



**BALTIMORE CITY
COMMUNITY COLLEGE**

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Baltimore, Maryland 21215-7893

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www.bccc.edu

James H. Johnson, Jr., Ph.D., P.E.
Interim President

Lawrence J. Hogan, Jr.
Governor State of Maryland

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OFFICE OF THE PRESIDENT

November 29, 2018

The Honorable Edward J. Kasemeyer
Chairman, Senate Budget and Taxation Committee
3 West Miller Senate Office Building
11 Bladen Street
Annapolis, Maryland 21401-1991

The Honorable Maggie McIntosh, Chair
Appropriations Committee
Maryland House of Delegates
House Office Building, Room 121
6 Bladen Street
Annapolis, MD 21401

RE: Baltimore City Community College/
Realignment Tasks Final Report

Dear Chairman Kasemeyer and Chairman McIntosh:

Pages 170 and 174 of the *Joint Chairmen's Report on the Fiscal Year 2019 State Operating and Capital Budget* directed Baltimore City Community College (BCCC) to submit to the budget committees "a report confirming that the Realignment tasks and implementation tactics of the College's final implementation plan have been put into action in accordance with the Schafer Center report and Chapters 874 and 848 of the *2017 Laws of Maryland* and providing an update on the status of each."

Enclosed is BCCC's Final Report on Implementation Tasks under House Bill 1595, which is responsive to all the attributes specified in the legislative language. This Final Report has been reviewed and approved by the BCCC Board of Trustees.

Thank you for your support of Baltimore City Community College at every step of the Realignment process. If you have any questions or would like to discuss this report in greater detail, please feel free to contact me at 410-462-8054 or at jhjohnson@bccc.edu.

Sincerely,


James H. Johnson Jr., Ph.D, P.E.
Interim President

The Hon. Edward J. Kasemeyer
The Hon. Maggie L. McIntosh
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cc: The Hon. Thomas V. Mike Miller, Jr., President, Senate of Maryland
The Hon. Michael E. Busch, Speaker, Maryland House of Delegates
The Hon. Nancy J. King, Senate of Maryland
The Hon. Tawanna P. Gaines, Maryland House of Delegates
The Hon. Adrienne A. Jones, Speaker Pro Tem, Maryland House of Delegates
Ms. Sarah Albert, Library and Information Services, Department of Legislative Services
Mr. Ryan Bishop, Office of Policy Analysis, Department of Legislative Service
Mr. Ian Klein, Budget Analyst, Department of Legislative Services
Ms. Cathy Kramer, Library and Information Services, Department of Legislative Services
The Hon. Kurt L. Schmoke, Esq., Chair, BCCC Board of Trustees
Bryan Perry, Esq., Chief of Staff and General Counsel, BCCC
James Knighton, Esq., Director of Government Relations, BCCC



BALTIMORE CITY
COMMUNITY COLLEGE
CHANGING LIVES...BUILDING COMMUNITIES

**Baltimore City Community College Implementation Plan:
Realignment Tasks Under HB 1595**

Baltimore City Community College Implementation Plan: Realignment Tasks Under HB 1595

At the conclusion of the 2017 session of the Maryland General Assembly, Baltimore City Community College (BCCC) HB1595 was passed into law. HB1595 required BCCC to complete a list of 12 specific realignment tasks; altered the composition of the Board of Trustees; and established specific criteria for the next BCCC president.

During 2017-2018, BCCC hosted several implementation planning retreats to develop an implementation plan. The initial retreats were with the President's Staff to develop a framework for the report. After the planning phase, the implementation team expanded to 52 key staff representatives from across the College. A draft report was prepared and shared with all participants for additional input. This implementation plan is organized around the twelve specific realignment tasks, with specific subtasks and tactics for each goal. The subtasks and tactics have either been completed or assigned a completion time frame. The implementation plan represents the collective input of all team members.

This plan clearly reflects the strong commitment, capacity, and will necessary to reestablish Baltimore City Community College as a vital provider of higher education focused on student success and to position the College for future growth.

Baltimore City Community College Implementation Team Members:

Dr. James H. Johnson – Interim President

President's Cabinet

Bryan Perry, Chief of Staff and General Counsel,

Dr. Tonja Ringgold, Vice President for Academic Affairs,

Sylvia Rochester, Vice President for Student Affairs,

Michael Thomas, Vice President for Workforce Development and Continuing Education,

Calvin Harris, Jr., Vice President for Administration and Finance,

Dawn Kirstaetter, Vice President for Advancement and Strategic Partnerships,

Frank Anastasio, CIO Consultant,

Michelle Williams, Executive Director Human Resources,

Lyllis Green, Chief Internal Auditor,
James Knighton, Director of Government Relations,
Barbara Poindexter-Webb, Director Mayor' Scholars Program

Realignment Implementation Plan Workgroups

Realignment Task One

Dr. Tonja Ringgold, Vice President for Academic Affairs
Pat Mikos, Director of Operations & Services WDCED
Chanae Tynes, Contract Specialist
Kathy Berlin, Assistant Professor, Microbiology
Ed Ennels, Professor Mathematics

Realignment Task Two

Michael Thomas, Vice President WDCED
Scot Olden, Dean of Nursing and Allied Health
Otilio Baez, Director of Workforce Development
Ebony McFadden, Director of Workforce & Employment Placing
Quintin Davis, Associate Dean of Business & Technology

Realignment Task Three

Melvin Brooks, Dean of English, Humanities, Visual and Performing Arts
Dr. Diana Zilberman, Associate Dean and Director of Distance Learning
Scott Saunders, Associate Dean Mathematics
Barbara Poindexter-Webb, Director MSP
Kijaffa Butler, Director of Admissions

Realignment Task Four

Dr. Daphne Snowden, Dean of Academic Operations
Karen Mobley, Coordinator Articulation
Shawnette Shearin, Associate Director of Operations
Nicole Cameron-Beckett, Dean of Student Development

Realignment Task Five

Brian O'Connell, Budget Director

Eileen Hawkins, Director of Institutional Research

Dr. Solomon Fakinlede, Associate Professor of Construction Supervision

Realignment Task Six

Michelle Williams, Executive Director of Human Resources

Charlene Grey, Administrative Assistant III

Tawanda Carter, Associate Vice President for Administration & Finance

Sylvia Rochester, Vice President of Student Affairs

Realignment Task Seven

James Knighton, Director of Government Relations

Dawn Kirstaetter, Vice President for Advancement & Strategic Partnerships

Paul Beckham, Direct of Development

Dr. Katana Hall, Professor of Theater

Dr. Enyinnaya Bob Iweha, Dean for School of Business, Science, Technology, Engineering & Mathematics

Realignment Task Eight

Daviedra Sauldsberry, Director of Marketing and Communications

Jeff White, Director of Student Life

Lorraine Brown, Assistant Professor

Dr. Shanta Rao, Student Success Specialist

Realignment Task Nine

Wendy Harris, Registrar

Dr. Chima Ugah, Professor

Dr. Maria Cazabon, Director of Client Services

Dr. Gary Burnett, Chief Information Officer (Consultant)

Realignment Task Ten

Calvin Harris, Vice President of Administration & Finance
Mr. Leonard Willis, Chief of Public Safety
Ms. Benita Scott, Director of Operational Effectiveness
Mr. James Revis, Maintenance Carpenter
Mr. John McCoy, Police Officer III
Mr. Maurice Howell, Director of Facilities

Realignment Task Eleven

Bryan Perry, Chief of Staff and General Counsel
Drexel Paulk, Interim Director of Procurement
Richard Walsh, Bursar
Lyllis Green, Chief Internal Auditor
Chris Nehmer, Senior Accountant
Mr. Fred Paraskevoudakis, Professor Science
Eileen Waitsman, Controller

Realignment Task Twelve

Alisha Green, Research Assistant
Eileen Hawkins, Director of Institutional Research
Bryan Perry, Chief of Staff and General Counsel

Realignment Task Number 1

Review and strategically align core course offerings of BCCC, consistent with accreditation requirements, and focused on the needs of students at BCCC and the workforce of Baltimore City.

Subtask	Activity	Proof of Completion
Based on enrollment data and employment outlook, begin to sunset low and under enrolled programs	Review enrollment data for programs and certificates to determine the number of students enrolled.	<p>BCCC is in the process of completing this realignment task and has provided a program review calendar, schedule, and timeline for completion. Currently, only degree programs are evaluated through the College’s Program Review and Evaluation Committees’ (PREC) process. Certificates will be added to the review process and cycle beginning in Fall 2019. BCCC is now in Cycle 2 (Fall 2018-Spring 2019) of the program review process. Cycles 3, 4, and 5 of this five- year cycle (Academic years Fall 2019-Spring 2020, Fall 2020-Spring 2021, and Fall 2021-Spring 2023), will be utilized to determine which programs are more vulnerable to sunset. The PREC calendar highlighting when each program will be up for review is attached.</p> <p>Exhibit 1. BCCC MHEC Approved Program Inventory Exhibit 2. PREC Review Schedule Exhibit 3. PREC Calendar of Periodic Deadlines</p>
	Compare the list of in demand jobs/career pathways for all educational levels at the College, including transfer to university, associate degree to workforce, Lower Division Certificate (LDC) to workforce and noncredit programs/certificates to workforce.	<p>BCCC is in the process of completing this task. BCCC has completed is completing a career pathways map for all educational levels at the College. By Fall 2019, BCCC will have created a list of low- enrolled and low- viability programs based on the needs established in Realignment Task #2 and determine if the program should be sunset along with a plan to do so.</p> <p>Exhibit 4. BCCC Career Pathways Map</p>

Subtask	Activity	Proof of Completion
<p>Focus resources on expanding the enrollment in high demand programs such as health professions and transfer programs</p>	<p>Seek MHEC approval to offer a Robotics Certificate which is stackable to the Robotics/ Mechatronics AAS program.</p>	<p>BCCC has completed this subtask and Activity.</p> <p>In Summer 2018, BCCC received MHEC approval to offer the Robotics Certificate. See, Exhibit 1. BCCC MHEC Approved Program Inventory</p> <p>CADD and Construction Supervision grant proposals were submitted with BCPSS for CTE Innovation grants.</p> <p>A pilot project for dually enrolled students at Edmondson Westside High School leading to an award of either a Biotechnology Lab or Lab Animal Science certificate was submitted to the Maryland State Department of Education (MSDE). Exhibit 5a. CADD CTE Proposal Exhibit 5b. Construction CTE Proposal Exhibit 5c. Biotech CTE Proposal</p> <p>This bill establishes the Cyber Warrior Diversity Program (CWDP) at BCCC, Bowie State University (BSU), Coppin State University (CSU), Morgan State University (MSU), and the University of Maryland Eastern Shore (UMES) to train students in computer networking and cybersecurity, including training to achieve specified CompTIA (Computing Technology Industry Association) certifications. The bill took effect July 1, 2018. Exhibit 6. Senate Bill 615</p>

Subtask	Activity	Proof of Completion
Review lower division certificate (LDC) offerings to ensure they are in line with employer need.	Review lower division certificate (LDC) offerings with program advisory boards and begin to sunset certificates that hold little value with employers.	Prior to reviewing the lower division certificates in fall 2019 as a part of the program review cycle, BCCC is first ensuring that it creates the proper advisory board structure. BCCC has completed this subtask and Activity by reviewing its current advisory boards and has proposed new procedures for advisory board composition and membership. Exhibit 7. Procedures for BCCC Advisory Boards Draft
Better align its credit and non-credit pathways in employment growth areas	Align all Academic and Workforce programs. BCCC has created eight new Career Pathways: <ol style="list-style-type: none"> 1. Business, Management, Finance, and Professional Studies 2. General Studies, Visual and Performing Arts 3. Health and Biosciences 4. Hospitality and Tourism 5. Human Services and Law Enforcement 6. Information Technology and Cyber Security 7. Manufacturing, Construction, and Engineering Technologies 8. Transportation Distribution Logistics 	BCCC has completed this subtask and Activity through career mapping across Workforce programs and academic programs. See, Exhibit 2. BCCC Career Pathways

Realignment Task Number 2

Make workforce development and job placement top educational priorities of BCCC

Subtask	Activity	Proof of Completion
<p>Enhance BCCC’s job and career advancement services</p>	<p>The College will continue to cultivate workforce and continuing education partnerships and create a more robust career services office.</p>	<p>BCCC has completed this subtask and Activity.</p> <p>BCCC’s Workforce Development and Continuing Education Division and Student Affairs have expanded career development services for all students through updated programming and new offices for Career Services at the Harbor Campus and the Reisterstown Plaza Center (RPC).</p> <p>Career services and job placement support has been expanded through the Panther Workforce Center, including participation in the following:</p> <p>Mayor’s Job Fair in September 2018.</p> <p>BCCC in partnership with <i>FirstGroup/Greyhound</i> will host a Job Fair/Hiring Event with FirstGroup/Greyhound in November 2018.</p> <p>See, Appendix II. A comprehensive list of Partnerships under Realignment Task 7.</p>
<p>Align workforce development programs to economic opportunities</p>	<p>Ensure that all current and future workforce programming is aligned to economic opportunities across eight targeted industry sectors for the Baltimore region.</p>	<p>BCCC has completed this subtask and Activity.</p> <p>Exhibit 8. Chart of the Workforce Development Eight Industry Sectors</p>

Subtask	Activity	Proof of Completion
Eliminate barriers to success and establishing career pathways	Research and implement best practices in workforce development and continuing education.	BCCC has completed this subtask and Activity by implementing Intergraded job readiness, academic support, and the Integrated Basic Education Skills (I-Best) Model in its workforce courses.
Expand Workforce Development	Expand Workforce programs and realign into eight industry sectors.	BCC has completed this subtask and Activity. See, Exhibit 8 .
Expand Apprenticeships	<p>Fall 2018 – Launch Industrial Maintenance Mechanic program and apprenticeship program.</p> <p>Continue to expand apprenticeships as new opportunities become available.</p>	<p>BCCC has completed this subtask and Activity by launching the Industrial Maintenance and Mechanic program in September 2018.</p> <p>Exhibit 9. Industrial Maintenance and Mechanic Program Launch.</p>
Maximize funding and grant opportunities to support workforce development initiatives	Coordinate BCCC grant development and grant management offices across credit and non-credit program initiatives.	BCCC has completed this subtask and Activity. See, Appendix II. A comprehensive list of grant funding received to support workforce development initiatives under Realignment Task 7.
Complete an inventory of existing contracts and MOUs	<p>Inventory existing Workforce MOU’s to make sure they are aligned with the eight industry sectors.</p> <p>Expand and align community partnerships.</p>	BCCC has completed this subtask and Activity. See, Appendix II. A comprehensive list of workforce and continuing education contracts and MOU’s under Realignment Task 7.
Expand relationship with the Mayor’s Office of Employment Development (MOED)	Establish new apprenticeship and workforce training opportunities.	<p>BCCC has completed this subtask and Activity through the following initiatives and activities:</p> <p>Mayor’s Office of Economic Development (MOED)-Funding partnerships, Youth Works host, and MSP.</p> <p>The Industrial Maintenance Mechanic apprenticeship program was developed with input from three of eight local businesses and organizations with interest in the energy sector. This three-year apprenticeship includes a pre- apprenticeship class in Construction Core to provide access to students new to a career in construction and/or manufacturing. BCCC is the first community college in Maryland to sponsor a registered apprenticeship program.</p> <p>See, Exhibit 9.</p>

Realignment Task Number 3

Improve student pathways to success, including remedial education, attainment of a degree or postsecondary certificate, and transfer to four-year institutions of higher education.

Subtask	Activity	Proof of Completion
Redesign of BCCC's developmental education model	Reduce the levels of developmental education in Reading/English and math. English: 3 levels->2 levels (12Credits->8 credits) Math: 3 Levels-> 2 levels or 1 level	<p>BCCC has completed this subtask and Activity. Developmental Reading/English have been reduced from 3 levels to 2 levels.</p> <p>Exhibit 10, BCCC Developmental Pathways (English and Reading)</p> <p>Developmental math levels have been reduced and courses have implemented the use of ALEKS Artificial Intelligence software to provide additional tutoring and student assessment.</p> <p>ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any web-based computer for a fraction of the cost of a human tutor.</p> <p>ALEKS was chosen because the average historical student learning rates with ALEKS are ~90%.</p>

Subtask	Activity	Proof of Completion
Accelerated developmental education learning	<p>Offer developmental courses during BCCC's accelerated eight-week sessions.</p> <p>Implement the use of these options to streamline developmental education.</p> <p>Use embedded tutors for MSP summer bridge.</p> <p>Increase online tutoring opportunities for students.</p>	<p>BCCC has completed this subtask and Activity. The accelerated model allows for two courses to be completed in one semester. BCCC offers the following accelerated options through face-to-face, online and hybrid course sections:</p> <p>12- week sessions 8-week sessions Summer Accelerated 1 session (5-weeks) Summer Accelerated 2 session (5-weeks)</p> <p>BCCC is also making earlier contact with students with remediation challenges through the Early College Institute (ECI) summer bridge program (College exploration and Accuplacer preparation for high school students) and Mayor's Scholars Program (MSP) summer bridge boot camp</p>
Implementing Open Education Resources (OER)	Pilot the top 20 highest enrolled BCCC courses for Open Educational Resources (OER) implementation.	<p>BCCC has completed this subtask and Activity. In fall 2017, spring 2018, summer 2018, a combined 242 sections utilized OERs. The OER initiative has saved students over \$600,000 in textbook costs.</p>
Exploring the creation of an OER degree pathway in General Studies	<p>Develop a plan to complete the remaining courses needed for a General Education OER degree.</p> <p>Propose to provide 1 or 2 release credits for faculty to develop OER materials for missing courses.</p>	<p>BCCC is in the process of completing this subtask and Activity with support from its membership in the Achieving The Dream (ATD) network of school. OER is a major ATD initiative and can provide support in resources to complete this subtask.</p> <p>https://www.achievingthedream.org/news/17519/new-study-finds-oer-courses-and-degrees-improve-student-retention-and-completion-faculty-engagement-and-result-in-cost-savings-for-students</p> <p>A proposal for release credits for faculty will go to the Vice President for Academic Affairs for consideration in Summer 2019.</p>

Subtask	Activity	Proof of Completion
<p>Become an Achieving The Dream (ATD) network institution.</p>	<p>Establish the following ATD teams: Core Communications Data</p> <p>Focus the ATD Student Success Action Plan focus is on Student Success, Advising, and Instructional Technology.</p>	<p>BCCC has completed this subtask and Activity.</p> <p>BCCC has created the necessary framework and teams to make ATD an institutional priority.</p> <p>BCCC's Student Success Center has increased the use of AdvisorTrac student advising software for more intrusive student advising. BCCC is linking AdvisorTrac with the College's student information system to maintain accurate and up-to-date contact, demographic, and enrollment data.</p> <p>AdvisorTrac was chosen because it provides the most powerful management and tracking solutions for advising, counseling, and other student support services centers at colleges and universities.</p>
<p>Mayor's Scholars Program (MSP)</p>	<p>Launch Summer Bridge boot camp for MSP students in Summer 2018</p> <p>Implement cohort model for Fall 2018</p> <p>Begin planning for Summer 2019 cohort</p> <p>Continue ongoing recruitment, review, and clear communication to the public about the MSP.</p>	<p>BCCC has completed this subtask and Activity. Exhibits 11a – 11b.</p> <p>Exhibit 11a. MSP Frequently Asked Questions (FAQ)</p> <p>Exhibit 11b. MSP Workforce</p>

Subtask	Activity	Proof of Completion
<p>Increase the number of dual enrollment students</p>	<p>Utilize the resources of the University System of Maryland's B-Power initiative to support dual enrollment. Become a part of the University of Baltimore's Collaboration with Baltimore City Public School System's</p> <p>Create more robust marketing materials about BCCC's dual enrollment opportunities</p> <p>Expand P-TECH enrollment with the launch of a third P-Tech school</p>	<p>BCCC has completed this subtask and Activity. Exhibit 12. BCCC and University of Baltimore (UB) Dual Enrollment Memorandum of Understanding, under the University System of Maryland's B-Power initiative.</p> <p>See, Appendix I, Rebranding Update, page 32. New Dual Enrollment Marketing Materials</p> <p>Launched third P-Tech school, New Era Academy, with a concentration in Transportation.</p>

Realignment Task Number 4

Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public Schools (BCPSS), institutions of higher education, and employers.

Subtask	Activity	Proof of Completion
Increase partnerships with BCPSS high schools and institutions of higher education and develop more articulation agreements to help students seamlessly transfer from associate degree	<p>Review and inventory existing BCCC agreements with BCPSS and other institutions of higher education.</p> <p>Create guiding principles and procedures for all future articulation agreements.</p> <p>Prepare a list of pending agreements that are scheduled to be completed by December 31, 2018.</p>	<p>BCCC has completed this subtask and Activity.</p> <p>Exhibit 13a. Academic Operations Draft Articulation Policy</p> <p>Exhibit 13b. Workforce Articulation Guiding Principles</p> <p>Exhibit 13c. Articulation Development Procedures</p> <p>Exhibit 13d. Articulation Schedule Pending 2018</p> <p>See, Appendix II. A comprehensive list of current articulation agreements with other educational institutions under Realignment Task 7.</p>

Realignment Task Number 5

Align the budget of BCCC with realistic enrollment projections.

Subtask	Activity	Proof of Completion
Develop and utilize a process to incorporate realistic enrollment	Document BCCC’s budget and enrollment projections process.	BCCC has completed this realignment task. Exhibit 14. BCCC Budget and Enrollment Projections Overview

Realignment Task Number 6

Engage in a comprehensive review of all positions, faculty, and staff at BCCC.

Subtask	Activity	Proof of Completion
Engage a qualified firm to conduct a comprehensive staffing audit of BCCC faculty, staff, and administration.	Retain a staffing firm to do a comprehensive review.	<p>BCCC has completed the staffing audit but will wait to implement the recommendations in the report for several reasons. First, some of the comparative community colleges used in the staffing analysis have more robust information technology capabilities than BCCC. As a result, those schools are able to have a lower staffing profile than BCCC because their processes are automated, whereas BCCC is still performing many processes manually. Secondly, BCCC has announced that it will have a sitting president in spring 2019. As the sitting president formulates their strategic vision for BCCC, a plan to address staffing will be a part of that process.</p> <p>Exhibit 15. Completed Staffing Audit Report</p>

Realignment Task Number 7
Establish strong relationships with key stakeholders

Subtask	Activity	Proof of Completion
Reengage and solidify partnership agreements with BCCC stakeholders	Increase and categorize all BCCC partnerships.	BCCC has completed this subtask and Activity. See, Appendix II. A Categorized list of BCCC partnerships highlighted under Realignment Task 7 Activities.

Realignment Task Number 8
Develop and market a brand for BCCC.

Subtask	Activity	Proof of Completion
Conduct a brand positioning workshop.	<p>Conducted and completed a brand positioning workshop</p> <p>Completed the procurement process to hire a brand repositioning firm</p> <p>The Hatcher Group and OpinionWorks will conduct focus groups, interviews and surveys to determine public awareness and define target audiences</p>	<p>BCCC has completed this subtask and Activity. Exhibit 16. RFP for retaining a rebranding firm</p>
Redesign the college website.	<p>Launch new website, March 2018; www.bccc.edu</p> <p>Reduce web pages from 900 to 500</p> <p>Reduce section editors from 50 to 10 administrators</p>	<p>BCCC has completed this subtask and Activity. See, Appendix I. BCCC Rebranding Update, page(s) 2-19, Campus Beautification</p> <p>Increased new user visits by 61,531: (three-month average) April-May-June 2017=28,565 April-May-June 2018=90,096</p>

Subtask	Activity	Proof of Completion
<p>Increase social media presence.</p>	<p>Implement the use of videos, photos and interactive posts</p> <p>Utilized analytics to increase user engagement.</p>	<p>BCCC has completed this subtask and Activity.</p> <p>The College’s Facebook presence was substantial with a reach* of one half million and total impressions** of more than a million, our message is reaching our social media audience.</p> <p>BCCC currently has:</p> <ul style="list-style-type: none"> o 4,667 Facebook Followers o 1,299 Twitter Followers o 9,542 LinkedIn Profiles <p>The College also has a significant Twitter following with more than 1,300 followers. This platform has proved beneficial for connecting to and communicating with external stakeholders like Mayor Catherine Pugh’s Office, the Mayor’s Office of Employment Development and local print and television media. The Communication team works to craft messages relevant to each platform as the audience for each platform is very widely.</p> <p>The Communications team has also established an Instagram account and has engaged in regular posting on the platform in the hopes of attracting a younger audience.</p> <p>The College is adding a Digital Media Coordinator position to the Communications Department, which will help position the College to expand our social media presence and following.</p> <p>The College’s Communications team has maintained our social media presence with a steady flow of new content and from January- October 2018 had an</p>

Subtask	Activity	Proof of Completion
Increase social media presence.	<p>Implement the use of videos, photos and interactive posts</p> <p>Utilized analytics to increase user engagement.</p>	<p>average post of one per day. The consistency of posting and message directly translates into an increase in followers, which helps grow our audience. 2017-2018 had several highlights in BCCC’s social media campaign including Commencement on June 2 and the Mayor’s Scholars Program, on June 25, the two events translated into the greatest number of Facebook posts and new followers. A short video from Commencement went viral and had nearly 3,000 views and more than 100 shares, which drew more than 70 new likes.</p> <p>The Communication team also constructed a tabletop display that was set up at several events, which brings a real-world presence to our digital communications.</p>
Campus beautification	Install branded beautification projects, campus-wide	<p>BCCC has completed this subtask and Activity. See, Appendix I. BCCC Rebranding Update, page(s) 2-19, Campus Beautification</p> <ul style="list-style-type: none"> ○ New light pole banners along public streets- Lombard Street and Liberty Heights Avenue ○ New light pole banners on Liberty Campus ○ New student-focused wall murals ○ New wayfinding signage on Liberty Campus, Main Building, Student Services Wing ○ New carpet, paint and chairs in Nursing Auditorium and Fine Arts Theatre ○ New directional and office location signage in Main Building, Student Services Wing ○ New awnings on campus buildings – West Pavilion, ○ North and South Pavilions ○ Additional murals, refresh of student lounge, game room and cafeteria

Realignment Task Number 9

Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.

