece to our success as a Commonwealth and a nation and if we want to truly flourish we must ensure that college is available to everyone, not just those with financial means."

The FY14 budget also includes \$3 million in increased funding for financial aid programs, including the MassGrant scholarship program

"Governor Patrick, Speaker DeLeo, Senate President Murray and all of the members of the Legislature who supported us are renewing and expanding our state's commitment to excellence and affordability in public higher education," said President Caret. "A century and a half ago, the University of Massachusetts opened its doors, and today the state opens the doors of opportunity even wider and signals its unmistakable support for students, families and for public higher education.."

“On behalf of the University of Massachusetts Board of Trustees, I want to thank Governor Patrick for his confidence in us and thank the Legislature for its outstanding and deeply appreciated support,” said Henry M. Thomas III, chairman of the UMass Board of Trustees. “Massachusetts is sending a national message of support for public higher education and is making an important investment in its future.”

In addition to the making college more affordable, the FY14 budget builds on the Patrick Administration’s historic investments in public education by increasing Chapter 70 education funding by \$130 million over FY13 to \$4.3 billion. This will bring Chapter 70 aid to the highest level in state history. Additionally, \$15 million in new investments for early education will help reduce the waitlist for high-quality early education programs, providing access for over 1,000 new eligible children in FY14.