Subtask	Activity	Proof of Completion
Address BCCC IT infrastructure.	Partner with DoIT to provide comprehensive IT infrastructure plan.	BCCC has completed this subtask and Activity. Exhibit 17. BCCC's 5-year Information Technology Infrastructure plan approved by DoIT and DBM.
Begin strategic infrastructure refresh	Modernize by partnering with DoIT to provide comprehensive redesign of IT	BCCC has completed this subtask and Activity. See, Exhibit 17.

Realignment Task Number 10

Develop or sell all unused or underutilized real estate, including the Inner Harbor site.

Subtask	Activity	Proof of Completion
Issue RFP for Bard redevelopment Select successful bidder and enter into a memorandum of understanding (MOU) on the financial terms and conditions to redevelop the Bard property.	Develop RFP for redevelopment of the Harbor campus. Review bids and select successful bidder.	BCCC has completed this subtask and Activity. Exhibit 18a. RFP for redevelopment of the Harbor Campus Bids have been reviewed and a successful bidder has been selected.
Negotiation of ground lease for the Bard property.	Negotiations underway	BCCC is in the process of completing this subtask and Activity. Negotiations are ongoing and will continue through the semester break. An agreement is expected to be on the January 2019 Board of Public Works agenda.
Ensure that all BCCC owned or leased property is fully utilized	Non Harbor Property Harbor Property	BCCC has completed this subtask and Activity. Real Estate matrix showing the status of each BCCC owned property Exhibit 18b. BCCC Real Estate Realignment

Realignment Task Number 11

Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.

Subtask	Activity	Proof of Completion
Address BCCC's limited procurement authority	<p>Collect data on procurement issues and structural barriers: Determine if oversight agency approval prevents timely procurement for academic services, because of the need for greater and more specialized Procurement's, i.e., Autoclave, Refrigeration equipment, PayPal Need to have Procurement authority as other higher Ed. Institutions. (Legislative Agenda) Increase spending limits on CPC. Less oversight on capital construction projects/ Increase spending level for BCCC.</p> <p>Determine if Central Collections Bureau rules and regulations prevent the College from registering students that have past due balances of \$250.</p>	<p>BCCC has completed this subtask and Activity. Exhibit 19. BCCC's Proposed Procurement Legislation Draft</p>

Realignment Task Number 12

The Board of Trustees shall review, and if necessary, revise the BCCC strategic plan.

Subtask	Activity	Proof of Completion
Review FY 2018-2022 strategic plan timeline; Board-approved mission and vision statements; draft goals and objectives with the Board of Trustees	See Board approval of the 2018-2022 Strategic Plan goals and objectives.	BCCC has completed this subtask and Activity and received Board approval at the April 18, 2018 Board of Trustees meeting. Exhibit 20a. BCCC Strategic Plan Goals and Objectives FY 2018-2022 Exhibit 20b. Strategic Framework FY 2018-2022 Exhibit 20c. BCCC Global Alignment



Realignment Task # 8

Develop and Market a Brand *for* BCCC

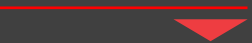
NOVEMBER, 2018

ReBRANDING UPDATE

Presented to:



Campus Beautification

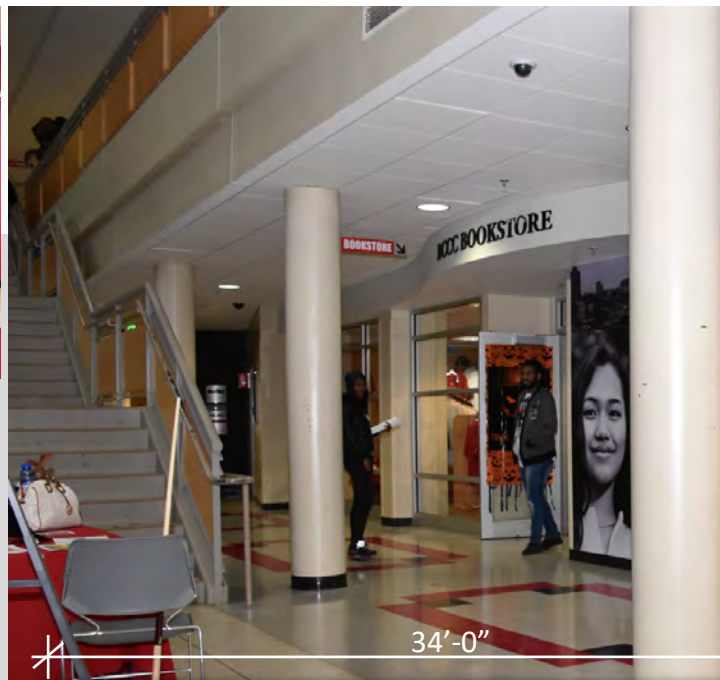




Student Services Wing – Large mural in main lobby



BEFORE



34'-0"



10'-0"

AFTER





Student Services Wing – Wall outside of Café




BEFORE



AFTER 



Student Services Wing – Entrance to Admissions Area



BEFORE



AFTER



Student Services Wing – Registration Area



BEFORE



AFTER



Student Services Wing – Wall across from the Registration Area



BEFORE

AFTER





Student Services Wing – New Wayfinding Signs on whole campus



BEFORE

AFTER





Student Services Wing – Advising and Disability Support Area



BEFORE



AFTER



Student Services Wing – Hallway near Cashier and Public Safety



BEFORE

AFTER





Liberty Campus – Gaare Auditorium in Nursing Building




BEFORE



AFTER 



Liberty Campus – South Pavilion



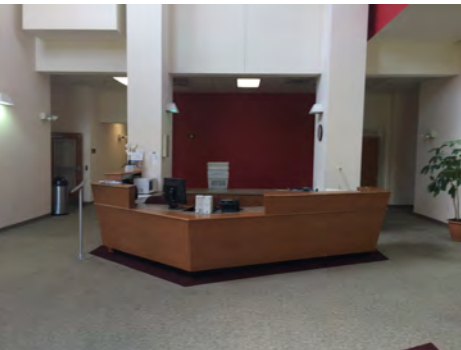
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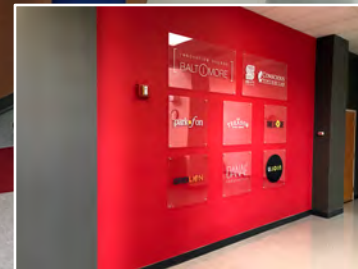
Liberty Campus – South Pavilion – Reception Area



BEFORE



AFTER

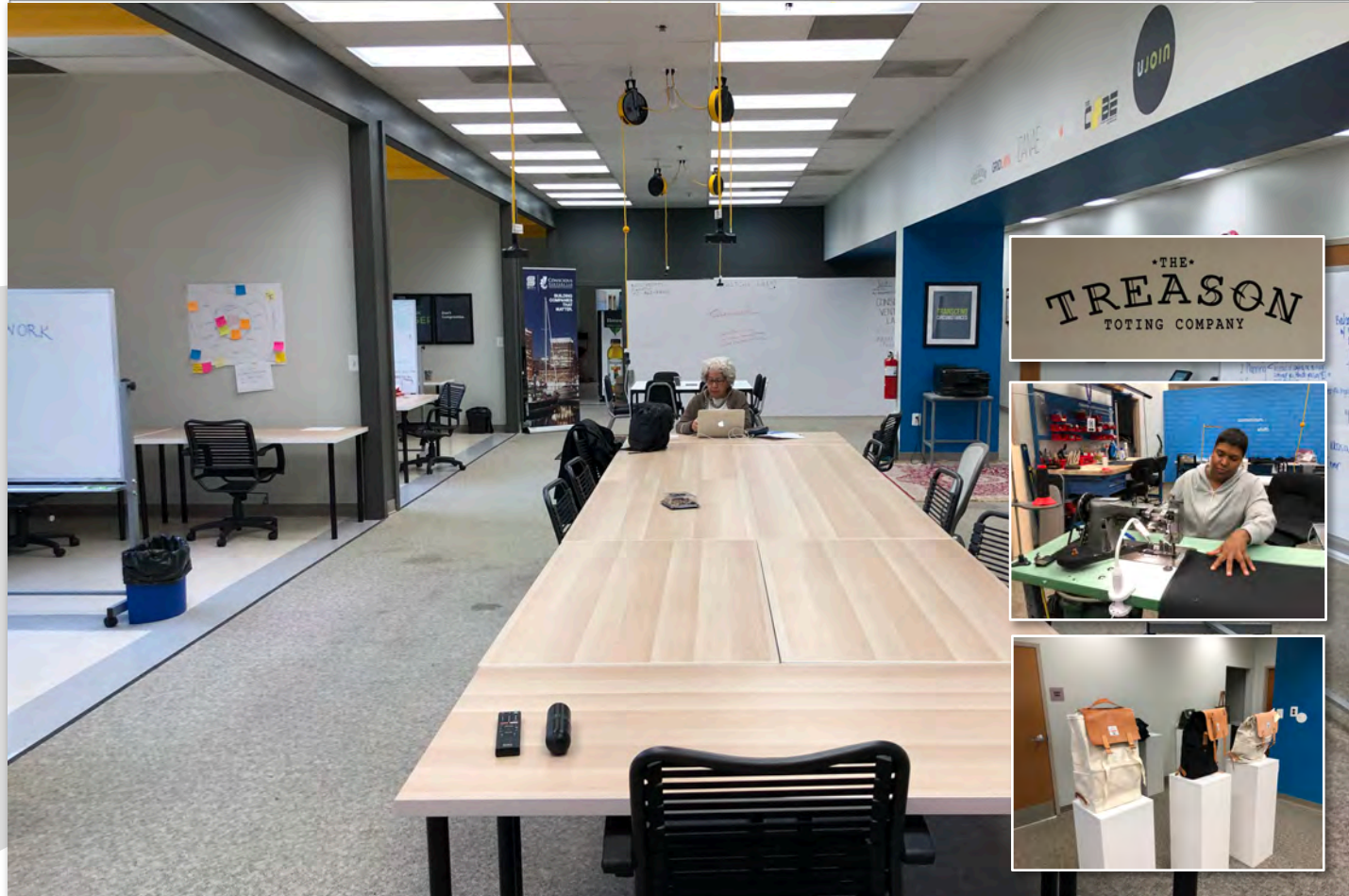




Liberty Campus – South Pavilion – Innovation Lab and Treason Toting Company



BEFORE



AFTER





Liberty Campus – West Pavilion



BEFORE

AFTER





Liberty Campus – Main Quad



BEFORE

AFTER





Liberty Campus – BCCC Branded Banners on Liberty Heights Avenue

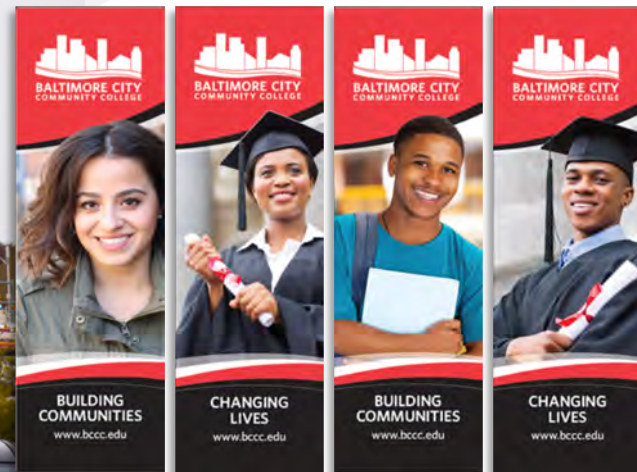


BEFORE
(No Banners)

AFTER
(BCCC Banners on Liberty Poles)

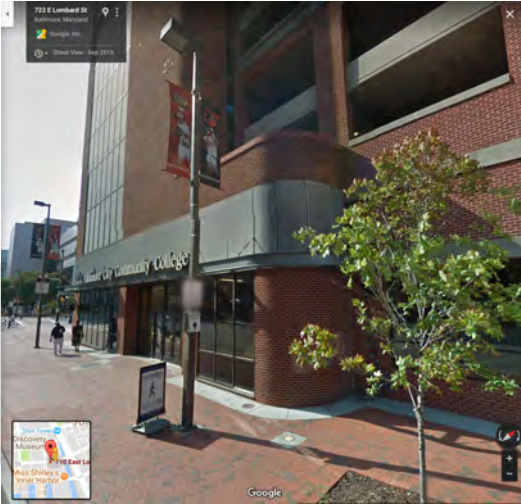


BCCC Branded Banners





WDCE, Downtown Location – BCCC Branded Banners on Lombard St



BEFORE



AFTER

Web | Social Media





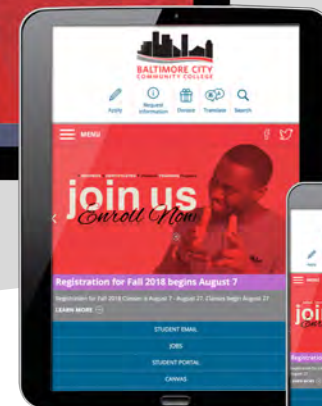
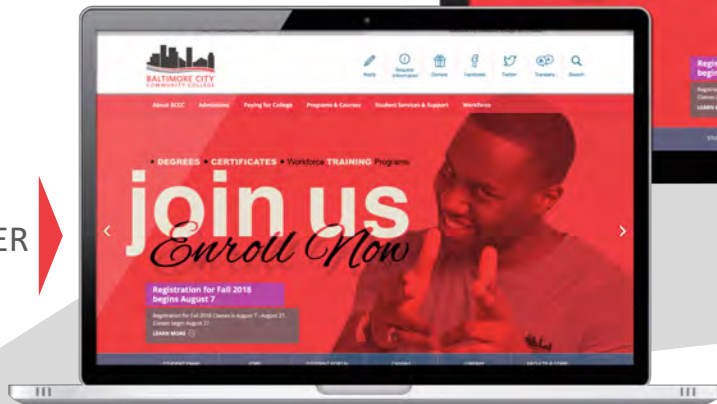
Virtual Campus – College Website: BCCC.EDU



BEFORE



AFTER





Social Media – Facebook, Twitter and Instagram



Publications





MSP LOGO – Revamped



OLD

NEW





BCCC MSP Board – Making BCCC Tuition-Free FAQ | Single-fold Brochure | The Hatcher Group



ABOUT THE FUTURE
 Can students attend a four-year college for free?
 Eastern State University has offered to provide scholarship coverage for tuition to Maryland Scholars who graduate with an associate degree from BCCC.

WHAT ARE THE DEADLINES FOR THE MAYOR'S SCHOLARS PROGRAM?

FAFSA	March 1, 2019
YouthWorks	March 1, 2019
BCCC/MSP application	April 20, 2019
Send high school transcript to BCCC	April 20, 2019
Take Acceptance Exam	April 20, 2019
Send SAT/ACT scores to BCCC	April 20, 2019

Get More Information
 Visit bccc.edu, call 410-462-9300 or email MSP@bccc.edu to learn more about free tuition through the Mayor's Scholars Program.

2019 MAYOR'S SCHOLARS PROGRAM

Making BCCC Tuition-Free Through a Last-Dollar Scholarship



Frequently Asked Questions

What is a last-dollar scholarship?
 The Mayor's Scholars Program is a last-dollar scholarship that funds the difference between a student's tuition and mandatory financial aid award and the cost of tuition and mandatory textbooks. Because it is a "last-dollar," all students who are eligible to submit a FAFSA must do so.

What if a student is not eligible for state and federal financial aid?
 If a student cannot submit a FAFSA due to their immigration status, that student is still eligible for the Mayor's Scholars Program. All information regarding immigration status will remain confidential.

Are immigrant students eligible for the Mayor's Scholars Program?
 Yes. Students are eligible regardless of their immigration status. All information regarding immigration status will remain confidential. Students will receive immigrant status at the time of their admission. Students with immigrant status at the time of admission, such as Special Immigrant Visa holders, 1 and U Visa holders, asylum seekers and undocumented students should not complete a FAFSA.

Can students start classes in Fall 2019 or Spring 2020?
 No. Students must begin BCCC classes in the summer of 2019 as part of the national Summer Bridge Program which begins on July 1, 2019. The 2019 BCCC Summer Bridge is scheduled Monday-Friday from July 1 to August 9, 2019.

Does the Mayor's Scholars Program awardship apply to certified job training programs?
 Yes, students mentioned in taking a certified job training program at BCCC can be part of the Mayor's Scholars Program. They do not need to file out FAFSA, but they should still submit an application to BCCC by April 20, 2019. Eligible certified job training programs will help prepare students for high-demand careers in health care, construction and transportation, and information technology.

New to the Mayor's Scholars Program (MSP) offer from the Maryland Community College Promoter Scholarship (MCCPS)?

	HSP	MCCPS
Level of study (must submit FAFSA if eligible)	Yes	Yes*
Community College location	BCCC	Any Maryland community college
Financial aid to receive	None	2.3
Maximum FAFSA program	2.3	2.5
International student eligibility	All students eligible regardless of immigration status	US Citizens and DACA student eligible
Award limit	\$100,000 for single-parent families \$250,000 for two-parent families	No
Summer Bridge Program	Yes, mandatory	No
Program requirements	None	Work in MD after graduation for minimum of 1 year for each year or partial year of awarded scholarship
All Transfer/College-Certified Program	Yes	No

ABOUT THE SUMMER BRIDGE PROGRAM
 A six-week program of orientation and academic support designed to ease the transition from high school to college while building a strong academic foundation. Students receive mandatory textbooks and meet key faculty advisors and professor helpers. Students take academic classes, meet city leaders in an enrichment activities, and have fun while building valuable relationships.

What is the Summer Bridge Program?
 Yes, students who are eligible to work in the U.S. can be paid through YouthWorks. The deadline to register for YouthWorks is March 1, 2019. Students who do not register for YouthWorks by March 1, 2019, can attend the Summer Bridge without being paid.

Can Summer Bridge students get paid to attend the Summer Bridge Program?
 Yes, students who are eligible to work in the U.S. can be paid through YouthWorks. The deadline to register for YouthWorks is March 1, 2019. Students who do not register for YouthWorks by March 1, 2019, can attend the Summer Bridge without being paid.

How do students register for YouthWorks?
 Registering for YouthWorks is a two-step process, and all students who wish to be paid through YouthWorks must complete both steps. The first step is to register online. Visit youthworks.org for information and to complete the online application. Online application begins January 2, 2019, and applications are due March 1, 2019.

The second step is needed to verify that all students who will be paid by YouthWorks have permission to work in the United States. Students may schedule verification appointments from January 29 to March 30, 2019. Appointments are held on Saturdays (in March) after school and on Saturdays (in March) before school and on Saturdays (in March) before school and on Saturdays (in March) before school. Verification appointments will be held on Saturdays in March. Limited rescheduled verification appointments can take place before March 1, and no rescheduled verification appointments will be taken after March 1.

Can students have another job while attending Summer Bridge?
 Yes. Students will spend approximately 20 hours per week during the summer at BCCC, allowing students to devote time outside of class and homework to additional paid work.

*The MCCPS program awards are made after any last-dollar scholarship. For more information about the MCCPS, visit the Maryland Association of Community College website: maccps.org





BCCC MSP Board – Build Your Future | Single-fold Brochure | The Hatcher Group



THE MAYOR'S SCHOLARS PROGRAM allows eligible new high school graduates from Baltimore City to attend BCCC tuition-free through a last-dollar scholarship. This free through a BCCC, Baltimore partnership between BCCC, Baltimore City Public Schools and Baltimore Mayor Catherine E. Pugh is an exciting opportunity that makes college affordable and helps students move toward a rewarding career and financial security.

BUILD YOUR FUTURE

THE MAYOR'S SCHOLARS PROGRAM
Making BCCC Tuition-Free through a Last-Dollar Scholarship



ELIGIBLE BCCC PROGRAMS

BCCC offers a variety of programs leading to an associate degree, a recognized certification or job in the information region. Mayor's scholars interested in or apply for most BCCC training programs or degrees.

Visit www.bccc.edu/programs/certificates for information on BCCC's offerings.

Mayor's Scholars Program (MSP) Compared to the Maryland Community College Promise Scholarship (MCCPS)

Eligibility	MSP	MCCPS
Year	Yes	No
BCCC	Yes	Yes
Area	City/Keychain community college	City/Keychain community college
2-D	3-D	3-D
Financial aid/number of awards	3-D	3-D
Programs eligible	US Cities and BACC eligible	US Cities and BACC eligible
Amount	\$300,000 for students	\$300,000 for students
Application deadline	April 20, 2018	April 20, 2018
Other	Yes	No

APPLICATION DEADLINES

The FAFSA application must be completed by **March 1, 2018** for students in training programs that do not need to complete FAFSA.

The BCCC application must be completed by **April 20, 2018**. Applicants must also send a high school transcript to BCCC by **April 20, 2018**.

WHAT YOU NEED TO KNOW ABOUT THE MAYOR'S SCHOLARS PROGRAM (MSP)

- As shown in the schedule, the Mayor's Scholars Program covers tuition and mandatory fees of BCCC only and does not include room and board.
- Mayor's Scholars students must complete the FAFSA and maintain a minimum 2.0 GPA.
- Students must complete a six-week Summer Bridge program starting July 1, 2018. Students who do not complete the Summer Bridge program are ineligible for the MSP.
- The Mayor's Scholars Program is available for students regardless of income, GPA, and immigration status.
- This scholarship covers tuition and mandatory fees for up to five years, any BCCC program, certificate or training program.
- Students must complete the Mayor's Scholars Program application by **April 20, 2018**.
- Students must complete the Mayor's Scholars Program application by **April 20, 2018**.
- Students must complete the Mayor's Scholars Program application by **April 20, 2018**.

Take advantage of this valuable chance to earn an associate degree, earn a certificate, or complete a training program that will prepare you for jobs in the Baltimore region.

In 2018, more than 300 STUDENTS took advantage of the Mayor's Scholars Program and enrolled in BCCC programs. **JOIN THEM AND GET STARTED ON YOUR PATH TO SUCCESS!**

Enroll tuition-free at BCCC: visit bccc.edu to apply. For more information, email MSP@bccc.edu or call 410-462-8300.





BCCC MSP Board – Mayor’s Scholars Program | 8-Page Brochure | The Hatcher Group

Baltimore City Community College
1001 University Avenue
Baltimore, MD 21201-1001
www.bccc.edu

MAYOR'S SCHOLARS PROGRAM

Early Lessons from the Summer Bridge Program

Mayor Catherine E. Pugh announced her vision for the Mayor's Scholars Program (MSP) in August 2017 in a 140-second video. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman. The Mayor's Office and Baltimore City Public Schools (BCPS) joined with the Mayor's Scholars Program to create the MSP. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman. The Mayor's Office and Baltimore City Public Schools (BCPS) joined with the Mayor's Scholars Program to create the MSP. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman.

On April 23, 2018, the first cohort of students enrolled in BCCC for the Summer Bridge Program. Over 1,000 students from Baltimore City public high schools enrolled in BCCC for the Summer Bridge Program. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman. The Mayor's Office and Baltimore City Public Schools (BCPS) joined with the Mayor's Scholars Program to create the MSP. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman.

MAYOR'S SCHOLARS PROGRAM

2018

KEY TAKEAWAYS

- The Summer Bridge Program helps the Mayor's Scholars on the road to success. In the first year, the Summer Bridge Program had a high completion rate and a high retention rate. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman. The Mayor's Office and Baltimore City Public Schools (BCPS) joined with the Mayor's Scholars Program to create the MSP. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman.
- Through focus groups and surveys, students indicated that the Summer Bridge Program was a positive experience that helped them prepare for college. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman. The Mayor's Office and Baltimore City Public Schools (BCPS) joined with the Mayor's Scholars Program to create the MSP. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman.
- Key Takeaways:
 - High completion and retention rates
 - Positive student feedback
 - Financial support for students
 - Partnership between BCCC and BCPS
- Learning Opportunity: The program provides high school seniors with an opportunity to explore college and career options. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman. The Mayor's Office and Baltimore City Public Schools (BCPS) joined with the Mayor's Scholars Program to create the MSP. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman.
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Both math and English have been long-standing challenges for many students. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman. The Mayor's Office and Baltimore City Public Schools (BCPS) joined with the Mayor's Scholars Program to create the MSP. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman.

Through the partnership with Brightleaf, students have been provided with additional resources, including tutoring and financial aid. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman. The Mayor's Office and Baltimore City Public Schools (BCPS) joined with the Mayor's Scholars Program to create the MSP. The program is designed to provide financial support for students of Baltimore City public high schools to attend Baltimore City Community College (BCCC) before they are a year older than the typical college freshman.

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SUMMER BRIDGE PROGRAM AT A GLANCE

STUDENT YIELD

1050 students enrolled in the Summer Bridge Program

541 students completed the program

387 students returned to BCCC for the fall semester

366 students returned to BCCC for the fall semester

312 students returned to BCCC for the fall semester

95% MORE THAN 95% OF STUDENTS COMPLETED THE SUMMER BRIDGE PROGRAM

85% MORE THAN 85% OF THOSE WHO COMPLETED THE SUMMER BRIDGE PROGRAM ENROLLED FULL-TIME FOR THE FALL 2018 SEMESTER

OF 2018 BCPSSE GRADUATES WHO APPLIED TO BCCC

2068

OF 2018 BCPSSE GRADUATES WHO ENROLLED IN FALL 2018

890

AREA OF STUDY

70% of students completed the program in the areas of Business, Health Services, and Education.

INVESTMENT IN SUMMER BRIDGE

Baltimore City provided \$1.2 million in funding for the Summer Bridge Program.

Investment from the Mayor's Office and Baltimore City Public Schools (BCPS) was \$1.2 million.

AREA OF STUDY

70% of students completed the program in the areas of Business, Health Services, and Education.

EVERYONE ELSE WHO ENROLLED THROUGH THE SUMMER BRIDGE PROGRAM

80% of students who enrolled through the Summer Bridge Program returned to BCCC for the fall semester.

STUDENT PROFILE

Karina, 19
Originally from Chicago, Karina moved to Baltimore and is currently attending the Summer Bridge Program. She is a first-generation college student and is currently enrolled in the Summer Bridge Program. She is a first-generation college student and is currently enrolled in the Summer Bridge Program.

Amari, 19
Originally from Chicago, Amari moved to Baltimore and is currently attending the Summer Bridge Program. She is a first-generation college student and is currently enrolled in the Summer Bridge Program. She is a first-generation college student and is currently enrolled in the Summer Bridge Program.

Quenita, 19
Originally from Chicago, Quenita moved to Baltimore and is currently attending the Summer Bridge Program. She is a first-generation college student and is currently enrolled in the Summer Bridge Program. She is a first-generation college student and is currently enrolled in the Summer Bridge Program.

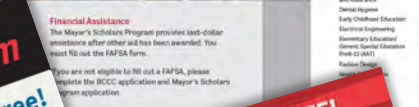
Deshaun, 18
Originally from Chicago, Deshaun moved to Baltimore and is currently attending the Summer Bridge Program. He is a first-generation college student and is currently enrolled in the Summer Bridge Program. He is a first-generation college student and is currently enrolled in the Summer Bridge Program.

Key Takeaways:

- Students are motivated and committed to their education.
- Students are seeking financial support to complete their education.
- Students are seeking academic support to complete their education.
- Students are seeking career support to complete their education.



MSP Collaterals – Poster, Brochure, Flyer, Card, and Pullup Banner





Publications – General Registration, WDCE, Credit Schedule

BALTIMORE CITY COMMUNITY COLLEGE PRESENTS



SOAR First

STUDENT ORIENTATION
ADVISING & REGISTRATION

**First Year Students
General Registration**

August 6 – August 11, 2018

- > Come register for Fall 2018 semester
- > Receive information about Career Pathways
- > Learn about campus resources & student services

SOAR First Registration Dates & Times

Mon., August 6:	8:30 a.m. to 5 p.m.
Tues., August 7:	8:30 a.m. to 7 p.m.
Wed., August 8:	8:30 a.m. to 7 p.m.
Thurs., August 9:	8:30 a.m. to 5 p.m.
Fri., August 10:	8:30 a.m. to 5 p.m.
Sat., August 11:	9 a.m. to 1 p.m.

BALTIMORE CITY COMMUNITY COLLEGE

Baltimore City Community College makes every effort to accommodate individuals with disabilities. Participants who need special accommodations should contact the campus Disability Support Services Center 410-462-8538 or BCCC@bcc.edu with 14 working days prior to attending a scheduled event. An interpreter request may be made by emailing:

BCCC

Workforce Development
& Continuing Education

BALTIMORE CITY COMMUNITY COLLEGE

f t y i

bccc.edu | 410-966-3700

Workforce Development & Continuing Education provides designed to create opportunities for personal growth and professional development. Students can take personal enrichment classes or enter the workforce, after hands-on training and industry certification.

WORKFORCE DEVELOPMENT

Applications
Construction & Manufacturing
Pre-Apprenticeship
Installation Technician
Mechanics
Medical
Nursing
Public Safety
Retail
Sales
Transportation
Warehouse

ADULT BASIC EDUCATION & ENGLISH LANGUAGE SERVICES

- Pre-GED Prep
- GED Test Prep
- Computer Literacy
- Alternative Diploma Options
- Citizenship Preparation
- Community ESL
- English Language Instruction
- Refugee Assistance

COMMUNITY EDUCATION

- Seniors
- Business & Career Services
- Job Readiness
- Financial Literacy
- Computer Literacy
- Microsoft Applications

Next Program:





For more information, call 410-966-3700 or visit www.bccc.edu/workforce

CDR Reporting

TRANSPORTATION

- Warehousing Logistics
- CDL & Drivers Education (Fall 2018)
- Mechanic Technician (Fall 2018)

CREDIT SCHEDULE OF CLASSES

SUMMER/FALL 2018



BALTIMORE CITY COMMUNITY COLLEGE





www.bccc.edu | 410-462-8300

BALTIMORE CITY COMMUNITY COLLEGE




Publications – Chamber of Commerce Ad

BCCC.
**TRAINING TOMORROW'S
WORKFORCE TODAY.**
bccc.edu/workforce

bccc.edu ■ 410-986-3200


**BALTIMORE CITY
COMMUNITY COLLEGE**



Strategic Framework – Core Values | Trifold Brochure

CORE VALUES

Our core values represent the most important underlying principles and beliefs that are the basis for the vision, strategies, plans, policies, and actions of Baltimore City Community College.

- Integrity.** Unwavering adherence to a strict moral and ethical standard.
- Respect.** Showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences.
- Diversity.** Recognizing, accepting, appreciating and supporting individual differences.
- Teaching.** Imparting knowledge, skills and values essential to the success of the individual and growth of the community.
- Learning.** Gaining knowledge, skills and understanding that are useful to the individual and college community by promoting intellectual curiosity.
- Excellence.** Providing excellent teaching, student services, customer services and community engagement.
- Leadership.** Empowering, inspiring and nurturing individuals to be leaders in their own sphere.
- Professionalism.** Adhering to the highest standard of customer service.

BCCC

STRATEGIC FRAMEWORK
FY2018-FY2022

BALTIMORE CITY COMMUNITY COLLEGE

bccc.edu | 410-462-8300

Stakeholders,

Year of research and by staff, the BCCC Board was approved the 2018-2022 Strategic Goals and Objectives that will serve as a framework for writing the Strategic Plan. The process was conducted in a consistent with BCCC's culture and was inclusive, transparent, and open with input from a wide representation of stakeholders from the College community.

The College is currently engaged in robust departmental planning to ensure the Goals and Objectives are fully integrated into its mission over the next four years.

This document is to guide the College's strategic decision-making process by directing the effort to provide excellent, accessible, and relevant education in the ever-changing and global landscape of higher education.

To enhance its responsiveness to our students, we must work to be where people need quality education and valuable career opportunities. The Strategic Framework must reflect the challenges faced by our students and the goals they strive to reach. We will make our community stronger, more resilient, and preparing an important revitalization of Baltimore City. We will make sure that BCCC continues to adapt, and improve as the City's needs change.

James H. Johnson, Jr.

Dr. James H. Johnson, Jr.
Interim President
Baltimore City Community College

MISSION BCCC
Provide quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

VISION BCCC
Provide quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.

GOAL 1 STUDENT SUCCESS

Provide equitable access to learning environments that support diverse populations of learners and promotes student goal attainment.

- 1.1 Align, support and deliver courses, programs, and services to ensure progression, transferability and employability.
- 1.2 Utilize contemporary educational methods to improve and advance students' academic and workforce preparation and goals.
- 1.3 Enhance the student experience by increasing awareness of and engagement with College activities and support services.
- 1.4 Increase persistence and goal attainment across all student populations.

GOAL 2 COMMUNITY ENGAGEMENT

Implement a comprehensive approach to engage current and future students, alumni, and the community.

- 2.1 Reposition the College's brand to increase awareness of programs and services and highlight targeted initiatives.
- 2.2 Grow partnerships with business and industry, government agencies, community members, educational institutions, and all potential partners in serving our students and community.
- 2.3 Strengthen partnerships to promote and increase access to student learning and transfer opportunities, collaborative planning, and resource sharing.

GOAL 3 INSTITUTIONAL FRAMEWORK

Optimize resources to effectively, efficiently support existing and emerging initiatives.

- 3.1 Ensure facilities, technology, staffing and instructional resources support a quality learning and working environment.
- 3.2 Promote an environment of professionalism and civility.
- 3.3 Invest resources to attract, grow and retain highly-qualified diverse faculty and staff.
- 3.4 Develop and implement plans to ensure faculty and staff knowledge retention and fluid transition during times of employee turnover.
- 3.5 Improve the College's financial sustainability.



Publications – Financial Aid, Cyber Security, ATB, BCCC Priorities



TAKE STEPS
to keep **YOUR FEDERAL FINANCIAL AID!**

1. MEET WITH YOUR ADVISOR

Meet regularly with your advisor to ensure you take the right classes for your degree or certificate program. Federal financial aid cannot pay for classes that don't satisfy graduation or degree requirements, so only enroll in classes that are required for your academic program.

2. ATTEND CLASSES

Federal financial aid only pays for classes you attend. If you never attend your class, your professor will report your name to the Financial Aid office and your Federal financial aid will be canceled for that class. When the Financial Aid office is notified by your professor that you stopped attending class, the College, by law, will reduce your Federal financial aid. If this happens, you may owe the college money.

3. DON'T FAIL YOUR CLASSES

You need to pass all of your classes to keep your Federal financial aid and you must keep your GPA above a 2.0. The U.S. Department of Education requires students to maintain satisfactory progress towards earning your degree. This means if you receive too many grades of F or withdrawals, you may become ineligible for Federal financial aid. Take advantage of on line tutoring and campus tutoring resources when needed.

4. TAKE ONLY THE COURSES YOU NEED

If you take too many credits while pursuing your degree or certificate program your Federal financial aid will be suspended. An associate's degree is generally 60 credits; therefore, taking more than the required of credits may put your Federal financial aid in jeopardy. Changing your major may result in losing your Federal financial aid eligibility.

5. DON'T PROCRASTINATE, GRADUATE

Your Pell Grant is only good for 6 years while attending college full time. Don't take 6 years to complete your Associate's Degree, if you do, you won't have Federal financial aid to earn your Bachelor's degree. Talk to a financial aid counselor to see where you are in your 6 year limit.



FINANCIAL AID OFFICE
024MNB, LIBERTY CAMPUS • 410-462-8500

For more information about the Satisfactory Academic Progress policy, visit the college website at www.bccc.edu. Always, talk to your academic advisor.

BALTIMORE CITY COMMUNITY COLLEGE
WORKFORCE DEVELOPMENT
& CONTINUING EDUCATION

Interested in
Cyber Security?

- > FREE Cyber Security Training
- > Guaranteed Job Placement

CYBER SECURITY INFORMATION SESSION

Saturday May 26, 2018
9 – 11 a.m.

BCCC HARBOR CAMPUS
710 East Lombard Street, Baltimore, MD 21202
Room #30

Come join us for an INFORMATION SESSION to learn about this new program and start your new career in the cyber security industry! Courses will include the following topics:

- IT Basics (Comp TIA A+ Certification)
- Working in IT/System Administration
- Hands on Threat Simulation and Training
- Cyber Security Experts

Register online at:
<https://bcccwcdcyber2.eventbrite.com>

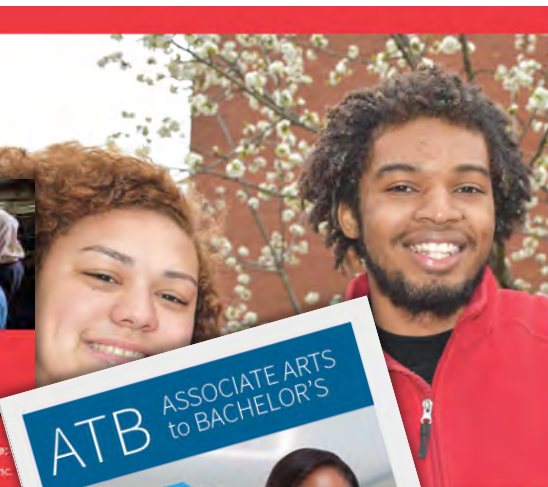
For more information contact:
obaez@bccc.edu



- CRITERIA**
- U.S. Citizen
 - High School Diploma

- JOB PLACEMENT***
- Business Partners Include:
- Atlantic Data Forensics, Inc.
 - ASD Inc.
 - The Baltimore Cyber Range
 - Blue Eye Technology, Inc.
 - CyberPoint
 - Cyberbit Commercial Solutions, Inc.
 - Electronic Technology Associates, LLC
 - Nexagen Networks, Inc.
 - Stark Industries, LLC
 - TeraSense, Inc.

*Job placement is contingent on successful program completion



ATB ASSOCIATE ARTS to BACHELOR'S

Unleash Your SUPER POWER! at BCCC

APPLY TODAY
410-462-8383
BCCC.EDU

BALTIMORE CITY COMMUNITY COLLEGE

BCCC Priorities and Student Investments



BALTIMORE CITY COMMUNITY COLLEGE



Dual Enrollment @ BCCC – Marketing Collateral



DUAL ENROLLMENT @ BCCC

FOR MARYLAND HIGH SCHOOL STUDENTS WHO WANT TO BE COLLEGE & CAREER READY

Accounting
Biology
Chemistry
Computer Information Systems
English Composition
Introduction to Business
Literature
Pre-Calculus
Psychology
Speech
Statistics
World History
and more!



Apply Today!



1

Apply Online

www.bccc.edu/admissions
Dec. 1- Spring
May 1- Summer
July 1- Fall



2

Take the Accuplacer Placement Test

www.bccc.edu/accuplacer
Take the test at BCCC's Test Center.



3

Complete the Scholarship Packet

www.bccc.edu/scholarship
Be sure to include the Approval Form and Agreement Form.



4

Meet With an Admissions Advisor

www.bccc.edu/admissions
Schedule a time and bring your Accuplacer test scores and Scholarship packet.



5

Start Classes

Attend BCCC's MANDATORY orientation. Observe your books, supplies, and student I.D.



To Apply
www.bccc.edu/dualenrollment
dualenrollment@bccc.edu
410-462-8300

Online Application
www.bccc.edu/admissions
410-462-8300

Test Center
www.bccc.edu/testcenter
410-462-7666



Benefits of Dual Enrollment

There are MANY benefits to participating in Dual Enrollment at BCCC:

- You will save money while earning college credits before high school graduation.
- You can explore your interests and possibly discover a college major.
- You get the "college experience" and have access to all services on the campus.



Academic Credit Programs – Degree and Certificate Programs

The image displays six overlapping brochures for Baltimore City Community College, each representing a different academic credit program. Each brochure features a photograph of a student or professional in a field related to the program, a title at the top, and the college's logo and contact information at the bottom.

- Associate Degree Nursing Program:** Features a woman in blue scrubs holding a folder.
- Allied Human Services:** Features a man in a maroon sweater sitting at a desk.
- Art & Science Transfer: ART TRANSFER:** Features a woman in a red apron holding a paint palette.
- Physical Therapy:** Features a woman in a white lab coat in a clinical setting.
- Elementary Education & Generic Special Education/PreK-12:** Features a woman in a red shirt and white cardigan in a classroom.
- Warehousing & Inventory Control Associate INDUSTRY CERTIFICATION:** Features a man in a blue uniform and white hard hat operating a forklift.

Each brochure includes the Baltimore City Community College logo and contact information: bccc.edu and 410-462-8300.



Panther Die Cut – BCCC Facts

BACK

BCCC

Baltimore City Community College is a state sponsored, comprehensive degree-granting institution offering 38 degrees and 18 certificate programs as well as industry certifications in high-demand fields. BCCC has affordable tuition, flexible class schedules, and several learning sites to meet students' needs. At BCCC, students receive the quality education, specialized training, and skills needed to stay competitive in the ever-changing market-place. BCCC is a welcoming environment for anyone who wants to enrich their lives through education and the pursuit of new skills.

MISSION

Baltimore City Community College provides quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

VISION

Baltimore City Community College is an innovator in providing quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.

STUDENT CLUBS & ORGANIZATIONS

BCCC students can get involved in over 20 student clubs and organizations, including the Student Government Association.



BCCC.EDU | 410-462-8300

MAYOR'S SCHOLARS PROGRAM

The Mayor's Scholars Program (MSP) is an innovative collaboration between Baltimore City Community College, Baltimore Mayor Catherine E. Pugh's Mayor's Office and Baltimore City Public Schools.

Through this scholarship program graduates from Baltimore City public high schools who are also residents of Baltimore City can attend BCCC tuition-free* to earn their Associate's Degree or complete a Workforce Development Program.

*The MSP scholarship is a not dollar scholarship and all recipients must first complete a GPA to ensure equity.

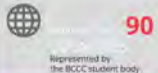
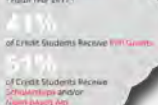
CAREER Pathways@BCCC

BCCC Career Pathways create multiple education and training pathways within the 38 degrees, 18 certificates and 30+ workforce programs leading to transfer or careers in the following industries:

- Business
- Information Technology and Cyber Security
- Human Services and Law Enforcement
- Health and Biomedicine
- Manufacturing, Construction and Engineering Technologies
- Transportation Logistics
- Hospitality and Tourism
- General Studies, Visual and Performing Arts

FINANCIAL AID

Fiscal Year 2017:



FRONT





Strategies to Success – Alignment of Middle States, State Plan, Legislation, Achieving the Dream and Institutional Plans

Trifold

INSIDE

Baltimore City Community College - Alignment of Middle States, State Plan, Legislation, Achieving the Dream and Institutional Plans

The matrix details the alignment of various goals across different categories:

- State Plan Goals:** ACCESS, SUCCESS, SKILLS, EMPLOYMENT, and WELL-BEING.
- Middle States Goals:** Institutional, Program, and Student Success.
- College Goals:** AMP (Academic, Career, and Professional), SEMPC (Student Employment, Motivation, and Persistence), and IT (Information Technology).
- Strategic Initiatives:** Strategic Plan 2018-2021, Strategic Plan 2021-2025, and Strategic Plan 2025-2030.

Change is Bold and Beautiful

BCCC
Strategies to Success

Facebook | Twitter
@BaltimoreCityCC | Baltimore, MD 21202

OUTSIDE

Career Pathways





CAREER PATHWAYS LOGO – Revamped



OLD

(A stock image was used previously)

NEW





CAREER PATHWAYS – Brochure

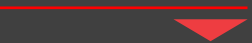


	BALTIMORE CITY COMMUNITY COLLEGE	BCCC	
WORKFORCE DEVELOPMENT / CONTINUING EDUCATION <i>(Less than 12 months)</i>	CERTIFICATE <i>(Lower Division Certificates)</i> 12 – 30 Credits	ASSOCIATE DEGREE <i>(AAS, AA, AS, ASE)</i> 60 – 74 Credits	
BUSINESS, MANAGEMENT, FINANCE, AND PROFESSIONAL SERVICES	<ul style="list-style-type: none"> Business Administration Services <ul style="list-style-type: none"> Microsoft Office Certificate Business Writing Customer Service Financial Literacy Excel and Quick Books 	N/A	<ul style="list-style-type: none"> Business Administration Transfer Business <ul style="list-style-type: none"> Marketing (AoC) Management (AoC) Office Administration Accounting <ul style="list-style-type: none"> Fashion Design Retailing (AoC)
HEALTH AND BIOSCIENCES	<ul style="list-style-type: none"> Allied Health Programs <ul style="list-style-type: none"> CNA/GNA MSMT Pharmacy Technician Phlebotomy EKG Technician Medical Billing and Coding Emergency Medical Technician Biotech/Lab Technician (TBO) 	<ul style="list-style-type: none"> Practical Nursing Coding Specialist Paramedic Paramedic Bridge Biotechnology/Lab Science Lab Animal Science 	<ul style="list-style-type: none"> Nursing Surgical Technology Respiratory Care Dental Hygiene Physical Therapist Assistant Health Information Technology Para medicine Biotechnology Arts and Science Transfer Science (AoC)
TOURISM	<ul style="list-style-type: none"> Hospitality Training ProStart Certification Customer Service/Tourism Ambassador 	N/A	N/A
ADDITIONS COUNSELING AND HUMAN SERVICES	N/A	<ul style="list-style-type: none"> Additions Counseling Allied Human Services Elementary Education/Generic Special Education Pre-K-12 (AAT) Teacher Education Transfer Arts & Science Transfer Psychology (AoC) 	
LAW ENFORCEMENT & CORRECTIONAL ADMINISTRATION	N/A	<ul style="list-style-type: none"> Law Enforcement and Correctional Administration Legal Assistant 	
PARALEGAL COURT REPORTING AND CHILD CARE TRAINING	N/A	<ul style="list-style-type: none"> Paralegal Court Reporting Contract Training Childcare Training Programs Early Childhood Education 	

	CAREER Pathways@BCCC	
WORKFORCE DEVELOPMENT / CONTINUING EDUCATION <i>(Less than 12 months)</i>	CERTIFICATE <i>(Lower Division Certificates)</i> 12 – 30 Credits	ASSOCIATE DEGREE <i>(AAS, AA, AS, ASE)</i> 60 – 74 Credits
INFORMATION TECHNOLOGY AND CYBER SECURITY	<ul style="list-style-type: none"> Pre-Cyber Security <ul style="list-style-type: none"> IT Essentials A+ Certification Net+ Certification Security + Certification 	<ul style="list-style-type: none"> Information Technology Basic Skills Cyber Security and Assurance
MANUFACTURING, CONSTRUCTION AND ENGINEERING TECHNOLOGIES	N/A	<ul style="list-style-type: none"> Arts and Science Transfer <ul style="list-style-type: none"> Pure and Applied Mathematics (AoC) Engineering Transfer Electrical Engineering Transfer
	N/A	<ul style="list-style-type: none"> Robotics/Mechanics Technology Robotics/Mechanics Technology
	N/A	<ul style="list-style-type: none"> Construction Core <ul style="list-style-type: none"> Weatherization Installer Telecommunications Cabling Pro-Apprenticeship Construction Supervision Construction Supervision
TRANSPORTATION DISTRIBUTION LOGISTICS	<ul style="list-style-type: none"> Warehouse Logistics Associate Drivers Education / CDL <i>(pending)</i> Automotive Technician <i>(pending)</i> Mechanic Service Technician 	<ul style="list-style-type: none"> Transportation, Supply Chain Management Transportation, Supply Chain Management
VISUAL AND PERFORMING ARTS/ GENERAL STUDIES	N/A	<ul style="list-style-type: none"> Arts and /Science Transfer <ul style="list-style-type: none"> Art (AoC) Music (AoC) Theatre (AoC) General Studies Transfer

- BUSINESS, MANAGEMENT, FINANCE, AND PROFESSIONAL SERVICES
- HEALTH AND BIOSCIENCES
- HOSPITALITY AND TOURISM
- HUMAN SERVICES AND LAW ENFORCEMENT
- INFORMATION TECHNOLOGY AND CYBER SECURITY
- MANUFACTURING, CONSTRUCTION AND ENGINEERING TECHNOLOGIES
- TRANSPORTATION DISTRIBUTION LOGISTICS
- VISUAL AND PERFORMING ARTS/GENERAL STUDIES

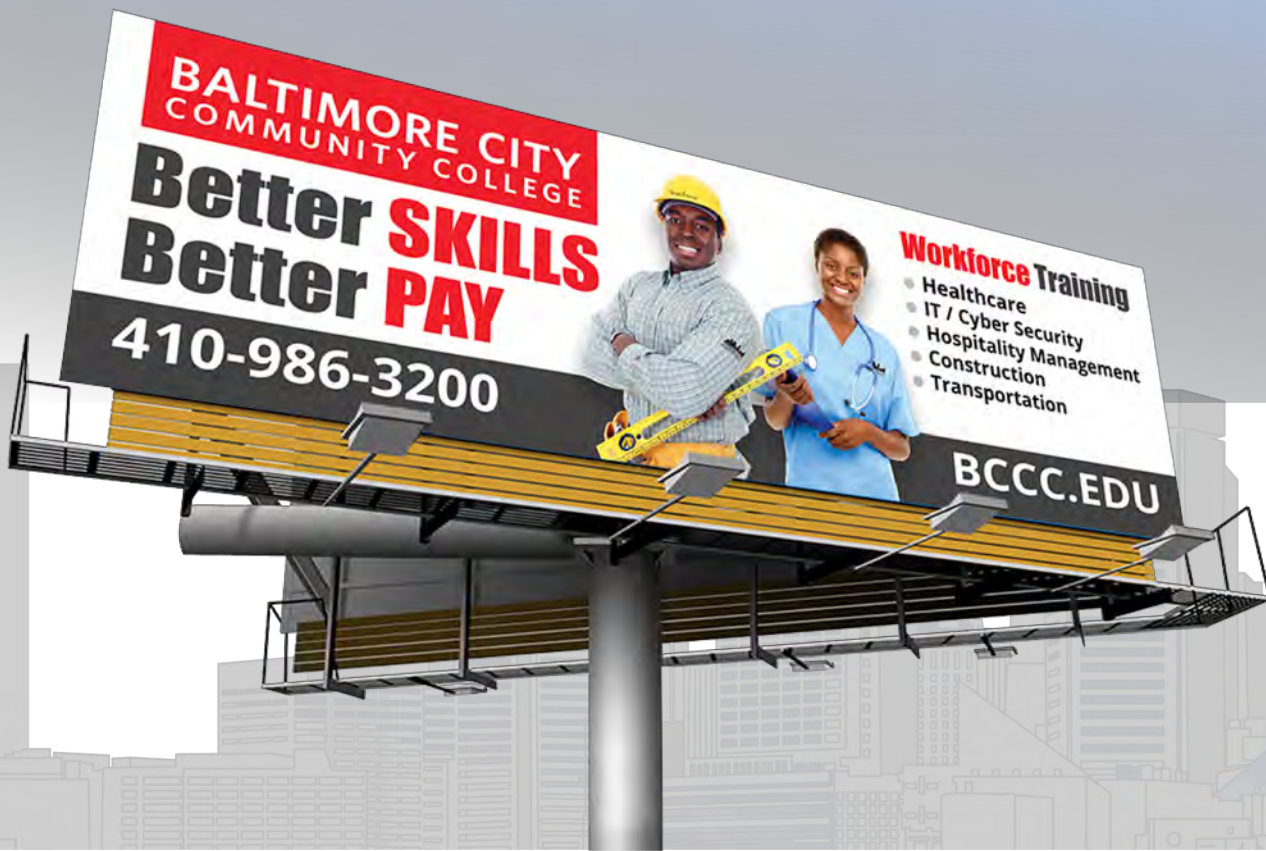
Advertisements





Workforce Training – Outdoor Media Campaigns – Billboards, Posters, Mall Ads

Currently Running





Workforce Training - Media Campaigns on MTA Buses

Currently Running





Enrollment – Outdoor Media Campaigns – Billboards, Mall Display Ads, MTA Elevator wrap (cube), Metro Kiosks

Currently Running





Enrollment - Media Campaigns on MTA Buses and Light Rail

Currently Running





Workforce Training & Enrollment - Media Campaigns on WWIN-FM, Magic 95.9; WWIN-AM, Spirit 1400; WOLB-AM; WERQ-FM, 92Q
Currently Running



CLICK



15 SECOND SPOT

Single Sign On





Single Sign On – Introducing myBCCC – COMING SOON

Introducing myBCCC

Your one stop destination for student applications



One and Done! Single Sign On

Access to Canvas, Financial Aid, Panther Portal and Student Email

Desktop Access

- Step 1: Click on 'myBCCC' on the BCCC.edu homepage
- Step 2: Sign in with your BCCC Network Credentials
- Step 3: Install Plugin to access Panther Portal on personal laptop, computer or tablet

Mobile Access

- Step 1: Download the free OKTA Mobile App
- Step 2: Enter Site Name as: bccc.okta.com
- Step 3: Enter BCCC network credentials
- Step 4: Enter a 4-Digit Pincode, and use 4-digit pin for future access to the app

Once you have access to Canvas, Financial Aid, Panther Portal Student Email!

Easy Access from a Single Location

One and Done! Single Sign On

Access to Canvas, Financial Aid, Panther Portal and Student Email

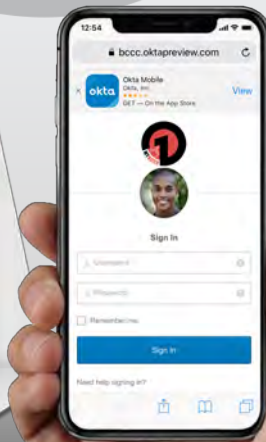
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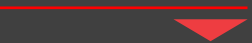
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- Step 2: Enter Site Name as: bccc.okta.com
- Step 3: Enter BCCC network credentials
- Step 4: Enter a 4-Digit Pincode, and use 4-digit pin for future access to the app

Once you have access to Canvas, Financial Aid, Panther Portal Student Email!



INSTRUCTIONAL VIDEO

Consultant Engagement





BRANDING CONSULTANT ENGAGEMENT – Brand Repositioning

AUGUST 2017

Met with industry leaders in brand repositioning, rebranding and communications strategies to assess College needs and inform request for proposal.

SEPTEMBER 2017

Solicited Propeller Communications LLC, to conduct Brand Positioning Workshop. (Brand workshop took place January 2018)

OCTOBER 2017

Met additional creative marketing firms, to explore partnership opportunities.

NOVEMBER 2017

Aggressively exploring other alternate options – Interagency Agency Agreements – to partner with a creative services company





SOLICITING MARKETING/PR FIRM – RFP Process

FEBRUARY – MARCH 2018

- Submitted Statement of Work (SOW)
- Posted RFP to eMaryland Marketplace (30 days)
- Established RFP evaluation team
- Held bidders conference
- Received 7 vendor proposals
- Evaluated vendor bids
- Selected The Hatcher Group





HIRING MARKETING/PR FIRM – Consultant Engagement for Brand Repositioning

AUGUST 2018

- Contract executed between BCCC and The Hatcher Group
- Held introductory meeting with Hatcher Group and research firm Opinion Works
- Received inquiry from other bidder which led to delay



The Hatcher Group

Tom Waldon, *Senior Vice President*
Mary Warlow Bushel, *Director*

SEPTEMBER 2018

- Received approval from procurement to proceed with engagement (September 21st)

OCTOBER 2018

- OpinionWorks met with key College stakeholder groups to discuss research process
- The Hatcher Group assisted with announcement of new president
- Developed report of MSP summer bridge
- The Hatcher Group collaborated with ASP to revise MSP brochure and FAQ



DECEMBER 2018

- Prepare an executive summary for Realignment report
- Develop BCCC Foundation case statement

JANUARY 2019 – JUNE 2019

- Develop and implement brand reposition marketing plan

Project Cost: \$197,500

Coming Soon





Liberty Campus – Hall of Fame in the Hallway – Indoor



EXISTING

PROPOSED





Liberty Campus – Fountain Area



EXISTING

PROPOSED





Liberty Campus – Sign on Entrance from Liberty Heights – New Outdoor Wayfinding Signage System



EXISTING

PROPOSED



BALTIMORE CITY COMMUNITY COLLEGE

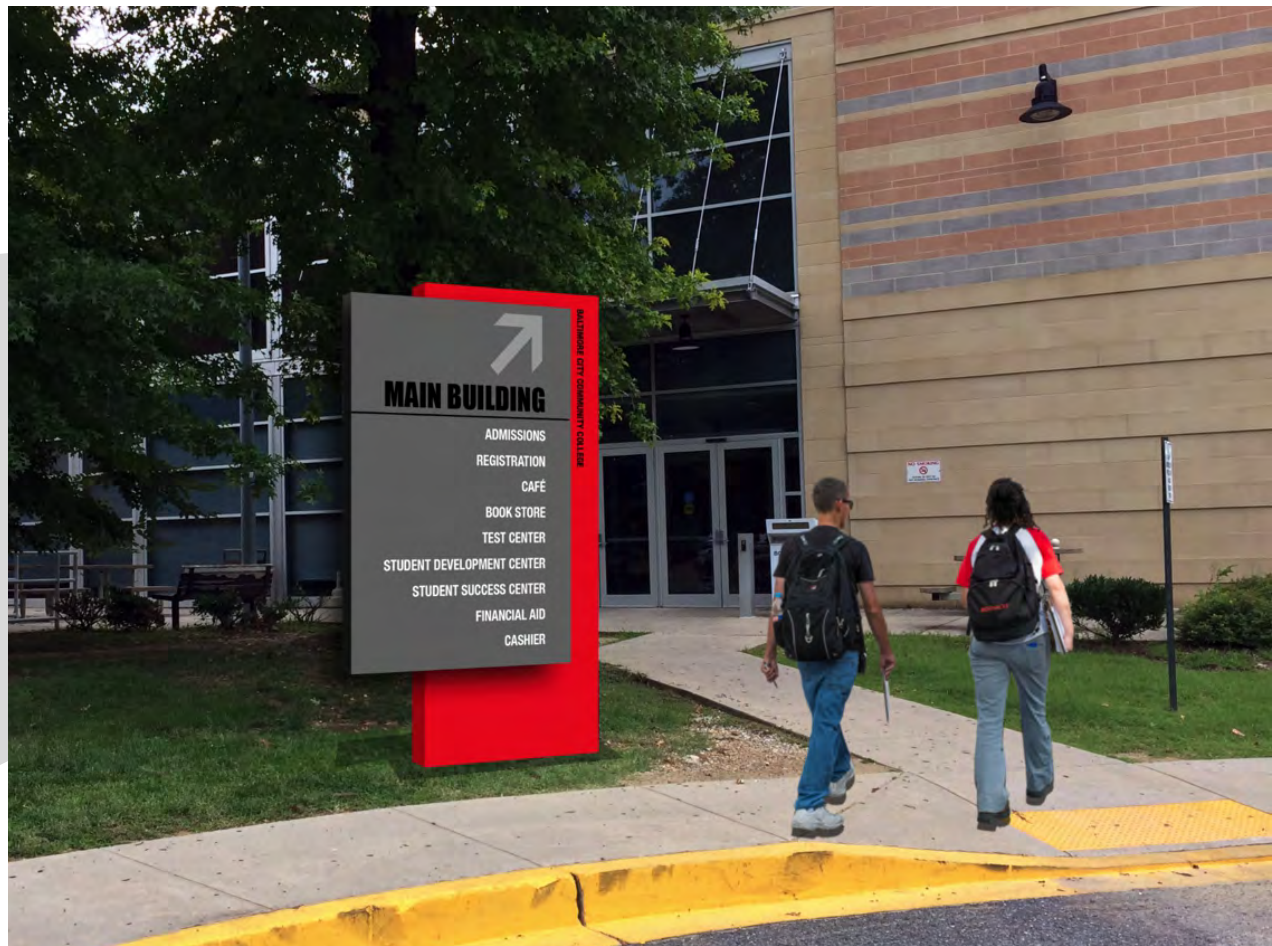
BCCC
LIBERTY CAMPUS

BCCC
LIBERTY CAMPUS

NIGHT TIME



Liberty Campus – Sign on Entrance of Main Building – New Outdoor Wayfinding Signage System



EXISTING

PROPOSED



Liberty Campus – Parking Lot-A Signage – New Outdoor Wayfinding Signage System



EXISTING



PROPOSED



Liberty Campus – Parking Lot-E Signs – **New Outdoor Wayfinding Signage System**




EXISTING

PROPOSED 



Liberty Campus – Parking Lot-E Signs – New Outdoor Wayfinding Signage System



EXISTING

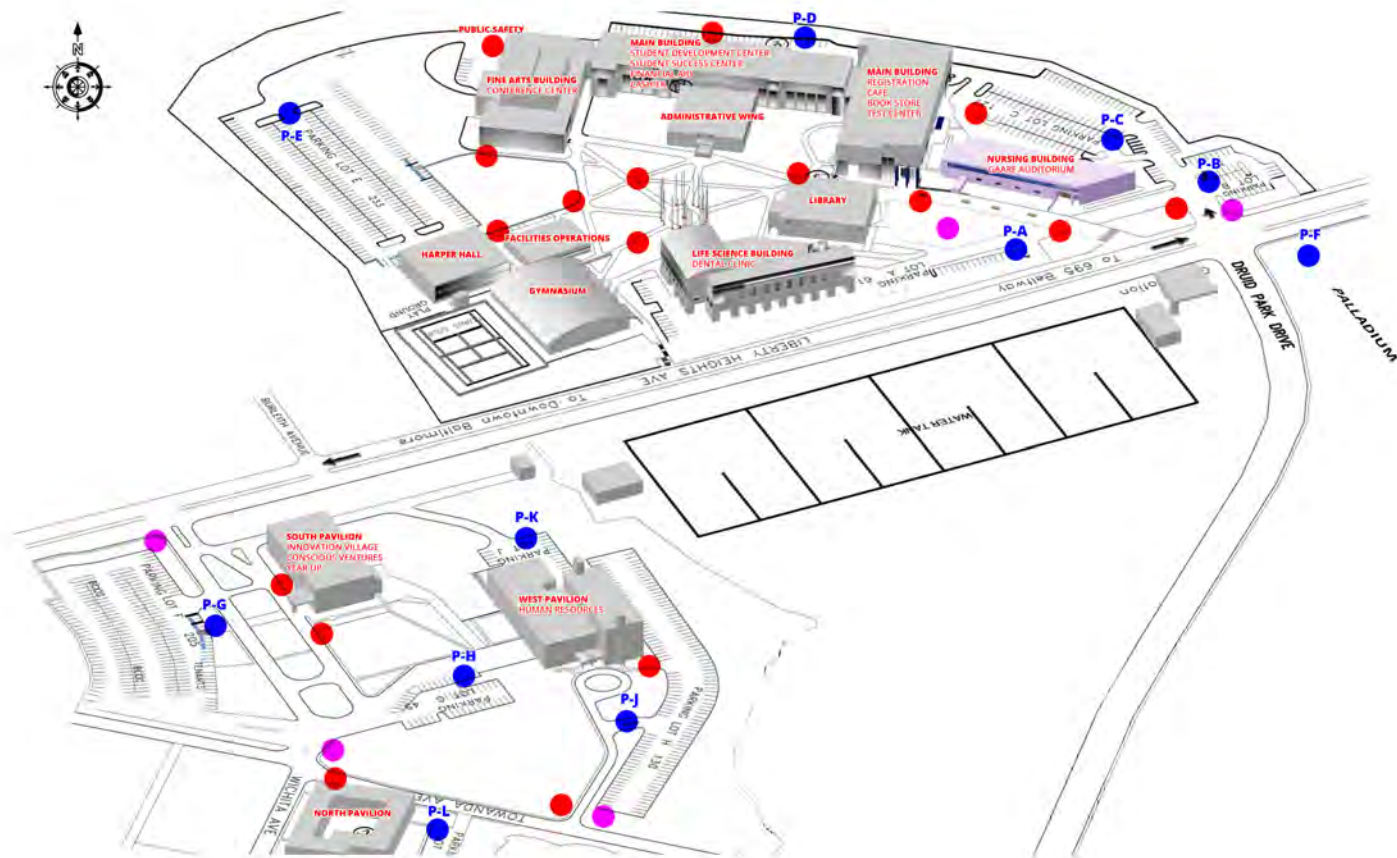


PROPOSED



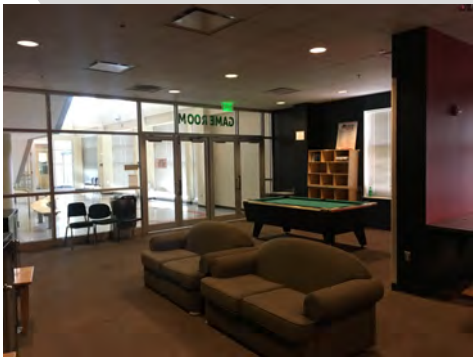
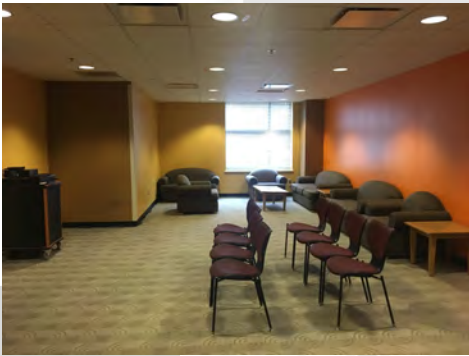
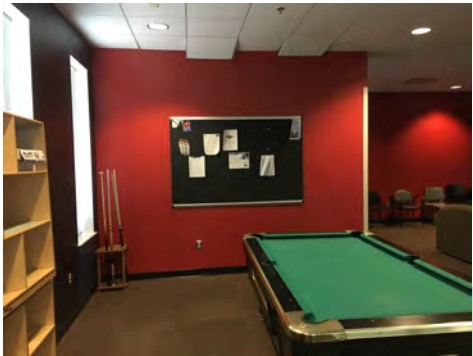
Liberty Campus – Wayfinding Signage Plan throughout the campus – New Outdoor Wayfinding Signage System

To be followed by all the campuses in future

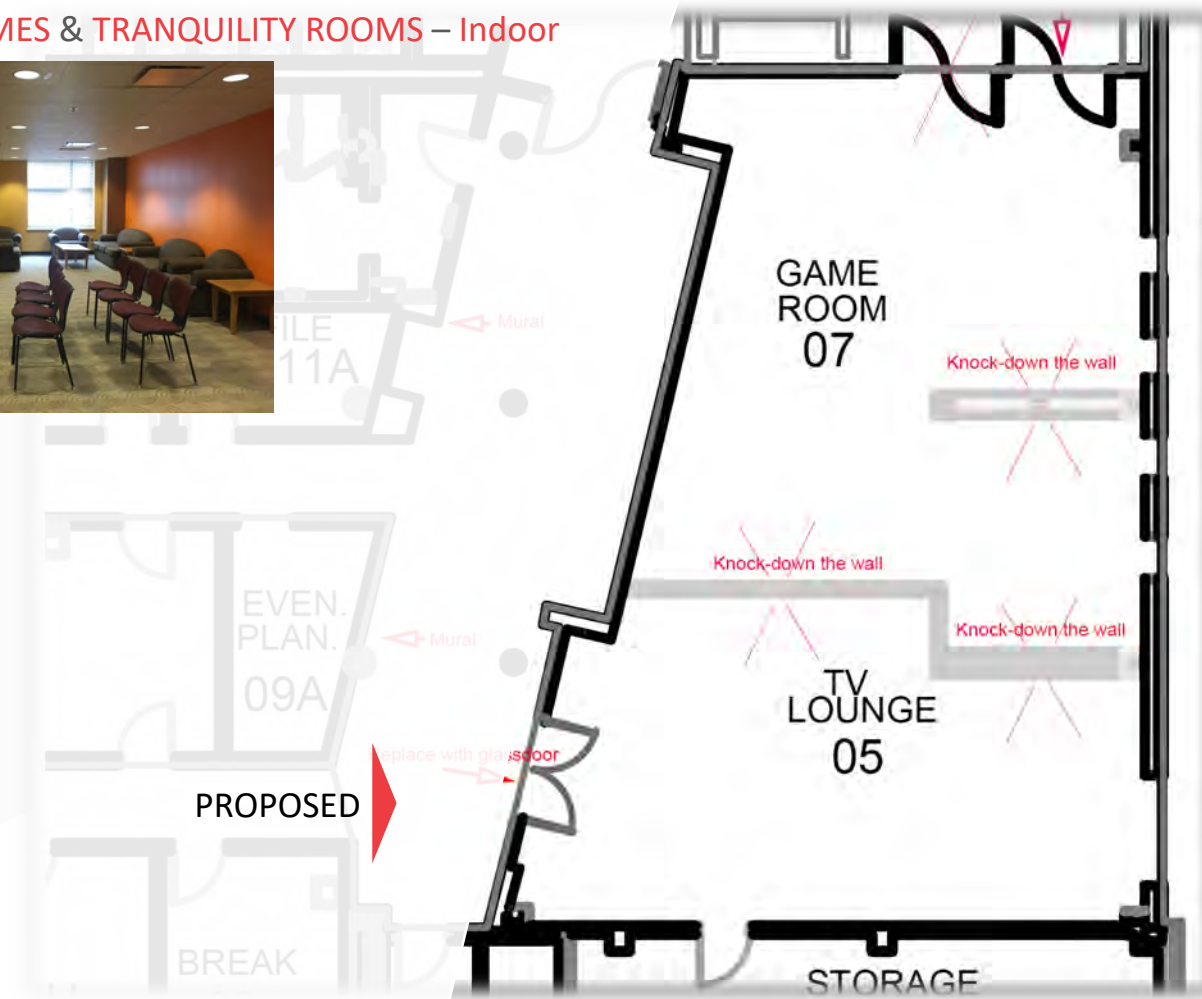




Liberty Campus – STUDENTS' GAMES & TRANQUILITY ROOMS – Indoor



 EXISTING





Public Safety – New Badges



EXISTING

PROPOSED


PUBLIC SAFETY
SAFETY





New ID Cards – For students, Faculty/Staff, and Contractors





Realignment Task # 8

Develop & Market a Brand *for* BCCC

MARYLAND GENERAL ASSEMBLY

REBRAND UPDATE

NOVEMBER, 2018



Categorized list of BCCC partnerships highlighted under Realignment Task 7 tactics

Government Partnerships

City of Baltimore

Mayor's Office

Mayor's Scholars Program
Call to Action host site
Served on Charter Review Commission
Serve on Women's Commission

Department of Social Services (DSS)-multiple programs

Baltimore City Fire Dept.- EMT training and Report Writing Professional Development

Baltimore City Police

Department- provide space for training; working on Cadet training

Department of Corrections- provide training space and credentialing

Baltimore City Health

Department- host senior classes and provided community training

Department of Public

Works- apprenticeship; water operator certification prep

Department of

Transportation- warehouse logistics training

Mayor's Office of Economic Development (MOED)- Funding partnerships, Youth Works host, and MSP

Industrial Maintenance Mechanic Apprenticeship

The apprenticeship program was developed with input from three of eight local businesses and organizations with interest in the energy sector. This three-year apprenticeship includes a pre-apprenticeship class in Construction Core to provide access to students new to a career in construction and/or manufacturing. BCCC is the first community college in Maryland to sponsor a registered apprenticeship program.

Baltimore City Public School System

P-TECH
Dual enrollment participation occurs through: P-Tech with Carver Vocational Tech and Dunbar High School, the Early College Institute with REACH Partnership High School, and enrollment from Bais Yaakov (separate MOU. Not BCPSS)

We have dual enrollment students who take classes at BCCC from a variety of BCPSS schools (this changes from semester to semester), Baltimore County high schools and home schooled students. We have an updated MOU with BCPSS that also includes guidance on dual enrollment.

New dual enrollment is expected via:

STEM Core with Forest Park High School and Digital Harbor

Offsite class to be held at Vivien T. Thomas HS

Proposal for Certificate completion programs with other select BCPSS high schools

Host and train high school guidance counselors on dual enrollment at BCCC.

CTE after school activities and bridge to BCCC

STEM Core partnership for STEM, computer science and other academic programs

Provide classroom space and support for BCPSS students in the Transitions program

Hosted Elected Official Capital Facilities Site Visit

Categorized list of BCCC partnerships highlighted under Realignment Task 7 tactics

This event took place on June 28, 2018. It was intentionally planned and implemented to develop a partnership with State, local, and federal elected officials to support BCCC's efforts to improve its capital facilities to deliver better outcomes for students. The site visit was attended by three members of the Baltimore City Council and their staff, a representative of U.S. Senator Chris Van Hollen's office, and BCCC's budget analyst from the State Department of Budget and Management (DBM). A one-on-one site visit was held the following week for a member of the House of Delegates (now a State Senator-elect) who could not attend on June 28. The site visit was crucial in raising awareness of BCCC's capital funding needs and securing support for the College's efforts to develop a robust Facilities Master Plan and to request capital funds in every year's budget request beginning with Fiscal Year 2020.

Upward Bound

Received grant renewal for Upward Bound with increase - \$275,155 – Five-year grant (in year 2)

Business Partnerships

CVS
 Future Care
 IBM
 Kaiser Permanente
 The Johns Hopkins Hospital
 Amazon
 Greyhound

New partnerships and funding include:

Development of a **FirstGroup/Greyhound Partnership**
 To establish a Transportation Training Center at BCCC continued with hosting a site visit for FirstGroup/Greyhound team in July. Follow-up to that meeting includes shipping equipment to the BCCC Transportation Training Center. The equipment includes engines, busses, and other lab equipment to support the launch of Fall 2019 classes. In addition, two Job Fair/Hiring Events are scheduled for September and October. Bi-weekly conference calls between WDCED and FirstGroup Greyhound ensure on-going implantation of project goals.

Lazarus Rite - Expanding partnerships to support Transportation Sector-based training included new

training opportunities for CDL Drivers with Lazarus Rite and for maintenance mechanics with Vehicles for Change. These community partners provide additional recruitment and support for BCCC students entering and advancing in the career pathway. WDCED has established new business and funding development to expand training.

Veolia Energy- Industrial Maintenance Mechanic Apprenticeship (July Approval);

Baltimore City Dept. of Public Works- Water Operator/Certification Prep;

Cyber Range Baltimore- Cyber Security (EARN II grant);

Center for Urban Families (CFUF)- proposal for multiple programs

Life Span

Jewish Community Service Career Center

Workforce Development and Continuing Education Grants FY 2019

Maryland Community Colleges Association for Continuing Education and Training (MCCACET)

Categorized list of BCCC partnerships highlighted under Realignment Task 7 tactics

Workforce Sequence Scholarship (\$-TBD)

Department of Labor Licensing and Regulation (DLLR Adult Basic Education (ABE) Grant (\$929,165)

Baltimore's Promise Grant (\$93,959.10)

DLLR EARN II Maryland grants (\$46,000)

Annie E. Casey Refugee Youth Project (RYP) (\$20,250)

Isaac and Leah Potts Foundation- RYP (\$4,500)

CareFirst Blue Cross RYP (\$4,500)

Cyber Pathways Across Maryland (CPAM) grant \$13,300

Maryland Department of Social Services (DSS) (\$24,500) additional cohorts will run September 2018 through June 2019

Department of Human Services (DHS)/Supplemental Nutrition Assistance Program SNAP (\$40,747)

Military Spouse Career Advancement Accounts Career Tech (MYCCA) \$63,250 funding for on-line courses for military

Student Support and Wellness/Community Engagement

Baltimore City Community College offers free and confidential individual counseling, support groups, wellness workshops, and consultations.

Opioid Overdose Prevention Training – BCCC has given a presentation on opioid abuse and three trainings on how to administer Naloxone.

Social Workers Unraveling Racism – This is a committee through the Maryland Chapter of the National Association of Social Workers that held "The People's Supper" to a diverse set of students providing lunch and facilitating conversation about different experiences leading to more civil discourse.

Baltimore Crisis Response, Inc. – Suicide Prevention Workshop – They are also the agency that we give to all students who receive individual counseling and their information is on our consent paperwork for our office and listed on our website.

Baltimore Child Abuse Center – The Raising of

America Documentary Series – They presented approximately 10 times, exploring ways to create healthier families, communities, and a stronger more equitable America. Three of these workshops were heavily promoted to have the community attend.

Maryland Cash Campaign – Budgeting Workshop – They came to promote financial literacy and also participate in our Community Resource Fair.

Chase Brexton Health Services – LGBTQ Issues – They have presented twice on LGBTQ issues and are on our referral list we give to students. They also have done free HIV testing several times and participate in our Community Resource Fair.

Grassroots Crisis Intervention Center – Suicide Prevention Workshops – They presented twice; once to students and once to staff.

One Love Foundation – Healthy Relationships – They assisted our office in presenting a workshop entitled "Escalation", regarding intimate partner violence based on the true story of Baltimore native Yardley Love.

Categorized list of BCCC partnerships highlighted under Realignment Task 7 tactics

NAMI – National Alliance on Mental Illness – The Baltimore Chapter has presented twice and is often given as a resource to our students.

Turn Around, Inc. – Healthy Relationships – They presented at our Mental Health Symposium and are listed in our resources given to students.

House of Ruth – Healthy Relationships – They presented at our Mental Health Symposium and are listed in our resources given to students.

Community Partnerships

Dental Hygiene students and Practical Nursing students worked together collaboratively in implementing Oral Cancer Screening Activity, Thursday, April 26, 2018, BCCC Liberty campus in the LSB lobby

Center for Creative Life and Learning

Clarence Blount Child Development Center

Civic Works Operators of the REACH! Partnership School

Eniware LLC

Excelsior College Financial Aid

Family & Children’s Services

Johns Hopkins Hospital Employees

Maryland Family Network

Maryland National Guard

RYP – Refugee Youth Project

Greater Mondawmin Coordinating Council (GMCC) Coppin Heights Leaders of a Beautiful Struggle – helping us with Community Engagement Plan.

Associated Black Charities City Charter Review Hosted Mayor’s Call to Action

Served on Baltimore City Youth Fund Taskforce Hosted three day Youth Works interviews

Bon Secours Health System Prancing Panthers hosted area high schools

Boys & Girls Clubs Conf. for MEN: partnership w/ Year Up

BCCC Players

BCCC Community Choir

Health Departments’ Trauma Informed Care Workshops

Hosted Parent Summit–Dr. Santelises, Senator-elect Mary Washington,

Hosted multiple BCYF Info Sessions

Hosted multiple 7th District Town Hall Meetings with Councilman Pinkett

Youth Works interviews

City Wide Art Exhibition–competition

Partnership with Coppin-with BCCC’s Accounting program

Sealant events- dental hygiene

Free eyeglass screenings–mobile trucks

BCCC Partners with Facebook to Offer Digital Marketing Certificate

Baltimore City Community College and Facebook will announce a new partnership on Monday, as part of the Facebook Community Boost initiative, highlighting a new Digital Marketing Certificate program. Enrolled students will have access to a new curriculum, including digital marketing and social media strategy courses. Facebook will work closely with BCCC to structure courses so they reflect digital skills needs expressed by jobseekers, managers and local small businesses.

BCCC will be one of 20 institutions of higher education in the country to offer the program. The classes will focus on digital marketing and social media strategy.

Categorized list of BCCC partnerships highlighted under Realignment Task 7 tactics

Facebook launched Facebook Community Boost to visit 50 cities in 2018 with digital skills training for small businesses, nonprofits and community leaders.

According to Facebook, the Community Boost mission is to create lasting impact through increased access to digital skills training for in-demand careers, by working in close partnership with community college partners. The goal of these partnerships is to increase programmatic offerings at community colleges for the important and growing field of Digital Marketing, which continues to see rapid growth in job demand and provides substantial opportunity for economic mobility, with national average salaries over \$60,000.

Sponsorships

B'More Healthy Expo – February 2018
The Fund for Educational Excellence: Heart of the School Awards Event – May 2018

Associated Black Charities Gala – June 2018

Greater Baltimore Committee, Newsmaker Breakfast Series – August 2018

Year UP – An Evening of Jazz – Gala
September 2018

Downtown Partnership of Baltimore Annual Meeting –
September 2017

Associated Black Charities: Women on the move Empowerment & Networking Event –
October 2017

Baltimore City Foundation-
Winter Solstice Benefit –
December 2017

Union Baptist Church
165th Anniversary Gala –
December 2018

The Washington Center:
Annual Scholarship Dinner –
October 2017

Investing in Parents Town Hall—February 22, 2018. Under the category of hosted/sponsored community events, BCCC hosted a town hall meeting on “Investing in Parents” which was conducted by the Teachers’ Democracy Project and featured participation by Mayor Catherine Pugh and Delegate Mary Washington

BCCC is represented on the Board of the Greater Mondawmin Coordinating Council.

Higher Education MOU’s

Ashford University

Bais Yaakov Eva Winer High School

Baltimore City Public School Dual Enrollment

BCCC and BCPS – CTE Career Pathway

BCCC AA degree in Psychology to MSU BS Degree in Psychology

Bellevue University

Biotechnical Institute of Maryland

Capitol Technology University

Career Academy

Coppin State University

DeSales University

Frostburg State University

Hood College Transfer

Morgan State University-ASCEND Program

Morgan State University-Engineering

Morgan State University Family & Consumer Science

Morgan State University (MSU)-Social Work

Morgan State University Actuarial Science

Morgan State University Social Work

MHEC & ITT Agreement

Notre Dame AS to BSN

Categorized list of BCCC partnerships highlighted under Realignment Task 7 tactics

Salem International University

Springfield College

Stand for Youth MOU

Stevenson University—
Graduate and Professional Studies

Stevenson
Nursing Agreement

St. Frances Academy

Talmudical Academy

Towson University-Reverse Transfer

UMBC Amendment

UMBC Transfer Student Alliance

UMUC Alliance Agreement

University of Baltimore – Bee Line

University of Baltimore –
Langsdale Library

University of Cincinnati

University of Maryland CURE Scholars

University of Maryland Nursing

University of Maryland School of Medicine & Research Technology-Life Sciences

University of Maryland School of Social Work & BCCC

University of Maryland University College

University of Phoenix

Virginia State University

Funders

CareFirst

Abell

Kaiser Permanente

T. Rowe Price

Baltimore Children & Youth Fund

Maryland State Arts Council

Legg Mason

Partnerships

Trustee Board Member:
Peter H. Nachtwey, Chief Financial Officer and Senior Executive Vice President of Legg Mason
Meeting Space: Foundation Retreat – August 2018

Year UP!

Innovation Village/ Conscious Ventures – Innovation Village

Promise Academy - a comprehensive learning community which provides students with the necessary tools for success in their first level of developmental courses and various other support services central to

student achievement and success.

Granville T. Woods Scholars Program – Scholars receive a full scholarship to pay for tuition, fees, and text books. A state-of-the-art notebook computer will be loaned to scholars to keep during their participation in the program. Upon completion of the program, the computer will be awarded to graduates. During the summer, scholars will study abroad and participate in research.

Enter search term

Institutions

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- [Academic Programs and Review Process](#)
- [MD Fire-Rescue Education](#)
- [Institutional Grants](#)

Lists

Institution Program Inventory

To search for an Institution's approved program inventory make your choice from the Institution list and the degree list below.

Institution:

Degree:

1	Page size: 100	56 items in 1 pages
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HEGIS	Program Title	Award Type	Concentration	Statewide	CIP	TYPE
496002	SPECIAL EDUCATION ASSISTANT	Lower Division Certificate		131001	1	1
500201	ACCOUNTING	Lower Division Certificate		520301	1	1
501202	FASHION DESIGN	Lower Division Certificate		500407	1	1
510102	CYBER SECURITY AND ASSURANCE	Lower Division Certificate		111003	1	1
510303	INFORMATION TECHNOLOGY BASIC SKILLS	Lower Division Certificate		110103	1	1
520901	PRACTICAL NURSING	Lower Division Certificate		513901	1	1
521301	CODING SPECIALIST	Lower Division Certificate		510707	1	1
521603	ADDICTION COUNSELING	Lower Division Certificate		511501	1	1
529902	PARAMEDIC	Lower Division Certificate		510904	1	1
529903	PARAMEDIC BRIDGE	Lower Division Certificate		510904	1	1
530301	COMPUTER-AIDED DRAFT. & DESIGN	Lower Division Certificate		151301	1	1
531102	ROBOTICS AND MECHATRONICS	Lower Division Certificate		150405	1	1
531701	CONSTRUCTION SUPERVISION	Lower Division Certificate		522001	1	1
540701	BIOTECHNOLOGY LAB SCIENCE	Lower Division Certificate		419999	1	1
540702	LAB ANIMAL SCIENCE	Lower Division Certificate		419999	1	1
550101	ALLIED HUMAN SERVICES	Lower Division Certificate		511501	1	1
550301	EARLY CHILDHOOD EDUCATION	Lower Division Certificate		190708	1	1
051001	TRANSPORTATION AND SUPPLY CHAIN MNGT	Associate Degree		520209	1	1
491001	ARTS & SCIENCES TRANSFER	Associate Degree		240101	1	1
491001		Area of Concentration	ART	240101	2	1
491001		Area of Concentration	MUSIC	240101	2	1
491001			PSYCHOLOGY	240101	2	1
1	Page size: 100			56 items in 1 pages		

HEGIS	Program Title	Award Type	Concentration	Statewide	CIP	TYPE
		Area of Concentration				
491001		Area of Concentration	PURE AND APPLIED MATHEMATICS	240101	2	
491001		Area of Concentration	SCIENCE	240101	2	
491001		Area of Concentration	THEATRE	240101	2	
494001	ENGINEERING TRANSFER	Associate Degree		140101	1	
494003	ELECTRICAL ENGINEERING	Associate Degree		141001	1	
495001	GENERAL STUDIES TRANSFER	Associate Degree		240102	1	
496001	TEACHER EDUCATION TRANSFER	Associate Degree		130101	1	
496011	ELEM EDUC/GENERIC SPEC EDUC PREK-12(AAT)	Associate Degree		131202	1	
497001	BUSINESS ADMINISTRATION TRANSFER	Associate Degree		520101	1	
500201	ACCOUNTING	Associate Degree		520301	1	
500401	BUSINESS	Associate Degree		520201	1	
500401		Area of Concentration	BUSINESS MANAGEMENT	520201	2	
500401		Area of Concentration	BUSINESS MARKETING	520201	2	
500501	OFFICE ADMINISTRATION	Associate Degree		520401	1	
501202	FASHION DESIGN	Associate Degree		500407	1	
501202		Area of Concentration	FASHION RETAILING	500407	2	
510102	CYBER SECURITY AND ASSURANCE	Associate Degree		111003	1	
510301	COMPUTER INFORMATION SYSTEMS	Associate Degree		110103	1	
520301	DENTAL HYGIENE	Associate Degree		510602	1	
520801	NURSING	Associate Degree		513801	1	
521102	SURGICAL TECHNOLOGIST	Associate Degree		510909	1	
521301	HEALTH INFORMATION TECHNOLOGY	Associate Degree		510707	1	
521501	RESPIRATORY CARE	Associate Degree		510908	1	
521603	ADDICTION COUNSELING	Associate Degree		511501	1	
521901	PHYS THERAPIST ASST	Associate Degree		510806	1	
529902	PARAMEDICINE	Associate Degree		510904	1	
530301	COMPUTER-AIDED DRAFT. & DESIGN	Associate Degree		151301	1	
531101		Associate Degree		150405	1	

HEGIS	Program Title	Award Type	Concentration	Statewide	CIP	TYPE
	ROBOTICS/MECHATRONICS TECHNOLOGY					
531701	CONSTRUCTION SUPERVISION	Associate Degree			522001	1
540701	BIOTECHNOLOGY	Associate Degree			419999	1
550101	ALLIED HUMAN SERVICES	Associate Degree			511501	1
550301	EARLY CHILDHOOD EDUCATION	Associate Degree			190708	1
550501	LAW ENFORCEMENT & CORRECTIONAL ADMIN.	Associate Degree			430107	1
559901	LEGAL ASSISTANT	Associate Degree			220302	1
1		Page size: 100		56 items in 1 pages		

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6 North Liberty Street, Baltimore, MD 21201

Phone: (410) 767-3300

Toll Free: (800) 974-0203 (If calling outside of the Baltimore City area)

BCCC Career Pathways

Workforce Development / Continuing Education (less than 12 months)	Certificate (Lower Division Certificate) 12 – 30 Credits	Associate Degree (AAS, AA, AS, ASE) 60 – 74 Credits
Business, Management, Finance, and Professional Services		
Business Administrative Services <ul style="list-style-type: none"> • Microsoft Office Certificate • Business Writing • Customer Service 	N/A	<ul style="list-style-type: none"> • Business Administration Transfer • Business <ul style="list-style-type: none"> ○ Marketing (AoC) ○ Management (AoC) • Office Administration
<ul style="list-style-type: none"> • Financial Literacy • Excel and Quick Books 	<ul style="list-style-type: none"> • Accounting • Fashion Design 	<ul style="list-style-type: none"> • Accounting • Fashion Design <ul style="list-style-type: none"> ○ Retailing (AoC)
Health and Biosciences		
Allied Health Programs <ul style="list-style-type: none"> • CNA/GNA • MSMT • Pharmacy Technician • Phlebotomy • EKG Technician 	<ul style="list-style-type: none"> • Practical Nursing 	<ul style="list-style-type: none"> • Nursing • Surgical Technology • Respiratory Care • Dental Hygiene • Physical Therapist Assistant
<ul style="list-style-type: none"> • Medical Billing and Coding 	<ul style="list-style-type: none"> • Coding Specialist 	<ul style="list-style-type: none"> • Health Information Technology
<ul style="list-style-type: none"> • Emergency Medical Technician 	<ul style="list-style-type: none"> • Paramedic • Paramedic Bridge 	<ul style="list-style-type: none"> • Paramedicine
<ul style="list-style-type: none"> • Biotech/Lab Technician (TBD) 	<ul style="list-style-type: none"> • Biotechnology/Lab Science • Lab Animal Science 	<ul style="list-style-type: none"> • Biotechnology • Arts and Science Transfer <ul style="list-style-type: none"> ○ Science (AoC)
Hospitality and Tourism		
Hospitality Training <ul style="list-style-type: none"> • ProStart Certification • Customer Service/Tourism Ambassador 	N/A	N/A
Human Services and Law Enforcement		
N/A	<ul style="list-style-type: none"> • Addictions Counseling • Allied Human Services • Special Education Assistant 	<ul style="list-style-type: none"> • Addictions Counseling • Allied Human Services • Elementary Education/Generic Special Education Pre K-12 (AAT) • Teacher Education Transfer • Arts & Science Transfer <ul style="list-style-type: none"> ○ Psychology (AoC)
Law Enforcement & Corrections <ul style="list-style-type: none"> • Contract Training 	N/A	<ul style="list-style-type: none"> • Law Enforcement and Correctional Administration
Paralegal Court Reporting <ul style="list-style-type: none"> • Contract Training 	N/A	<ul style="list-style-type: none"> • Legal Assistant
<ul style="list-style-type: none"> • Childcare Training Programs 	<ul style="list-style-type: none"> • Early Childhood Education 	<ul style="list-style-type: none"> • Early Childhood Education
Information Technology and Cyber Security		
Pre-Cyber Security	<ul style="list-style-type: none"> • Information Technology Basic Skills 	<ul style="list-style-type: none"> • Computer Information Systems

Workforce Development / Continuing Education (less than 12 months)	Certificate (Lower Division Certificate) 12 – 30 Credits	Associate Degree (AAS, AA, AS, ASE) 60 – 74 Credits
<ul style="list-style-type: none"> IT Essentials A+ Certification Net+ Certification Security + Certification 	Cyber Security and Assurance	<ul style="list-style-type: none"> Computer Aided Drafting and Design Cyber Security and Assurance
Manufacturing, Construction and Engineering Technologies		
N/A	N/A	<ul style="list-style-type: none"> Arts and Science Transfer <ul style="list-style-type: none"> Pure and Applied Mathematics (AoC)
N/A	N/A	<ul style="list-style-type: none"> Engineering Transfer Electrical Engineering Transfer
N/A	<ul style="list-style-type: none"> Robotics/Mechatronics Technology 	<ul style="list-style-type: none"> Robotics/Mechatronics Technology
Construction Core <ul style="list-style-type: none"> Weatherization Installer Telecommunications Cabling Pre-Apprenticeship 	<ul style="list-style-type: none"> Construction Supervision 	<ul style="list-style-type: none"> Construction Supervision
Transportation Distribution Logistics		
<ul style="list-style-type: none"> Warehouse Logistics Associate 	<ul style="list-style-type: none"> Transportation, Supply Chain Management 	<ul style="list-style-type: none"> Transportation, Supply Chain Management
<ul style="list-style-type: none"> Drivers Education / CDL (pending) 	N/A	N/A
Automotive Technician (pending) <ul style="list-style-type: none"> Mechanic Service Technician 	N/A	N/A
Visual and Performing Arts / General Studies		
N/A	N/A	<ul style="list-style-type: none"> Arts and /Science Transfer <ul style="list-style-type: none"> Art (AoC) Music (AoC) Theatre (AoC) General Studies Transfer

AoC – Area of Concentration

BCCC Program Review and Evaluation Schedule

2017 – 2022 *(2nd rotation)*

Cycle I: 2017 - 18	Cycle II: 2018 - 19	Cycle III: 2019 – 20	Cycle IV: 2020 - 21	Cycle V: 2021 - 22
Dental Hygiene	Engineering Transfer	Accounting	Addiction Counseling	Arts and Sciences Transfer: Art
Health Information Technology	Robotics Technology/ Mechatronics	Biotechnology	Allied Human Services	Arts and Sciences Transfer: Mathematics
Legal Assistant	Cyber Security and Assurance	Business Administration Transfer	Early Childhood Education	Arts and Sciences Transfer: Music
Nursing	Paramedicine	Business – includes Management and Marketing	Office Administration Program Temporary Suspension requested-awaiting MHEC approval-check status as of 7/6/2017	Arts and Sciences Transfer: Psychology
Physical Therapist Assistant		Computer Information Systems	Fashion Design <i>Non-Compliant Rotation One--check status as of 7/6/2017</i>	Arts and Sciences Transfer: Science
Respiratory Care		Computer Aided Drafting and Design	Law Enforcement and Correctional Administration	Arts and Sciences Transfer: Theater
Surgical Technology		Construction Supervision	Mental Health Services	General Studies Transfer

			<i>Request for program sunset made— awaiting MHEC confirmation--check status as of 7/6/2017</i>	
Teacher Education Transfer			Elementary Education /Generic Special Education Prek-12	

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

(revised 10/17/16; 2/16/17 ratified by SEC 2/24/17)

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
Early Notification of Programs to be Assessed	<i>May 31</i>	PREC Chair	x	x	x	x	x	x			
Orientation, Document Review Sessions Monthly PREC Meetings and Monthly Reports to SEC	<i>Aug 31, -May 31,</i>	x									
Notification of Programs to be reviewed in current cycle	<i>By Sept 29</i>	PREC Chair	x	x	x	x	x	x			
Training –Part One= PREC Reviewers	<i>Oct 5</i>	PREC Chair, PREC Reviewers									
Training-Part Two- Program Coordinators, Assoc. Deans, Deans, Director of Assessment, OIR	<i>Oct 12</i>	PREC Chair	x	x	x	x	x				
PREC Chair meets with OIR and Director of Assessment	<i>By Oct 17</i>	PREC Chair	x	x							
PREC Reviewers schedule meeting with Program Coordinators: review process and answer questions	<i>By Oct 20</i>	X PREC Chair			x						
Program Coordinators begin Phase One	<i>Oct 21</i>				x						
Data for Worksheet sections III and IVc become available	<i>Oct 24</i>	PREC Chair receives data from OIR and	x		x						

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

(revised 10/17/16; 2/16/17 ratified by SEC 2/24/17)

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
		forwards it to PREC Reviewers and Program Coordinators									
Program Surveys (Student, Faculty Facilities, and Advisory Board) become available	Oct 31	PREC Chair receives data from OIR and forwards it to PREC Reviewers, Program Coordinators, and Associate Deans	x		x	x					
PREC Reviewers meet with Program Coordinators to review checklist status and follow up	By Nov 2	x			x						
PREC Chair meets with OIR and Director of Assessment as needed	By Nov 2	PREC Chair	x								
SLOA Data available from Assessment Office via TracDat	By Nov 14	PREC Chair receives data from Director of Assessment and forwards it to PREC Reviewers, Program Coordinators, and Associate Deans		x	x	x					
Complete Program Surveys (Student, Faculty Facilities)	By Nov 14	PREC Chairs notifies all that surveys are closed x	x		x	x					
OIR Data for	Nov 15	PREC Chair receives data	x		x	x					

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

(revised 10/17/16; 2/16/17 ratified by SEC 2/24/17)

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
Worksheet Section IV available		from OIR and forwards it to PREC Reviewers, Program Coordinators, and Associate Deans									
PREC Reviewers Meet with Program Coordinators to review checklist status and follow-up	<i>By Nov 16</i>	x			x						
OIR Data for Worksheet Sections IVa, IVb, V, Va, and Vb available	<i>Nov 21</i>	PREC Chair receives data from OIR and forwards it to PREC Reviewers, Program Coordinators, and Associate Deans	x		x	x					
Student Assessment of Faculty Teaching Survey results for Addenda –Program Coordinators retrieve this data	<i>By Nov 22</i>				x	x					
PREC Reviewers meet with Program Coordinators to review checklist Status and follow-up	<i>By Nov 22</i>	x			x						
Results of Surveys (except Advisory Board/ Committee)	<i>By Nov 23</i>	PREC Chair receives data from OIR and forwards it to PREC Reviewers, Program	x	x	x						

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

(revised 10/17/16; 2/16/17 ratified by SEC 2/24/17)

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
		Coordinators, and Associate Deans									
Program Coordinator meets with Program faculty, Associate Deans, and Deans for final review of Draft of Phase One-Worksheet	By Nov 29				x	x	x				
Draft of Phase One-Worksheet to Program Reviewer with signed transmittal forms (hardcopy and electronic version)	By Nov 30	x			x	x	x				
Draft of Phase One-Worksheet Reviewed by Program Reviewers	By Dec 7	x PREC Reviewers									
All revisions to Draft of Phase One Worksheet with signed transmittal forms to Program Reviewers (hardcopy and electronic version)	By Dec 12	x PREC Reviewers			x	x	x				
Draft of Phase One-Worksheet submitted to PREC Chair with checklist (hardcopy and electronic version)	By Dec 12	PREC Chair PREC Reviewers x									
Phase One Report to SEC	By Dec 16	PREC Chair						x			

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

(revised 10/17/16; 2/16/17 ratified by SEC 2/24/17)

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
Quality Control Review-Draft of Phase One Worksheet and checklist	By Jan 31	X PREC Chair PREC Reviewers									
Feedback to Program Coordinators from PREC Reviewers	By Feb 8	x PREC Reviewers PREC Chair PREC			x						
Final Phase One Worksheets Completed and forwarded to PREC Reviewers (hard copy and electronic copy)	By Feb 22	x			x	x	X Ensures that worksheets are completed by Coordinator / Associate Dean				
PREC Reviews Cycle V documents	By March 1	x PREC, PREC Chair PREC Reviewers									
Program Reviewers Forward Executive Summary and Recommendations (hard copy and electronic copy) to PREC Chair	By March 15	x PREC Reviewers PREC Chair									
PREC Reviews Executive Summary and	March 22	x PREC, PREC Chair									

Perpetual Program Review and Evaluation Periodic Calendar of Deadlines

(revised 10/17/16; 2/16/17 ratified by SEC 2/24/17)

Deliverables	Due Date	PREC	Office of Institution Research (OIR)	Office of Assessment	Coordinator	Associate Dean	Dean	SEC	VPAA	PRES/CEO	Board
Recommendations		PREC Reviewers									
Individual Program Meetings- discuss recommendations and review necessary changes	<i>By March 29</i>	x PREC Chair PREC Reviewers			x	x	x				
Devise Action Plans for Programs (one week turn around)	<i>By April 5</i>				x	x	x				
Individual Program Meetings to sign off on all documents (revised hard copy and electronic copy) to PREC Chair	<i>By April 12</i>	x PREC Chair PREC Reviewers			x	x	x				
PREC Meets to approve Final Docs	<i>By April 19</i>	x PREC, PREC Chair PREC Reviewers									
Finalized Report To SEC and Delivery of (Current Cycle Notebook	<i>By April 26</i>	PREC Chair						X Approve PREC Recs			
Final Report To VPAA	<i>By May 3</i>	PREC Chair						x Faculty Senate Pres	x		
VPAA's Final Report to President/CEO	<i>By May 10</i>								x	x	
Report Forwarded to Board	<i>By May 17</i>									x	x

**Baltimore City College
CTE Innovation Grant Submission
CADD LDC**

A. Describe the activity and the need to implement it:

1. Describe the CTE Curriculum Framework aligned to the CTE Pathway:

This project develop a Computer Aided Drafting and Design (CADD) curriculum framework aligned to the CTE pathway for selected senior students from five Baltimore City Public Schools (BCPS) high schools to Baltimore City Community College (BCCC) by implementing the recently launched new CADD certificate curriculum. Innovative activities include:

- Selected BCPS senior students earn dual articulated credit (up to 9 college credits) towards the CADD certificate program at BCCC for successfully completing three CADD courses (Drafting I, Drafting II, and Drafting III) offered at BCPS high schools;
- CADD CTE pathway students will take the remaining three courses (PRE 100, CADD 111 and CADD 211) required for CADD certificate program during summer 2019 at BCCC.
- CADD CTE pathway program team will assist students obtain internship with industry partner;
- Graduates of the CADD certificate CTE pathway program will have the option of joining the workforce or to continue with the CADD AAS degree program at BCCC by transferring 100% of credits earned in the CADD certificate program without losing any time and resources.

2. Fiscal Sponsor:

Baltimore City Community College is the fiscal agent for this project.

3. Economic Need for program:

The Maryland Department of Labor, Licensing, and Regulations Maryland Occupational job outlook for 2012-2022 projects 3,303 openings for drafters, engineering technicians, and mapping technicians. During the same decade Maryland occupational job outlook projects 18,019 openings for architecture and engineering occupations.¹

The Baltimore Regional Talent Development Pipeline Study 2013 reports that most of the growth in the business services sector is expected to come from the architecture and engineering, computer systems design, consulting services, research and development, and corporate and divisional headquarters industries. Each of these industry categories will contribute over 1,000 new jobs to the regional economy between 2012 and 2020. For business services from 2012-2020 the pipeline study projects 46,787 in total hiring demand including turn over. Within the business services sector the study finds engineering technicians and drafting occupations as

one of three groups of occupations that offer good potential for career pathways development. According to the pipeline study between 2012 and 2020 employers in the region are expected to hire nearly 1,500 jobs in high-paying engineering technology and drafting occupations.²

Graduates of the CADD certificate program are qualified for employment as CADD associates, working alongside engineers and architects in the modern design process. Occupations using these skills include engineer, designer, drafter, manufacturer, assembler and fabricator, interior designer, animator, CADD programmer, and others.

Maryland Statewide Wage Estimates ³		
	Entry wage	Median wage
Architectural & Civil Drafters	\$45,516	\$58,803
Electrical & Electronics Drafters	\$40,019	\$59,092
Mechanical Drafters	\$41,781	\$58,388
Drafters, All Other	\$37,705	\$58,777

¹Data from Maryland Department of Labor, Licensing, and Regulations Maryland Occupational Projections <http://www.dllr.state.md.us/lmi/iandoproj/occgrou17.shtml> (visited September 3, 2018).

²Data from the Baltimore Regional Talent Development Pipeline Study 2013, <https://gbc.org/wp-content/uploads/2015/03/Opportunity-Collaborative-Baltimore-Regional-Talent-Devt-Pipeline-Study.pdf> (visited September 3, 2018)

³Data from Maryland Department of Labor, Licensing, and Regulations Maryland Occupational Wage Estimates: Architecture and Engineering Occupations <https://www.dllr.state.md.us/lmi/wages/page0008.htm> (visited September 3, 2018)

4. CTE Pathway Program Development

a. Academic and technical course sequence:

Curriculum framework for BCPS to BCCC articulated CADD CTE pathway courses

BCPS CTE Program	BCCC CTE Program
------------------	------------------

Computer Aided Technical Drafting (CADD)	Computer Aided Drafting and Design (CADD) AAS Degree Computer Aided Drafting and Design (CADD) Certificate
CADD/Drafting I	CADD 101: Introduction to CADD
CADD/Drafting II	CADD 205: CADD Engineering Drawing I
CADD/Drafting III	CADD 112: CADD Architectural Applications I

CADD CTE Pathway program of study

Computer Aided Drafting and Design (CADD) Lower Division Certificate at BCCC

Program Description: CADD LDC prepares students with the skills necessary to become engineering and architectural drafters.

Computer Aided Drafting and Design Certificate			
Course	Course Title	Credits	Prerequisites
PRE 100	Preparation for Academic Achievement	1	None
CADD 101	Introduction to CADD	3	Permission of CADD Coordinator
CADD 111	CADD Applications	3	Permission of CADD Coordinator
CADD 112	CADD Architectural applications I	3	CADD 101
CADD 205	CADD Engineering Drawing I	3	CADD 101
CADD 211	CADD Civil Applications	3	CADD 101 or CADD 111
Program Total		16	

b. List the partnering school system, postsecondary institution and industry partner:

Baltimore City Community College (BCCC) CTE programs

- Computer Aided Drafting and Design AAS degree
- Computer Aided Drafting and Design Certificate

Baltimore City Public School CTE Programs

- Computer Aided Technical Drafting (CADD)
 1. Mergenthaler Vocational Technical High School
 2. Augusta Fells Savage Institute of Visual Arts High School
 3. Patterson High School
 4. Edmondson Westside High School
 5. Carver Vocational Technical High School

Industry Partner: Johnson, Mirmiran & Thompson (JMT) Engineering

c. Indicate to which postsecondary program the CTE pathway aligns:

The CTE pathway aligns with the CADD certificate program at BCCC.

d. Describe the opportunities for secondary students to be dually enrolled and/or to earn dual credit:

Selected BCPS high school senior students will have the opportunity to earn dual articulated credit (9 college credits) towards the CADD certificate program for successfully completing three CADD courses (Drafting I, Drafting II, and Drafting III) offered at BCPS high schools and enroll at BCCC during summer 2019 to take PRE 100, CADD 111 and CADD 211 to graduate with a CADD certificate.

e. Include a letter of support from the industry partner(s) detailing their role in the pathway development:

Industry partner from JMT engineering will advise CADD CTE pathway grant team on industry standards, competencies, curriculum, CADD software/hardware, serve as guest speaker, and assist with CADD internship opportunities for students as they become available. See attached letter of support.

f. License or industry-recognized credential:

Students in the CTE pathway will earn a CADD certificate by completing a total of 16 credits which qualify for entry-level CADD job position in the engineering and architecture industry.

B. Plan of Operation, Timeline and Key Personnel

Roles and Responsibilities	Key Personnel
CADD CTE pathway project leader	Dr. Yohannes Weldegiorgis, Professor and CADD Program Coordinator, BCCC
CADD Certificate program development and approval	Dr. Yohannes Weldegiorgis, Professor and CADD Program Coordinator, BCCC Completed August 2018
Setup and convene CTE pathway program advisory committee (PAC)	Dr. Yohannes Weldegiorgis, Professor and CADD Program Coordinator, BCCC September 2018
Advise CTE pathway team on industry standard, competencies, curriculum, software/hardware, serve as guest speaker, and assist with internship opportunities for students	Mr. Karl Sumwalt, Corporate CADD Manager, JMT Engineering September 2018 to June 2019

<p>Vetting and enhancing the new CADD certificate program at BCCC</p>	<ul style="list-style-type: none"> • Dr. Yohannes Weldegiorgis, Professor and CADD Program Coordinator, BCCC • Mr. Karl Sumwalt, Corporate CADD Manager, JMT Engineering • Mr. Nathaniel Dunlap, CADD Instructor Mergenthaler Vocational Technical High School • Mr. Raymond Bennett, CADD Instructor Augusta Fells Savage Institute of Visual Arts High School • Mr. Chris Scholz, CADD Instructor Patterson High School • Mr. Byron Rouse, CADD Instructor Edmondson Westside High school • Mr. Davis, CADD Instructor Carver Vocational Technical High School • Mr. Joseph Barnhart, Mechanical Engineering Instructor Carver Vocational Technical High School <p style="text-align: center;">September 2018</p>
<p>Identification of instructor qualification at BCCC</p>	<p>Dr. Yohannes Weldegiorgis, Professor and CADD Program Coordinator, BCCC September 2018 to June 2019</p>
<p>Identification of professional development needs for CADD instructors</p>	<p>CTE Pathway team from BCCC and BCPS September 2018</p>
<p>Identification of equipment, software, hardware and supply needs at BCCC</p>	<p>Dr. Yohannes Weldegiorgis Professor and CADD Program Coordinator, BCCC September 2018</p>

Setup criteria for senior student selection to the CADD CTE pathway program	BCPS faculty and Dr. Yohannes Weldegiorgis September 2018 to June 2019
Selecting BCPS senior CADD students for the CADD CTE pathway program at BCCC	BCPS faculty and Dr. Yohannes Weldegiorgis September 2018 to June 2019
Teaching the three articulated CADD courses CADD/Drafting I, CADD/Drafting II, and CADD/Drafting III. (BCCC course equivalent to CADD 101, CADD 112 and CADD 205)	BCPS CADD faculty September 2018 to June 2019
Teaching PRE 100, CADD 111 and CADD 211 courses to CADD CTE Pathway students	BCCC Faculty June 2018 to August 2018
Provide CADD course enhancement to BCPS CTE pathway students	Dr. Yohannes Weldegiorgis and CADD adjunct faculty from BCCC September 2018 to June 2019
Provide monthly professional development workshops to BCPS CADD teachers	Dr. Yohannes Weldegiorgis Professor and CADD Program Coordinator, BCCC September 2018 to August 2019

1. Program Advisory Committee (PAC):

The CADD program at BCCC has program advisory committee (PAC) represented from BCPS high school CADD instructors, BCCC CADD faculty, and industry representatives from the engineering and architectural businesses in the Baltimore region. The CADD CTE pathway program will use the existing PAC and will meet twice a year. See attached PAC list.

2. Identifying the industry standards and/or competencies:

The industry partner and PAC members from the industry will advise the CADD faculty at BCCC and BCPS on industry requirement, competencies, software/hardware technology and job/ internship opportunities for students.

3. Curriculum development:

The new CADD certificate program just launched in fall 2018 at BCCC will be implemented for the project.

4. Identification of instructors' qualifications:

The CADD program coordinator at BCCC will identify instructor qualifications in consultation with PAC members to meet the skills/experience with specific CADD software applications needed to teach the courses.

5. Professional development needs for instructors:

Professional development activities include CADD faculty to attend the Autodesk University (AU) annual conference in Las Vegas.

6. Equipment needs:

Equipment needs at postsecondary level include purchase of Dell laptop for BCCC faculty to provide monthly professional development workshop to BCPS faculty and course enhancements to BCPS CTE pathway students. BCCC faculty will arrange 3D printing workshop to BCPS students and instructors. Software needed for classes and for 3D printer will be installed on the laptop.

C. Evaluation

1. What measurable improvements are expected to occur once the program/activity has been fully implemented:

Improvements expected after the program has been fully implemented include an increase in the number of underrepresented students gaining technical skills attainment, increase in number of students earning a lower division CADD certificate, increase in retention of CTE concentrators, increase in job placement and/or transfer to CADD AAS degree program.

2. What data will be reviewed to indicate that the program/activity has had the intended effects?

Data for percentage of CTE concentrators who attained a technical skill assessment, data on number of students earned CTE CADD lower division certificate, and number of students placed on jobs/internship and/or transfer to the CADD AAS degree will be reviewed.

3. Not applicable

4. For secondary CTE Pathways:

I. How will this CTE program contribute to increasing CTE program completion rates, earning industry recognized credentials and/or completing a Registered or Youth Apprenticeship to meet the goal of attaining 45% by 2025 (More Jobs for Marylanders Act)? Please provide baseline data for these measures along with projected growth rates.

The CADD CTE pathway contributes to the more jobs for Marylanders act by providing opportunities for high school students to be dually enrolled and/or gain dual credits for classes taken at the high school which in turn increases the number of CTE students earning a LDC or AAS degree in CADD.

II. How will this CTE programs contribute to increasing dual completion (completion of a

CTE program and USM requirements) rates. Please provide baseline data for this measure along with projected growth rate.

The CADD CTE pathway program will save time and resources for students and offers an increase in dual completion rates by providing a 100% transfer options for both high school CADD courses to CADD certificate program at BCCC as well as 100% credit transfer from CADD certificate to the CADD AAS degree.

D. Business Plan/Budget Narrative:

Upgrade equipment and software in the BCCC CADD lab to provide higher-level technical development skills. CADD CTE pathway students will be trained with the most up to date software technology to qualify for current industry requirements.

- a) **Equipment:** include purchase of a Dell Inspiron 17 5000 laptop computer for student professional development presentations - \$1,100.
- b) **Software:** upgrade MicroStation software subscription with Bentley Systems and SolidWorks 2019-2020 education software upgrade with Amtek Company. 22 @ \$50 = \$1,100 per year and SolidWorks 2019-2020 education software upgrade with Amtek Company 45 pack license for \$2,400. Software total = \$3,500.
- c) **Contractual services:** Canon IPF 780 plotter maintenance service renewal with Advance Systems. 12 @ \$84/month = \$1,008.
- d) **Supplies:** Purchase large size drawing papers and set of ink supplies for the Cannon IPF 780 plotter from Advance Systems \$1,300 and Mojo 3D printer material supplies from Amtek Company \$2,000. Supplies total = \$3,300.
- e) **Professional Training:** provide BCCC CADD faculty trainings to enhance skills for current industry standards and software updates by attending the Autodesk University (AU) annual conference in Las Vegas. \$3,235 total.
 - Registration \$1,750
 - Lodging (3 nights)..... \$900
 - Flight.....\$400
 - Ground transportation.....\$50
 - Food..... \$135
- f) **Faculty Stipends:** BCCC CADD faculty/adjunct faculty provides monthly professional training workshops to five BCPS high school CADD teachers and course enhancement to CTE pathway students. 12 @ \$500 = \$6,000.
- g) **Consulting services:** Industry partners provide consulting services to CTE career pathway team members. 6 @ \$500 = \$3,000
- h) **Marketing:** publicizing the CADD CTE pathway program to the community on a website, through social media, or other means. Estimated cost \$5,000.
- i) **Administrative costs:** not to exceed 5% of the total grant including indirect costs. 5% of \$26,143 = \$1,308
- j) **Other potential costs:** out of state professional development travel for BCPS CADD instructors. 5 @ \$3,235 = \$16,175

**Baltimore City College
CTE Innovation Grant Submission
Integrated “Classroom/Field” Project in Construction Supervision**

A. Activity and Need:

1. CTE Curriculum Framework:

The “Integrated Classroom/Field Project in Construction Supervision” consists of students that are dual enrolled in the Baltimore City Public Schools (BCPS) and Baltimore City Community College (BCCC). The project will use a combination of classroom teaching and internships to facilitate students’ completion of a Construction Supervision (lower division) Certificate with 30 college credits. Participation in internships will be facilitated by the Program Coordinator and key industry partners. The project will enroll participants in a Construction Safety and Loss Prevention course, and the *OSHA 30* occupational safety industry certification. Such training will enhance participants’ prospects for immediate employability, expedite their completion of a lower division certificate and deliver required construction industry skills after an internship.

The project will be executed by selecting students from BCPS CTE programs who will dual-enroll in BCCC Construction Supervision classes as cohorts. A career pathway exists between BCPS and the BCCC construction program. The pathway allows high school students to earn credits toward a college degree or certificate toward and further provides for dual enrollment into various other programs at BCCC. The project will train up to 40 students per academic year (20 students per semester) and can be sustained indefinitely.

Certification/ Industry Credentials:

Participants will earn a lower division Certificate in Construction Supervision, an approved (vetted) program by the Maryland Higher Education Commission conferring 30 college credits. Completers of the program will also earn a second industry credential issued by the federal Occupational Safety and Health Administration (OSHA). Participants with OSHA 30-hour safety training will receive the stated industry certification. These combined credentials add value to the skills acquired through education and internships. Furthermore, the credits earned through the project are stackable and can be applied toward an Associate of Applied Science degree in Construction Supervision at BCCC or used toward a 4-year degree.

OSHA 30-Hour construction certification is a professional safety program for construction employees and includes training in the following areas:

- Major fall, caught-in-between, struck-by and electrocution hazards (OSHA Construction Focus Four)
- Protection from crane hazards
- Steel structure hazards
- Confined space hazards
- Fire hazards
- Activities that may cause Musculoskeletal Disorder (MSD) and Rhythmic Movement **Disorder** (RMD) Injuries

- Choosing and using appropriate PPE (Personal Protective Equipment)

Enhance job skills and employability: Participants in this project will acquire practical skills in construction since they will be enrolled in an internship with participating employers. The employers will provide specific construction field experiences relevant to the courses offered. The BCCC Program Coordinator will establish supervisory hours in collaboration with participating employers during the internship, facilitating teaching and learning in a coordinated fashion. The project will lead to the Construction Supervision lower division Certificate and OSHA-30 credentials, completers will be able to secure employment with partners or other construction companies in the state of Maryland or any other part of the country.

Participating schools will be:

- Edmondson Westside Skills Center** – a Career Technical Education High School with approximately 900 students. The school offers Construction, Carpentry, Computer Aided Design and other construction-related courses as part of its Career Technical Education course of study.
- Carver Vocational-Technical High School** with over 800 students, offers construction and construction-related classes as part of a Career Technical Education course of study.
- Mergenthaler Vocational-Technical High School** – with over 1,500 students, offers construction and related classes as part of a vocational technical education program. The school offers Construction, Electrical and other construction related courses.

Leading Industry Partners:

Dependable Construction Company

DEPENDABLE CONTRACTING & RECYCLING, LLC

Construction & Project Management Consultation

6109 Windsor Mill Road, Baltimore, MD 21207

Phone: 443-310-7025

Dependable Construction has completed numerous private, City, and State contracts since incorporating in 1999. The company has also increased its visibility and capabilities by obtaining several licenses and certifications which include:

- Maryland Home Improvement Commission License (MHIC) (1999 to present)
- Maryland State WBE/MBE Certification (2006 to present)
- Maryland Department of Environment (MDE) Lead Abatement Contractors Certification (2001 to present)
- MDE Lead Supervisors Certification (2001 to present)

Byron Davis t/a INFINITY POWER

280 E. Thompson Avenue

Glen Burnie, MD 21060

Phone: 443-261-7085 /443 942 8748

Infinity Power Company has been in electrical construction contracting for over 40 years, having completed many projects in the Baltimore metropolitan area including: commercial, residential, reconstruction, new construction and electrical maintenance.

Infinity Power is an electrical services company providing all levels of electrical power service and maintenance in new installations to all levels of project requirements. The Infinity Power team includes Master electricians with over 120 years of combined experience in electrical power installations. The teams have performed electrical installations throughout the Baltimore/Washington metro areas. They are prepared to execute BCCC project as master electricians with professionalism, superior craftsmanship, on-time delivery, within budget, and according to specifications and standards.

JPC Construction Company

PJC Construction
1432 Montrose Street
Philadelphia, PA 19146

PJC Construction Company is a Maryland licensee contractor (MHIC 80759) with over 22 years' experience in residential renovations and construction works in the Baltimore region. We are pleased to collaborate with Baltimore City Community College in the development and execution of the CTE Innovation Grant.

Partners will contribute the following values:

- i. Recruiting participants into the project
- ii. Placement of participants in internships
- iii. Facilitating mobility of participants from respective schools/homes to the internship facilities
- iv. Facilitating collaboration with other employers that are in partnerships with the existing partners/companies
- v. Facilitating full-time employment of the Program participants
- vi. Assisting in training during internships
- vii. Serve as Construction Supervision career liaison with the construction
- viii. industry and high schools, for continuous recruitment and placement of
- ix. participants into career positions.

Implementation strategy:

- i. The Program Coordinator will select a number of participants from the listed high schools to enroll in selected Construction Supervision classes based on educational plan for the Certificate Program.
- ii. Students will dual enroll in these courses. This means, they will enroll at BCCC while still attending high schools.

- iii. Participating industry partners will provide students with internship opportunities.
- iv. Program Coordinator will supervise the students and provide accelerated learning opportunities by combining using practical approach to facilitate teaching.
- v. Partners will provide full time job opportunities upon completion of the program
- vi. Students will earn Lower division College Certificate in Construction Supervision with 30 college credits.
- vii. Participants will earn industry certification in Construction safety- OSHA 30. This is conducted by Occupational Safety and Health Administration (OSHA).
- viii. Credits can be applied to earn Associate Degree in Construction Supervision or transferred to 4-year college.

Industry Certification –

OSHA 30 – Occupational Safety and Health Administration’ 30-hour safety certification: The construction industry values safety since the jobs performed could be risky, if high safety precautions are not taken.

CON 111 – Construction Safety and Loss Prevention - Participants will take CON 111 – Construction Safety and Loss Prevention, a 3 credit college course and will thereafter complete OSHA 30 certification through Occupational Safety and Health Administration (OSHA).

1. Fiscal Agent

Baltimore City Community College (BCCC), Business and Technology Department, Construction Supervision Program has an approved articulation agreement with BCPS for dual enrollment of the high school students. The agreement allows articulation of credits in Internship to students who have completed the required hours in the construction field. The project will further advance this articulation opportunity by aligning the high students with our industry partners to obtain internship while enrolled in courses that would lead to Construction Supervision Certificates.

2. Economic Need

Construction is one of the leading employers of labor. In particular, we our industry partners have always indicated their preferences for employing graduates of our Construction Supervision Program. Blow is the data from the Department of Labor on construction job openings.

Upon the completion of this project, participants will receive Construction Supervision Certificate. Typical employment positions based on state of Maryland’s Department of Labor, Licensing, and Regulations (DLLR) for completers are embedded in each of the categories listed in the data chart below. The actual positions are: Assistant Project Superintendents, Assistant Construction Project Managers, Helpers in each of the major categories of:

Most Applicable Construction Supervision Category	Projected Openings (2016-2026)
---	--------------------------------

Construction Managers	11,068
Construction Trade Workers	120,834
First Line Supervisors	18,256
Supervisors of Construction and Extraction	18,259

The above table is an extraction from the full table of general construction data from Maryland Department of Labor. Please see full table below. Retrieved from: <https://www.dlhr.state.md.us/lmi/iandoproj/maryland.shtml>

Maryland Long Term Occupational Projections (2016 - 2026)

Occupation (keyword search):

Number of Openings: 738 (211,284) Percent Change: 18.89% (75.26%)

Occupation	2016	2026	Change	Pct Change
Construction Laborers	27,178	30,227	3,051	11.23%
Construction Managers	10,115	11,068	953	9.42%
Construction Trades Workers	109,171	120,834	11,663	10.68%
Construction and Building Inspectors	2,846	2,962	116	4.08%
Construction and Extraction Occupations	141,670	158,409	11,739	10.40%
Construction and Related Workers, All Other	752	819	67	8.91%
First-Line Supervisors of Construction Trades and Extraction Workers	10,451	10,259	-1,000	-10.99%
Helpers, Construction Trades	7,052	7,863	811	11.50%
Helpers, Construction Trades, All Other	907	1,007	100	11.03%
Operating Engineers and Other Construction Equipment Operators	5,510	8,087	2,577	46.77%
Other Construction and Related Workers	7,051	8,311	1,260	17.87%
Painters, Construction and Maintenance	8,512	9,470	958	11.25%
Supervisors of Construction and Extraction Workers	18,151	18,259	108	0.59%

Reference: Maryland Department of Labor. Retrieved from: <https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

4. For CTE Pathway Program Development:

a. Academic and Technical Course Sequence

Below is the Construction Supervision Certificate and the Associate Degree (AAS) of the Baltimore City Community College. Despite that this project targets the Certificate Program, all credits earned are stackable and can be used toward attainment of AAS degree in Construction Supervision.

See below:

CONSTRUCTION SUPERVISION CERTIFICATE

Construction Supervision – M401

CATALOG DESCRIPTION OF PROGRAM:

The Certificate is oriented towards workers who wish to sharpen their existing skills or move up to supervisor, or the small business owner who wishes to brush up in a specific area.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester:					
PRE 100	Preparation for Academic Achievement	1	None		
ENG 101	English Writing	3	ENG 82 or RENG 80		
CCN 101	Introduction to Construction	3	ENG 82 or RENG 80		
CCN 104	Construction Methods and Materials	3	ENG 82 or RENG 80		
CCN 107	Blueprint Reading	3	ENG 82 or RENG 80		
MAT 128	Pre-calculus College Algebra	4	MAT 82 or MA 182; ENG 82 or RENG 80		
Semester Credits:		17			
Summer:					
IA 31101	Introduction to CAD	3	Permission of CADD Program Coordinator		
CON 210	Construction Estimating	3	CON 101; CCN 104; CON 107; ENG 101; MAT 128		
Summer Credits:		6			
2nd Semester:					
COV 222	Scheduling, Planning and Cost Control	5	CON 210		
CON 204	Construction Contracts and Documents	3	CON 210		
CON 216	Computer Applications in Construction	1	CADD 101; CON 210		
Semester Credits:		9			
PROGRAM TOTAL:		30			

Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

CONSTRUCTION SUPERVISION DEGREE – M400
Associate of Applied Science (AAS)

CATALOG DESCRIPTION OF PROGRAM:

Construction supervision provides the critical link between project management and skilled workers who perform building tasks. The Construction Supervision program prepares students to step into the position of assistant project manager, supervisor or independent business owner. The program provides experience and instruction in safety (OSHA regulations), blueprint reading, construction methods, estimating, scheduling, operational procedures, effective communication, procurement, and fiscal and business management. Graduates are prepared to work as supervisors on both residential and commercial projects.

COURSE	CURRENT SEQUENCE	CREDITS	PREREQUISITES	SEMESTER	GRADE
1st Semester					
PRE 100	Preparation for Academic Achievement	1	None		
CON 101	Introduction to Construction	3	ENG 82 or RENG 82		
CON 104	Construction Methods and Materials	3	ENG 82 or RENG 82		
CON 107	Blueprint Reading	3	ENG 82 or RENG 82		
ENG 101	English Writing	3	ENG 82 or RENG 82		
Semester Credits		13			
2nd Semester					
CON 111	Occupational Safety and Loss Prevention	3	CON 101; CON 104; CON 107		
ECO 201	The American Economy I: Macroeconomic Theory	3	ENG 82 or RENG 82		
ENG 102	Introduction to Term Paper and Research Methods	3	ENG 101		
MAT 128	Pre-Calculus II: College Algebra	4	MAT 82 or MAT 101; ENG 82 or RENG 82		
SES-Elective	Gen. Ed. Req. Social & Behavioral Sciences	3	Depends on course chosen		
Semester Credits		16			
Summer					
HLF-Elective	Health and Life Fitness Course	2	None		
Semester Credits		2			
3rd Semester					
ADCT 221	Principles of Financial Accounting	3	MAT 81 or MAT 101		
CON 210	Construction Estimating	3	CON 101; CON 104; CON 107; ENG 101 MAT 128		
CADD 101	Introduction to CADD	3	Perm. of CADD Program Coordinator		
MGMT 190	Principles of Supervision	3	None		
Semester Credits		12			
4th Semester					
CON 222	Scheduling, Planning and Cost Control	3	CON 210		
CON 224	Construction Contracts and Documents	3	CON 210		
CON 263	Construction Internship	3	Perm. from Cons. Sup. Program Coordinator		
CON 275	Computer Applications in Construction	1	CADD 101; CON 210		
BPS-Elective	Biological and Physical Sciences with lab	4	Depends on course chosen		
SP 101	Fundamentals of Speech Communication	3	ENG 82 or RENG 82		
Semester Credits		17			
PROGRAM TOTAL		60			

Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

The partnering school system is Baltimore City Public School (BCPS). The Construction Supervision Coordinator currently collaborates with the identified schools for recruitment and advisement.

In addition, courses taken in Construction, Electrical, Plumbing, and Carpentry are written into the articulation agreements between BCPS and BCCC for the purposes of credit articulation. The CTE Innovation project will further enhance articulation and graduation rates of students in these high schools, thereby increasing their academic and economic values to the Baltimore Region and the state of Maryland. We have therefore identified these schools as targets of our recruitment and collaboration. They are:

List of participating partnering high schools

Edmondson Westside Skills Center

501 N Athol Avenue,
Baltimore, MD 21229

Carver Vocational-Technical High School

2201 Presstman Street,
Baltimore, MD 21216

Mergenthaler Vocational-Technical High School

3500 Hillen Road,
Baltimore, MD 21218

List of Industry Partners

Dependable Construction Company

DEPENDABLE CONTRACTING & RECYCLING, LLC

Construction & Project Management Consultation

6109 Windsor Mill Road, Baltimore MD 21207

Phone: 443-310-7025

Dependable Construction has completed numerous private, City, and State contracts since incorporating in 1999. The company has also increased its visibility and capabilities by obtaining several licenses and certifications which include:

- i. Maryland Home Improvement Commission License (MHIC) (1999 to present)
- ii. Maryland State WBE/MBE Certification (2006 to present)
- iii. Maryland Department of Environment (MDE) Lead Abatement Contractors Certification (2001 to present)

MDE Lead Supervisors Certification (2001 to present)

Below is an excerpt from Dependable letter of support.

“Our organization has been in construction for over 20 years and we have completed various projects, including but not limited to the following:

- i. Complete renovation of 48-unit Multifamily Dwelling in Park Heights area of Baltimore City
- ii. Multi-Million Dollar 16,000 square feet total renovation project for an Embassy in Washington DC

- iii. Over 70 renovations of Victorian residential homes in the Gwynn oak area of Baltimore city
- iv. Multiple commercial razing projects throughout the Baltimore metro area
- v. Projected for 2018/2019 (2) 20,000 square feet commercial devilmnt projects/multiple residential renovation projects

We have collaborated and assisted over 20 interns per year since 2010 and we have collaborated in internship development of Baltimore City Community College students in the past (2012- 2014). We are uniquely qualified to offer internship training to your students, since we have large construction projects currently in execution”.

Byron Davis t/a INFINITY POWER

280 E. Thompson Avenue

Glen Burnie, MD.21060

Phone: 443-261-7085 /443 942 8748

Infinity Power Company is an organization that has been in electrical construction for over 40 years and they have completed many projects, in the Baltimore metropolitan area including: Commercial, residential, reconstruction, new construction and electrical maintenance.

Infinity Power is an electrical services company providing all levels of electrical power service, and maintenance in new installations to all levels of project requirements. The Infinity Power team includes Master electricians with over 120 years of combined experience in electrical power installations. The teams have performed electrical installations throughout the Baltimore /Washington metro areas. They are prepared to execute BCCC project as master electricians with professionalism, superior craftsmanship, on-time delivery, within budget, and according to specifications and standards.

JPC Construction Company

PJC Construction Company is a Maryland licensee contractor (MHIC 80759) with over 22 years’ experience in residential renovations and construction works in the Baltimore region. We are pleased to collaborate with Baltimore City Community College in the development and execution of the CTE Innovation Grant.

c. Indicate to which postsecondary program the CTE pathway aligns; *(insert your text below)*
Construction Supervision

Program aligns with BCPS CTE **Construction Programs** for all the identified schools:

d. Describe the opportunities for secondary students to be dually enrolled and/or to earn dual credit:

Baltimore City Public School System (BCPS) has an on-going articulation agreement with Baltimore City Community College that allows the students of the school system to dual enroll at the College. Several BCPS schools are career technical schools, which offer construction and construction-related courses.

e. Include a letter of support from the industry partner(s) detailing their role in the pathway development (e.g. identifying skill standards; providing internships/apprenticeships); and

(insert your text below)

***Please see attachments for letters of support.**

As discussed recently with the Program Coordinator during our CTE Grant Proposal meeting, our participation will increase the value of your competencies and offer internship to the students, during the project. In addition, we bring the following values to the table:

- **Recruitment of participants into the project.**
- We have good presence in the Baltimore City Public school system and our Company has made various presentations to the schools to assist the students. We will be recruit participants for this project as a result of the collaboration with have developed with the schools.
- **Placement of participants in internships.**
- We currently have series of projects where we place our licensed employees and participants in this project will be placed alongside the employees for internship training to facilitate the classroom teaching.
- **Facilitating mobility of participants from respective schools/homes to the internship**
- **Facilities**
- We have abilities to mobilize the participants from their respective homes to the job sites. We will assess each student base on his/her needs
- **Facilitating collaboration with other employers that are in partnerships with the existing partners/companies.**
- We work with various employers, who are subcontractors and who are willing to participate in the project. We will be able to work with each subcontractor to develop a conglomerate of employers for this project.
- **Facilitating full-time employment of the Program participants.**
- Upon completion of the project, students will earn Certificate in Construction Supervision. We will offer employment to some of the participants and assist the others in obtaining employment in the industry.
- **Assisting in training during internships**
- During internship, our company will be available to jointly develop an on-site training and mentoring schedule and technical skills with the Program Coordinator. This approach will help the project to achieve its main goal of delivering construction education with a combined classroom and on-site education.
- **Serve as Construction Supervision career liaison with the construction industry and high schools, for continuous recruitment and placement of participants into career positions.**
- The Liaison officer will work with extensive list of subcontractors and other partners, who we may be seeking or who currently work with us. He/she will be able to serve as industry contact person, a recruitment and field officer, who will provide constant connection and establish opportunities between the Construction Supervision Program and the students in high schools or others from apprenticeship centers. He/she will assist in placing future participants into construction companies or into the construction supervision program.

f. Identify the license or industry-recognized credential (license or certificate) that students will earn upon completion of the pathway and/or identify the registered apprenticeship to which the CTE

Pathway aligns. Explain how the credential is valued by Maryland businesses and industries and prepares students to successfully compete in a global economy. *(insert your text below)*

Upon completion of this pathway, participants will earn Lower division Certificate in Construction Supervision.

1. Construction Safety Certification - OSHA 30, conducted by Occupational Safety and Health Administration.
2. Participants will earn 30 credits toward the completion of a college degree in Construction
3. Supervision Associate of Applied Science (AAS) degree, if they choose to continue their education.

B. Plan of Operation, Timeline and Key Personnel

Below is a chart of **operations’ plan, including timeline and key personnel**. Each item is further detailed after the chart.

Description	Responsible personnel	Timeline
<p>1. Convening of a Program Advisory Committee (PAC) with representation from secondary, postsecondary and industry. See below for list of PAC</p>	<p>BCCC Program Coordinator. Construction Advisory Committee already exist and will be expanded.</p>	<p>10/15/18 First meeting to be conveyed.</p>
<p>3. Curriculum development or vetting high-quality curriculum that can be implemented in lieu of developing new curriculum. Completed. This Project uses existing Construction Certificate. A review of implementation strategy of the project will be conducted with partners within one week of approval of the grant. See below for Education Plan.</p>	<p>BCCC Program Coordinator</p>	<p>10/08/18</p>

<p>4. Identification of instructors' qualifications. Instructors for this project already exist within the Baltimore City Community College. The Program Coordinator, the Project Partners and additional instructors from the pool of adjunct instructors will be available. See below. This item has been completed.</p>	<p>A) BCCC Construction Supervision Program Coordinator and Industry Partners B) John Cason, Dependable Construction C) BCCC Adjunct pool D) Instructors from participating high schools</p>	<p>10/15/18</p>
<p>5. Identification of professional development needs for instructors. See below. Professional development that will facilitate the project has already been identified and listed.</p>	<p>BCCC Construction Supervision Program Coordinator and Industry Partners</p>	<p>9/1/18</p>
<p>6. Identification of equipment needs at both secondary and postsecondary level. See below. Equipment identified. Purchase will start upon release of funds.</p>	<p>BCCC Construction Supervision Program Coordinator and Industry Partners</p>	<p>9/1/18 - Identification completed 10/8/18- Purchase order to be placed.</p>
<p>7 a. Others- Execution: Students will be enrolled in Construction Supervision Classes semester by semester</p>	<p>BCCC Program Coordinator Industry partners</p>	<p>Fall 2018 - Accelerate Spring 2019 – Full semester and accelerated</p>
<p>7.b Others- Execution: Students will be enrolled in internships with participating partners. Supervision scheduled will be drawn by the partners and the Program Coordinator</p>	<p>BCCC Program Coordinator Industry partners</p>	<p>Fall 2018 - Accelerate Spring 2019 – Full semester and accelerated</p>

Program Advisory Committee (PAC):

Advisory Board members

Dave Miller, Vice President
(President of CON Advisory Board)

Harkins Builders

2201 Warwick Way,

Marriottsville, MD 21104

Email:

dmiller@harkinsbuilders.com

Phone: 410-750-2600

Mr. Ira Benton

Instructor

Edmondson Westside High School

4501 Edmondson Ave

Baltimore, MD 21229

ibenton@bcps.k12.md.us

(410) 396-8094

Pless B. Jones

President, P and J Contracting, Inc

3010 Ridgewood Ave

Baltimore, MD 21215

410-367-2475

pless.jones@pandjcontracting.com

Dr. Solomon Fakinlede

Professor and Coordinator,
Construction Supervision Program

Baltimore City Community
College

Baltimore, MD 21215

Email: sfakinlede@bcc.edu

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Harold Morgan, President,
Harold At Home Contracting,
Baltimore, MD

Email: hlmorgan@msn.com

Phone: 410-336-1800

Mr. Lew Evans, President

On-Demand-Labor-Baltimore,
Inc

229 Park Ave, Baltimore, MD

21201

levans@ondemandlaborbalto.com

Phone: 443-386-1540

Dr. George Evans, President

CAART

Phone: 410-469-0229

Email:

drgevans.mdrgroup@gmail.com

Vincent Whitmore

Students Services

Baltimore City Community
College

Baltimore, MD 21215

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Kunal Gangopadhyay

Executive Vice President

EBA Engineering Inc

4813 Seton Dr,

Baltimore, MD 21215

Email:

kunal@ebaengineering.com

Phone: 410-358-7171

Dr. Bob Iweha

Dean, BSTEM

Baltimore City Community
College

Baltimore, MD 21215

Email: iweha@bcc.edu

Phone: 410-4627637

Quintin Davis

Associate Dean, B & T Dept,

Baltimore City Community
College

Baltimore, MD 21215

Email: iweha@bcc.edu

Phone: 410-462-7696

1. Identifying the industry standards and/or competencies (*insert your text below*)
The following competencies will be acquired upon completion of the program:

Program Goals	Measurable Program Learning Outcomes
<p>Construction Management Students will acquire knowledge in construction management that will enable them to direct and manage construction productivity on a construction jobsite.</p>	<p>A) Demonstrate knowledge and understanding of principles of management, and develop management skills. B) Understand jobsite activities and management of parties involved in construction activities on the field. C) Demonstrate knowledge and understanding of principles of safety and ability to enforce safety parameters.</p>
<p>Construction methods and project scheduling The program will develop students to serve as superintendent of work by vetting and controlling construction schedules, labor requirement and material delivery on a construction work site.</p>	<p>A) Demonstrate knowledge of scheduling and cost control. B) Demonstrate knowledge of site organization, material storage and supervisory abilities.</p>
<p>Construction Estimating The program will develop students to perform construction estimating tasks and direct safety tasks on a construction site.</p>	<p>A) Demonstrate ability to perform quantity take off. B) Demonstrate ability to make accurate evaluation of space, cost, and materials quantity and quality.</p>

<p>Jobsite supervision: Graduates will demonstrate general knowledge in the area of construction management, supervision, and organization of jobsite.</p>	<p>A) Demonstrate knowledge to accurately organize a construction jobsite and read blueprint. B) Demonstrate ability to analyze the roles of various professionals on the construction site.</p>
<p>Construction analytical skills The program will produce graduates with knowledge of construction assessments and management, capable of performing construction needs in homes and industries of residents of Baltimore City and any other regions nation.</p>	<p>A) Demonstrate skills to perform construction assessments. B) Demonstrate management skills to supervise tradesmen on construction jobsites.</p>

2. Curriculum development or vetting high-quality curriculum that can be implemented in lieu of developing new curriculum (vetting must occur through a process leading to consensus by the county board, the community college, and the industry partner on the agreement to use the curriculum and/or to adapt it by enhancing the content or filling gaps where found). *(insert your text below)*
The Lower division Certificate in Construction Supervision is an already approved Program by Maryland Higher Education Commission (MHEC). The program meets industry and college standards for the award of a Certificate in Construction Supervision Program.

The process of program development in the College involves:

- (i) Initial development by faculty members in the department
- (ii) Input by Program Advisory Committee (PAC)
- (iii) Approval by Curriculum and Instruction Committee (CIC)
- (iv) Approval by Faculty Senate Executive Committee (SEC)
- (v) Approval by President's Council through Vice President Academic Affairs
- (vi) Approval by Maryland Higher Education Commission (MHEC)

3. Identification of instructors' qualifications *(insert your text below)*

- Solomon Fakinlede, M.S. (Architecture), Ph.D. Management (Leadership)
- John Cason, Field Partner, B.S. Construction Management, M.S. Project Management
- Additional Adjunct Instructors, who are industry partners have indicated readiness to teach and mentor

4. Identification of professional development needs for instructors *(insert your text below)*

Instructors will attend:

- 4.a. American Contractors' Association Innovation Conference (Date pending)
- 4.b. XactRemodel Estimating Software Training, December 10-13, 2018

5. Identification of equipment needs at both secondary and postsecondary level. Purchasing of equipment specific to implementing the CTE curriculum framework and pathway (one-time capital equipping costs for programs located in a school or community college)

(insert your text below)

5.a. *Equipment for this project will be the Personal Protection Equipment (PPE)*

which will be used by participants during the construction internship period.

Below are PPE from Grainger.

Reference: www.grainger.com

i.	40 Hard hats at 55/per student	
	= \$2,200	
ii.	5 Crosswalk safety kits at \$300/kit	= \$1,500
iii.	20 Rain Gear (Neoprene) at \$75/kit	= \$1,500
	Sub-total	=\$5,200

b)

Additional PPE to be provided by industry partner, PJC Construction Company: Each construction site with this employer differs from one another and they are very unique and specific about their Personal Protection Equipment (PPE). The employer has, therefore, advised that a set of tools will be provided that accurately matches the need on the worksite. The following items will be provided to the students:

- c) Trowels
- d) Boots
- e) Measuring tapes
- f) Protective clothing
- g) Goggles

Cost per participant will be \$100 and the partner will acquire the equipment for 40 students

Sub-total = \$4,000



Personal Protection Equipment (PPE)

B. Evaluation 20 Points

On the following tables are the Perkins Core Indicator(s) of Performance (secondary and postsecondary) that will be measured through the implementation of the CTE Pathway Program or the Apprenticeship program. Describe how these data on enrollment along with these performance indicators will be collected and reported for the proposed program. Also respond to questions 1 – 3 below.

1. What measurable improvements are expected to occur once the program/activity has been fully implemented? *(insert your text below)*

The following measurable improvements should occur:

- 1.a. Participants will receive Lower division Certificate in Construction Supervision
- 1.b. Participating students will receive 30 college credits
- 1.c. Participating students will complete internship and receive additional 3 credits for CON 250- Construction Internship. This credit will enhance the participants' technical skills in construction.
- 1.d. Participants will receive OSHA 30 industry safety certification
- 1.e. Participants will acquire employable skills as major outcome of the Lower division Certificate.
- 1.f. Industry partners will employ from the pool of participants as indicated in their letters of support.

2. What data will be reviewed to indicate that the program/activity has had the intended effects?

(insert your text below)

The following measurable outcomes will be examined:

- a) Complete Students' Learning outcomes using TracDat
- b) Based on Program outcomes, 70% of the registered students will score 70% or higher in each course of enrollment.
- c) 70% of the registered participants or higher will successfully pass OSHA 30 industry certification in first sitting.

- d) 70% of the participants or higher, will successfully complete their internship enrollment by earning 70% or higher in the internship assessment.
- e) 80% of the registered participants or higher, will successfully obtain Lower Certificate in Construction Supervision at the end of the program.
- f) 70% or higher of the participants will secure employment or move on to Associate Degree or 4-year college upon completion of the project.

3. For grantees implementing an Apprenticeship program, please describe how data will be collected, evaluated and reported on the following points:

- I. Number of students participating in the Apprenticeship Program
- II. Number of students participating in the Apprenticeship Program who earn industry recognized credentials
- III. Number of students participating in the Apprenticeship Program who earn postsecondary credits

(insert your text below)

This program is a Lower division Certificate with additional industry certification is OSHA 30

4. For secondary CTE Pathways:

- I. How will this CTE program contribute to increasing CTE program completion rates, earning industry recognized credentials and/or completing a Registered or Youth Apprenticeship to meet the goal of attaining 45% by 2025 (More Jobs for Marylanders Act)? Please provide baseline data for these measures along with projected growth rates.

Students who participate in this program will acquiring a college Lower division Certificate and industry certification at the same time. They will therefore have better chances of attaining higher completion rate at their current high school programs because of the added skills.

In addition, the following apply:

I(a). The participants will earn Lower division Certificate in Construction Supervision, which is an approved (vetted) Program by Maryland Higher Education Commission, with 30 college credits. Completers of this program will also earn a second industry credential issued by a federal government agency, Occupational Safety and Health Administration (OSHA). Participants will OSHA 30-hour safety training and receive the stated industry certification. These combined credentials will add values to the skills acquired through education and internships. Furthermore, the credits earned through this project are stackable and could be applied toward Associate of Applied

Science in Construction Supervision at the College or used toward a 4-year degree.

I(b). OSHA 30-Hour construction certification is a professional safety program for construction employees and it includes training in the following areas:

- Major fall, caught-in/-between, struck-by and electrocution hazards (OSHA Construction Focus Four)
- Protection from crane hazards
- Steel Structure Hazards
- Confined space hazards
- Fire Hazards
- Activities that may cause Musculoskeletal Disorder (MSD) and Rhythmic Movement **Disorder** (RMD) Injuries

• Choosing and Using Appropriate PPE (Personal Protective Equipment)
Enhance job skills and employability: Participants in this project will acquire practical skills in construction since they will be enrolled in internship with participating employers. The employers will provide specific construction field experiences relevant to the courses offered. BCCC Program Coordinator will establish supervisory hours in collaboration with participating employers during internship. This will facilitate teaching and learning in a coordinated fashion. The project will lead to Construction Supervision Lower division Certificate and OSHA-30 credentials, completers will be able to secure employment with partners or other construction companies in the State of Maryland or any other parts of the country.

- II. How will this CTE programs contribute to increasing dual completion (completion of a CTE program and USM requirements) rates. Please provide baseline data for this measure along with projected growth rate.
(insert your text below)

The participants will earn Lower division Certificate in Construction Supervision, which is an approved (vetted) Program by Maryland Higher Education Commission, with 30 college credits.

D. Business Plan/Budget Narrative – insert in budget attachment – remove before submission
Instructor Stipend = **\$4,860**

Industry Consultant – Dependable Construction Company = **\$23, 200**

OSHA training and certification cost = **\$20,000**

Construction project liaison officer (consultant) = **\$24,960**

Consultant to oversee summer internship program = **\$13,478**

4.a. Professional development for instructors = **\$6,875**

4.b. Personal Protection Equipment for Participants = **\$5,200**

4.c. Participants' cost of books and Bus Transportation = **\$20,000**

TOTAL = \$118,573

Instructor Sepend - Program Coordinator will receive 6 credits release hours per semester to execute this project. Instructor will teach the 6- credit release time. (One college credit is 15 hours of teaching. Therefore, 6 credits will be 15hours X 6 = 90 hours. At the rate of \$54 per hour = **90 X \$54 = \$4,860**

Partner Participation - Lead participating partner, is Dependable Construction Company. This company will provide any required transportation to participants, to and from his construction work sites. Students will receive necessary tools required for safe performance or observation at the construction site.

PPE from the employer: Additional PPE to be provided by industry partner, PJC

Construction Company: Each construction site with this employer differs from one another and they are very unique and specific about their Personal Protection Equipment (PPE). The employer has, therefore, advised that a set of tools will be provided that accurately matches the need on the worksite. The following items will be provided to the students: Trowels, Boots, Measuring tapes, Protective clothing, Goggles. Cost per participant will be \$100 and the partner will acquire the equipment for 40 students = **\$4, 000**

Cost of providing transportation as needed and safety tool, dedicated employee to monitor and mentor the participants is calculated at \$400 per day for the 40 students. Participants will visit jobsite once per week during regular school year and everyday, for one month in June 2019. 24 visits will be achieved during the study weeks and 24 visits in the month of June 2019.

Cost of visit by the partner will be \$400 per day, 48 days will be $48 \times 400 = \$19, 200$

OSHA training and certification cost.

The certification is conducted by Occupational Safety and Health Administration (OSHA). Cost of external registration and training, including individual transportation to the training site is \$500 per students. OSHA Training cost for 40 students $\$500 \times 40$ students = **\$20,000**

Project liaison Consultant

Duties:

- i. A liaison person is required to recruit students, work with various partners and maintain continuous relationship between partners and BCCC Construction Supervision Program, report progress of students on construction sites, and collate daily reports from construction sites, including any know problems on the construction sites throughout the year.
- ii. The Construction Supervision Project Liaison officer will also work with extensive list of subcontractors and other partners, who we may be seeking partnership with our program or who are currently working with us. He/she will serve as an industry who will provide constant connection and establish opportunities between the Construction Supervision Program and high school students or others from apprenticeship centers.
- iii. He/she will serve as a recruitment officer and liaise between the College and

participating school, and the construction companies to further recruit participants into the program.

iv. He/she will serve as a contact person on construction worksite and assist in participant supervision.

Qualifications: Must possess a minimum of high school certificate or higher with relevant experience in recruitment or one year of work in the construction industry.

Reporting: The selected person will work with the Program Coordinator in the Business and Technology Department to perform the above functions during the period of this grant.

Direct cost of Liaison Person at \$12/hours for 8hrs per day and 5day/week for 52 weeks of the year = $12 \times 40 \times 52 = \$24,960$

Consultant to Supervise summer interns

Program Coordinator will provide site education and analysis of the projects under construction and relate the site experience to classroom teaching. He will establish supervisory schedule of 8 hours per day, from June 1 -30, 2019, while working 6 days a week; for the purposes of supervising the participants on the construction sites.

At the rate of \$54/hour, supervision hours will be 6 days (per week) X 8hours X 4 weeks (6 days/week X 8hrs/day X 4weeks) = 192hrs = \$10,368

Indirect cost (remunerations) $10,368 \times 0.3 = \$3,110.40$

Training cost for instructors

XactRemodel Training: XactRemodel is an Estimating software that is used by the instruction in class. This training is on the use of one of the most industry friendly software. Benefits to instruction will include high level of skills in construction estimating, new method of application of the software and these skills will be passed directly to students by the instructor.

- a. **Venue:** Anaheim, California
- b. **Date:** December 10-13, 2018
- c. **Cost of Training:**

Registration and training fee = \$875.00

Air Travel, lodging, and other expenses = 2500

Sub-total = \$3,375

Project Coordinator regional conference of American General - Contractors' Association
Educational conference (Date and time not yet confirmed) = **\$3,500**

Personal Protection Equipment - Equipment for this project will be the Personal Protection Equipment (PPE) which will be used by participants during the construction internship period.

Below are PPE from Grainger.

Reference: www.grainger.com

i.	40 Hard hats at (55/per student	= \$2,200
ii.	5 Crosswalk safety kits at \$300/kit	= \$1, 500
iii.	20 Rain Gear (Neoprene) at \$75/kit	= \$1,500
	Sub-total	=\$5,200

Cost of books, Bus Transportation

Each student will receive payment for cost of books, bus transportation from home to school and to the construction site. Cost per student is projected to be \$500 per student, each semester x **40 students = \$20, 000**

Biotechnology career pipeline from high school to industry

Project Overview

The Biotechnology program at Baltimore City Community College (BCCC) is proposing a pilot project to launch Biotechnology Lab Certificate and Lab Animal Certificate at Edmonson-Westside High School (EWHS) in Baltimore city. The support from Career and Technical Education (CTE) grant will be instrumental in successful commencement of this effort and preparing interested EWHS dual enrollment students with biotechnology/ lab animal knowledge, skills and training via internships. Biotechnology Lab Science Certificate and Lab Animal Science Certificates are relatively new workforce programs at BCCC that have seen much success in terms of exponentially growing graduation, 100% internship placement and graduates finding either employment or proceeding to further educational goals by transferring to Associate degree. The programs are strategically located in University of Maryland Baltimore (UMB), BioPark in the heart of city's emerging academia and industry hub, thus making it easy to network with potential employers and transitioning program graduates to meet regional biotechnology workforce development needs in the state of Maryland.

Project Details

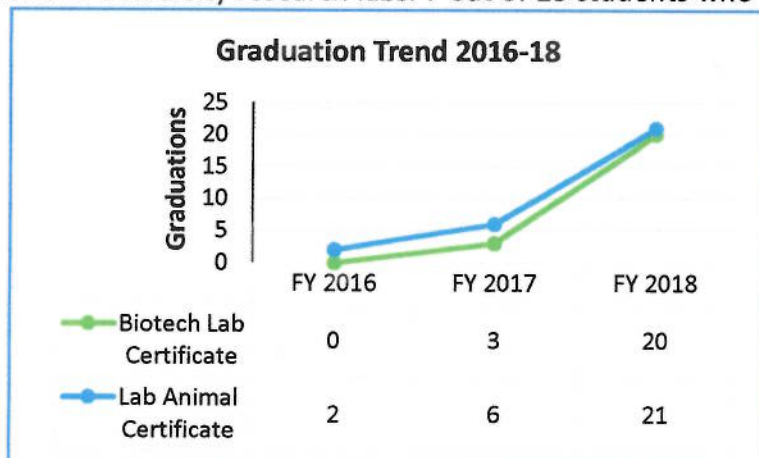
Baltimore City Community College: The project being initiated by Baltimore City Community College (BCCC) is the first and a major step towards establishing Biotech program in Baltimore City Public School System. BCCC is a 71-year-old, Associate Degree-granting college with an annual unduplicated enrollment of nearly 14,000 credit and continuing education students (FY 2018, BCCC Office of Institutional Research). As the only community college in the city of Baltimore, BCCC serves an ethnically diverse student population at three main locations in Baltimore, Maryland including at UMB BioPark. Student demographics of BCCC's credit students are ~78% Black Americans, ~8% White, ~6% Asians and ~ 1.4% Hispanics; the median student age is ~29 years. (Spring 2018, BCCC Enrollment Information System). BCCC currently offers 39 associate degree programs and 18 certificate programs for baccalaureate transfer and career preparation.

BCCC will provide early exposure of students to college level educational experience under CTE framework, where students understand biotechnology concepts; are provided training on proper use of the same instrumentation and equipment used currently in the biotechnology field in MD. The proposed program will significantly increase the number of underrepresented minorities prepared as biotechnicians and animal laboratory technicians, competent to enter the workforce in the Maryland region and/or transfer to four-year degree programs. The mission of the program is to empower EWHS students enrolled in the programs to be successful professionals to meet regional workforce needs in biotechnology.

Biotechnology Lab Certificate & Lab Animal Science Certificates: Following more than 30 years of success with Biotechnology AAS degree and based on survey of labor market, BCCC launched two new programs in Biotechnology in 2016: (1) Biotechnology Lab Science Certificate and (2) Lab Animal Certificate. The Biotechnology Lab Certificate is a certificate option of the Biotechnology Program that ensures theoretical and practical training in concepts and instrumentation relevant to biotechnology. The Lab Animal Science Certificate, also certificate option of the Biotechnology Program is designed to train students to be lab animal care and handling technicians or assistants. The courses are overlapping in the two certificate programs are worth 17 credits. Hence students interested in both programs will need only few extra credits to complete both the certificates and hence improve their job prospects as seen among the recently graduated students who completed both the programs.

Certificate Programs - Graduation and Employability: The programs were launched in 2016. Since then, the programs have generated tremendous interest and the number of graduations in the certificates has jumped up by 20 folds from 2 (in 2016) to 41 (in 2018). (See Fig 1. Graduation Trend from 2016-18.). Most of the students (23 in FY 2018) completed both the certificate resulting in almost double the graduations. 100% (23 students) of the students were placed for internship at various Biotech companies and University research labs. 7 out of 23 students who

graduated in June 2018 were hired in various labs at Johns Hopkins University, University of Maryland and Biotech company Instalabs. Majority of the remaining students (13 out of 23) continue to pursue Associate degree and higher educational goals. The data shows that the programs are robust and capable of delivering results as desired in terms of internship placements, graduations, jobs and transfer to higher degree programs.



Activity, Rationale, Goals and Objectives

Goal: The goal of the project goal is to successfully establish the dual enrollment program for Biotechnology Lab Certificate and Lab Animal Science certificates on-site in Edmonson-Westside High School within the CTE framework.

CTE Pathway: The project is a part of the “Health and Biosciences” career cluster. The five key components necessary for creating a successful CTE program are: (1) Integration of technology into traditional classes creating interactive learning environment. (2) Completion of a career training program that includes certifications from industry or accredited bodies. (3) Providing internship experience relevant to the field of study with support from network of companies/

universities. (4) Professional development opportunities for CTE educators. (5) Providing meaningful accountability for improving academic standards and building necessary skill set in students.

Rationale: As outlined by Maryland Long Term Occupational Projections (2016-26) Biology technician jobs are estimated to increase by about 7% (187 jobs). Biotechnology certificate prepares graduates for such jobs. Similarly, the need of Veterinary Assistants and Lab animal caretakers will rise by 8% (140 jobs). Lab Animal certificate at BCCC is the one and only certificate program offered in the entire state of Maryland and surrounding regions. The program is performing two essential tasks (1) Preparing workforce for the projected jobs in lab animal field (2) Steering certificate graduates towards higher qualification jobs such as Veterinary technician and technologist which is also slated to rise by 8% (186 jobs) and Veterinarian that is projected to rise by 6.5% (105 jobs). These statistics may not capture the part-time jobs in the market which is by far also substantial in our experience of placing interns and hires at University of Maryland Lab Animal Facility, Johns Hopkins Lab Animal Facility and companies like SoBran Inc. The proposed offering of the BCCC Biotechnology certificate programs at EWHS will address the projected needs of the field and train EWHS students to gear up for the jobs.

Program Framework: The two programs that will be offered at EWHS are (1) Biotechnology Lab Science Certificate and (2) Lab Animal Certificate. Both are certificate option of the Biotechnology Program.

Biotechnology Lab Science Courses: The courses in Biotechnology Lab Science Certificate program are as shown (Table 1). The program includes comprehensive training in laboratory knowledge, communication skills, math, informatics, sterilization, management and techniques. All the listed courses have been approved for one high school elective credit each. The courses are available in BCPS district course catalog. All the classes will be offered on EWHS site except for BTC 105 Biotech lab class, which will be conducted on BCCC's BioPark campus.

Index	Course Name	Credits
PRE 100	Preparation for Academic Achievement	1
LSS 101	Laboratory Communication Skills	3
LSS 102	Lab Math, Computer Skills & Informatics	3
LSS 103	Laboratory & Sterilization Management	3
BUAD 112	Computers for Business Management	3
BTC 103	Special Topics in Biotechnology I	3
BTC 105	Instrumentation & Techniques for Biotech	4
BIO 199	Individual Study in Biology	4
		24

2.2.2 Lab Animal Science Courses: Lab Animal Certificate courses are as shown below (Table 2). LSS 105, Introduction to Lab Animal Science trains the students on lab animals based on Assistant Lab Animal Technician (ALAT) manual and Workbook issued by American Association of

Laboratory Animal Sciences (www.aalas.org). Training on the subject content along with 1 year of internship/ job experience will allow program graduate to appear for a National Level Certification exam for ALAT. This not only enhances educational credentials but also improves employability as there are several Lab Animal positions in job market seeking ALAT certification.

Completing both Certificates: The courses are overlapping in the two certificate programs are worth 17 credits. Hence students interested in both programs will need only few extra credits to complete both the certificates. Lab Animal

Index	Course Name	Credits
PRE 100	Preparation for Academic Achievement	1
LSS 101	Laboratory Communication Skills	3
LSS 102	Lab Math, Computer Skills & Informatics	3
LSS 103	Laboratory & Sterilization Management	3
BUAD 112	Computers for Business Management	3
LSS 105	Introduction to Lab Animal Science	3
BIO 199	Individual Study in Biology	4
		20

Science certificate students need 7 extra credits (2 classes: BTC 103 and BTC 105) to complete Biotech Lab Certificate. Biotech Lab Certificate students need only 3 extra credits (LSS 105) to complete Lab Animal Science Certificate This will enable students to earn two certificates at the same time. It will also help them specialize in two areas of biotechnology and lab animal Sciences which will enhance their job prospects as seen among the recently graduated students from both the programs.

K-12 Partner Site - Edmondson-Westside High School (EWHS): EWHS is a public high school located in the southwest area at Edmondson Village of Baltimore, Maryland. The vision of EWHS is to provide students with diverse, educational, and technical experiences. EWHS provides their students with rigorous academic as well as Career Technical Education (CTE) program so they can obtain the best post-secondary experiences. In fact, EWHS has a long tradition of being one of the most outstanding academic/career technology (CTE) institutions in Baltimore City offering 13 areas of CTE at school ranging from Health Occupations to Engineering and Accounting. They would like to add Biotechnology and Lab Animal Certificate on their school site to accommodate the interest of our STEM majors many of who want to pursue careers in Biotechnology and allied fields. The program will provide our students not only impart necessary knowledge and skills but also provide internship opportunities to work at Biotech companies in Baltimore region. EWHS is excited to participate in the CTE grant activities being initiated by Baltimore City Community College (BCCC).

Proposed framework and timeline of Curriculum in EWHS:

Semester #	Semester & Yr	Index	Course Name	Credits	Grade
1	Spring 2019	PRE 100	Preparation for Academic Achievement	1	9
2	Summer 2019	LSS 101	Laboratory Communication Skills	3	10
3	Fall 2019	BTC 103	Special Topics in Biotechnology I	3	10
4	Spring 2020	LSS 103	Laboratory and Sterilization Management	4	10

5	Summer 2020	LSS 105	Introduction to Lab Animal Science (For Lab Animal Certificate students)		11
6	Fall 2020	LSS 102	LabMath, Computer Skills & Informatics	3	11
7	Spring 2021	BTC 105	Instrument. & Techn. for Biotechnology	3	11
8	Summer 2021	BIO 199	Individual Study in Biology	4	12
9	Spring 2022	CLT/ BUAD	Computer Literacy Class	2/3	12

The overall aim of the program is to establish pathways for BCCC students to pursue professional and entry-level jobs to meet regional workforce needs in biotechnology. Below are the specific goals.

Goal 1 – To establish	
Objective 1	Revise and implement modules into Biotech 101, Biotech 102, and Biotech 105.
Objective 2	By May 30, 2014, 50% of students enrolled in Biotech 105 will prepare drafts of grant applications for the Small Business Technology Transfer Program (STTR).
Objective 3	By May 30, 2015, 10% of grant eligible students will apply for a grant with the Small Business Innovative Research program.
Deliverables	Biotech module completions, STTR student applications, SBIR student applications
Activities	Biotech module revisions, student mentoring in grant application and submission process

Goal 2 – To develop certification pathways in the Biotechnology Lab and Lab Animal Science to increase entry level Bioscience workforce.	
Objective 1	By May 30, 2013, implement two new Maryland Higher Education Commission Home Page (MHEC) approved lab science certifications in Biotechnology Lab and Lab Animal Science.
Objective 1B	By May 30, 2013, develop and pilot five (5) LSS courses for certificate programs in Biotechnology and lab Animal Science.
Objective 2	By May 30, 2014, fully implement the five (5) LSS courses into the Biotechnology and Lab Animal Science certificate programs and student learning outcomes.
Objective 3	By May 30, 2015, collaborate with industry partners to establish continuous improvements in the curricular modules.
Deliverables	Courses developed to support certificate programs, website development
Activities	Faculty meetings, undergo course approval process, meetings with industry partners

Goal 3 – To increase overall student enrollment in the Biotechnology and bioscience AAS degree and certificate programs.	
Objective 1	By May 30, 2013, to increase overall student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 10% above 2012 baseline.
Objective 2	By May 30, 2014, to increase overall student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 15% above 2012 baseline.
Objective 3	By May 30, 2015, to increase overall student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 20% above 2012 baseline.

Deliverables	Student recruitment initiatives, website development, advertisements
Activities	High school outreach via JUICE program, CTE outreach, speaker series, academic and career counseling

Goal 4—To increase enrollment among women and under-represented students in the Biotechnology and bioscience AAS degree and certificate programs.

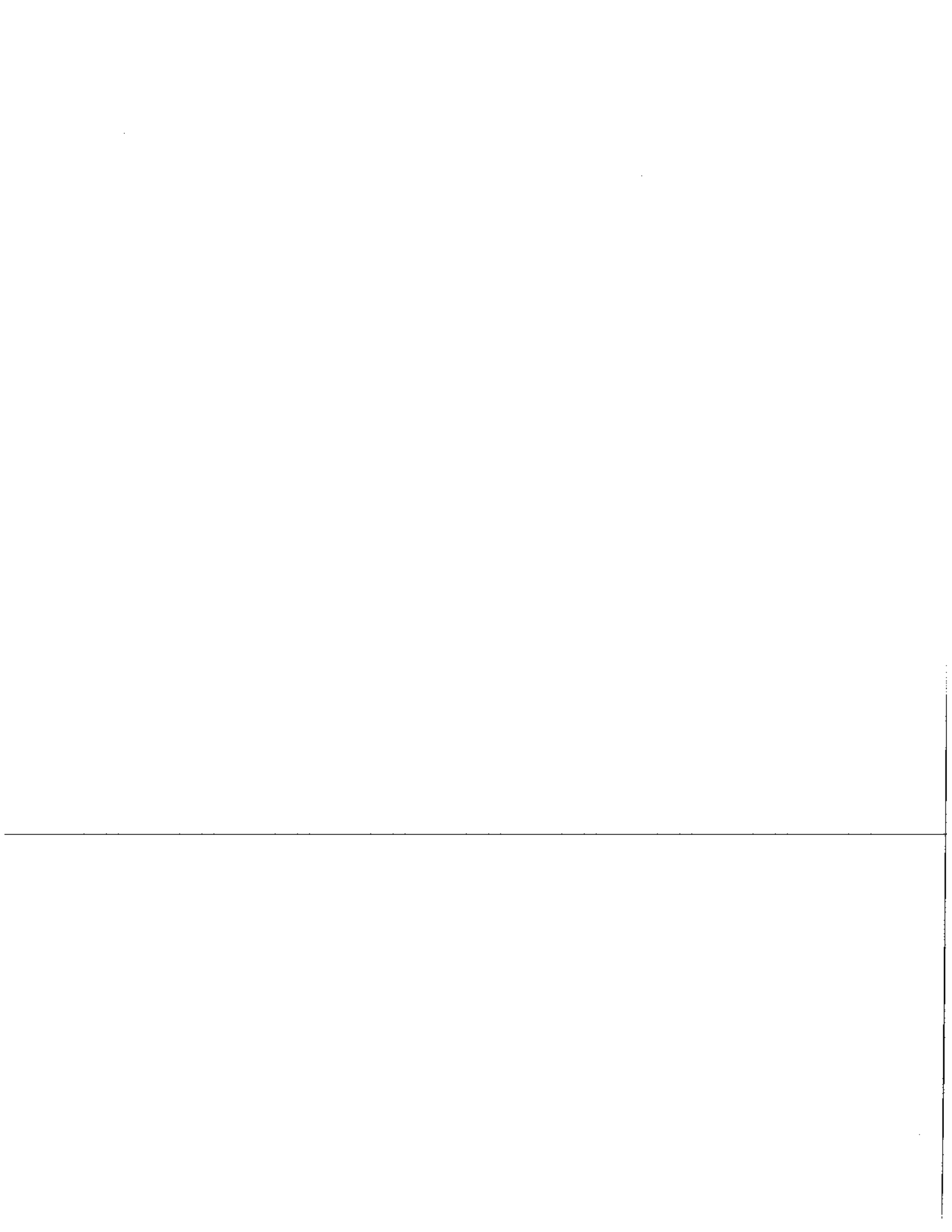
Milestone 1	By May 30, 2013, to increase women and under-represented student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 10% above 2010 baseline.
Milestone 2	By May 30, 2014, to increase women and under-represented student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 15% above 2010 baseline..
Milestone 3	By May 30, 2015, to increase women and under-represented student enrollment in the Biotechnology and bioscience AAS degree and certificate programs by 20% above 2010 baseline.
Deliverables	Women and under-represented student recruitment initiatives, website development, advertisements
Activities	High school outreach via JUICE program, CTE outreach, speaker series, student mentoring, academic and career counseling

Goal 5 – To develop pathways for the attainment of a Bioscience degree in a 4-year college or university.

Milestone 1	By May 30, 2013, solidify articulation agreements in biotechnology with area institutions of higher education, including Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions (MSI).
Milestone 2	By May 30, 2014, develop recruitment initiatives with area college and universities to impact student intentions to pursue 4-year Bioscience degrees.
Milestone 3	By May 30, 2015, mentor students in the college application process to support the bridge to attaining a 4-year Bioscience degree.
Deliverables	Articulation agreements, research projects, college visits, college application support
Activities	College tours, recruitment program, faculty/student research projects, conference participation

The audience for the proposed BCCC BICEP program is BCCC students enrolled in the Biotechnology program with a special focus on historically underrepresented minorities in science, technology, engineering, and math (STEM). The BCCC BICEP project plans to collaborate with the following strategic partners to implement the project:

Strategic Partner Name	Strategic Partner Role
Juxtapia	Juxtapia is a lead collaborator in the BCCC BICEP program to facilitate student mentorship and internships. Juxtapia's urban



Appendix C2

 Recipient Agency Name

 Revenue Source Name

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Career and College Readiness
PROPOSED BUDGET
POSTSECONDARY/OTHER RECIPIENTS/AGENCIES

FY _____

 Grant Number

 Grant Period

 Fund Source Code

USE OF FUNDS	SOURCE OF FUNDS			TOTAL BUDGET
	Federal	State/Local	Other (Specify)	
PERSONNEL				
Fringe Benefits				xx
Salaries				xx
MATERIALS & SUPPLIES				3,000.00
EQUIPMENT				2,000.00
CONTRACTUAL SERVICES				
Consultants			2349.00 x 2	4,698.00
TRAVEL				
Lodging				2,000.00
Meals				600.00
Miles				2,000.00
Registration Fees/Other				1,500.00
OTHER RELATED COSTS				
Child Care				xx
Instructional Costs <i>stipend</i>			11,745/semester x 2 = 23,490	23,490.00
Instructional Materials				3,500.00
Mail				250.00
Printing				800.00
Telephone				xx
Transportation				1200.00
Tuition				
ADMINISTRATION/INDIRECT COSTS				
Administration				3000.00
Indirect Costs				800.00
TOTAL				

 Budget Approved by: _____
 (Signature & Date)

FINANCE OFFICER

MSDE OFFICIAL

SB 615

Department of Legislative Services
 Maryland General Assembly
 2018 Session

FISCAL AND POLICY NOTE
Enrolled - Revised

Senate Bill 615

(Senator Robinson, *et al.*)

Education, Health, and Environmental Affairs

Appropriations

Higher Education - Cyber Warrior Diversity Program - Established

This bill establishes the Cyber Warrior Diversity Program (CWDP) at Baltimore City Community College (BCCC), Bowie State University (BSU), Coppin State University (CSU), Morgan State University (MSU), and the University of Maryland Eastern Shore (UMES) to train students in computer networking and cybersecurity, including training to achieve specified CompTIA (Computing Technology Industry Association) certifications. For fiscal 2020, and each fiscal year thereafter, the Governor must include an annual appropriation of \$2.5 million in the Maryland Higher Education Commission (MHEC) budget to provide grants to BCCC, BSU, CSU, MSU, and UMES for their CWDPs. **The bill takes effect July 1, 2018.**

Fiscal Summary

State Effect: Beginning in FY 2020, general fund expenditures increase by \$2.5 million annually. Higher education revenues and expenditures likewise increase by \$2.5 million annually and may increase further, as discussed below. **This bill establishes a mandated appropriation beginning in FY 2020.**

(\$ in millions)	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Higher Ed Rev.	\$0	\$2.5	\$2.5	\$2.5	\$2.5
GF Expenditure	\$0	\$2.5	\$2.5	\$2.5	\$2.5
Higher Ed Exp.	\$0	\$2.5	\$2.5	\$2.5	\$2.5
Net Effect	\$0	(\$2.5)	(\$2.5)	(\$2.5)	(\$2.5)

Note:() = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate increase; (-) = indeterminate decrease

Local Effect: None.

Small Business Effect: None.

Analysis

Bill Summary: By November 1, 2018, and each November thereafter, BCCC, BSU, CSU, MSU, and UMES must notify MHEC of the number of students enrolled in each institution's program for the *current* academic year. MHEC must annually allocate funds to those institutions on a pro rata basis according to the most recent enrollment data for each institution's CWDP as reported to the commission. The funding provided under the bill each year must supplement, but not supplant, any funds that would otherwise be provided for each institution.

By December 1, 2019, BCCC, BSU, CSU, MSU, and UMES must jointly hold a National Cyber Warrior Diversity Conference.

MHEC must compare successful completers of each CWDP to similarly situated students who did not enroll in either program in a specified manner and report its findings by December 1, 2021.

Background: Cybersecurity is the body of technologies, processes, and practices designed to protect networks, computers, programs, and data from attack, damage, or unauthorized access. According to the U.S. Bureau of Labor Statistics, employment within computer and information technology [occupations](#) is projected to grow 13% from 2016 to 2026, faster than average for all occupations. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security. In 2016, the median pay for [information security analysts](#), the job category that plans and carries out security measures to protect an organization's computer networks and systems, was \$92,600.

CompTIA

CompTIA has been offering vendor-neutral IT (information technology) certifications since 1993. As of 2018, CompTIA offers [four IT certification series](#) that test different knowledge standards, from entry level to expert. In North America, CompTIA certification tests are taken at any Pearson VUE testing center.

Cybersecurity is one of the four certifications pathways. CompTIA A+, CompTIA Network+, and CompTIA Security+ are the first three certifications on the cybersecurity pathway following CompTIA IT fundamentals. Basic certification exams for those certifications cost from \$211 to \$330; deluxe and premium packages with practice questions and other material are also available.

No specific training is required prior to taking a CompTIA certification exam; however, CompTIA offers self-study packages and classroom instruction. CompTIA also partners

with other organizations, including institutions of higher education, to provide training suitable to prepare for CompTIA certification.

Certification required for U.S. Department of Defense Employment

The [U.S. Department of Defense](#) requires certification from an approved certification provider for cybersecurity related employment. CompTIA is one of the approved certification providers.

Cyber Security Programs in the State

There are specific [“cybersecurity” degree programs](#) at the bachelor’s degree, master’s degree, or doctoral level at Capitol Technology University, Johns Hopkins University, Mount St. Mary’s University, University of Maryland Eastern Shore, and University of Maryland University College. The majority of programs in Maryland specific to cybersecurity are at the associate’s degree level in community colleges. There are also post-baccalaureate and post-master’s degree certificates in cybersecurity in the State.

There are also programs in computer science or information systems at many institutions of higher education in the State.

Federal Scholarships for Cybersecurity Programs

[CyberCorps Scholarship for Service](#) is a federal program that provides stipends of up to \$22,500 per academic year for undergraduate students and up to \$34,000 for graduate students. In addition, these scholarships for service may cover expenses normally incurred by full-time students in the institution, including tuition, education-related fees, and other related expenses. These scholarships may be awarded for three years. Recipients must agree to work after graduation for a government agency (including at the state or local level) or, subject to approval, in a position related to cybersecurity for a period equal to the length of the scholarship.

Cyber Security at Coppin State University

In March 2017, Northrop Grumman Corporation and Baltimore-based tech company, Digit All City, entered into an agreement with the U.S. Department of Defense Mentor-Protégé program to offer cyber security at CSU. According to news reports, the program will provide training to CSU and MSU students in computer networking and security, leading to eventual certification in the following CompTIA certifications: A+, Network+, and Security+.

In fall 2016, CSU had 60 undergraduate students enrolled in computer science and 25 undergraduate student enrolled in management information systems.

Cyber Security Center at Morgan State University

The fiscal 2019 State budget includes \$2.0 million for MSU to support the university's Cyber Security Center of Excellence. According to MSU's website, the university's Network Information and Embedded Systems Security Center of Academic Excellence (NIESS-CAE) is designed to provide a portal through which students and faculty can learn about reducing vulnerabilities in the national information infrastructure. MSU expects, by promoting cyber defense related education and research through the center, to produce a growing number of professionals with expertise in various cyber defense disciplines.

MSU's website states that the CWDP at CSU will enable at least 20 MSU students from various departments to participate in the fully funded workshops, at no cost to the students.

In fall 2016, MSU had 204 undergraduate students enrolled in computer science and 147 students enrolled in information systems.

Cybersecurity at Other Institutions Listed in the Bill

BCCC currently offers a cybersecurity program that leads to CompTIA certification. In fall 2016, BCCC had 22 students enrolled in a computer science transfer program and 180 students enrolled in a computer information systems program.

In fall 2016, BSU had 130 undergraduate students enrolled in computer science and 207 students enrolled in computer technology.

In 2016, UMES had 168 undergraduate students enrolled in a computer science/data processing program.

State Fiscal Effect:

General Fund Expenditures

The bill mandates an appropriation of \$2.5 million annually in the budget for MHEC to provide grants to BCCC, BSU, CSU, MSU, and UMES for the CWDPs established under the bill. Thus, general fund expenditures increase by \$2.5 million annually beginning in fiscal 2020. Due to the timing of the required reporting and the availability of funding, MHEC must distribute the funding to the institutions based on the number of students enrolled in each institution's CWDP for the *prior* academic year. For example, the funding

for academic year 2019-2020, the first year in which funding is available (fiscal 2020), will be based on enrollment for academic year 2018-2019 as reported to MHEC on November 1, 2018. The funding must not supplant any funding that would otherwise be provided for each institution.

Higher Education Revenues and Expenditures

BCCC, BSU, CSU, MSU, and UMES revenues and expenditures increase by a total of \$2.5 million annually beginning in fiscal 2020. The amount available to each institution depends on its share of total enrollment for CWDPs as reported to MHEC and may change from year to year. Higher education expenditures for the institutions may further increase, likely minimally, in fiscal 2020 to jointly hold the National Cyber Warrior Diversity Conference. To the extent that the CWDPs at the institutions increase enrollment, tuition revenues increase further. Undergraduate in-state proposed tuition for fall 2018 is \$8,234 for BSU, \$6,625 for CSU, \$7,892 for MSU, and \$8,203 for UMES.

Additional Information

Prior Introductions: None.

Cross File: HB 1819 (Delegate Jackson, *et al.*) - Appropriations.

Information Source(s): Maryland Higher Education Commission; Morgan State University; U.S. Department of Defense; Department of Budget and Management; U.S. Bureau of Labor Statistics; CompTIA; Department of Legislative Services

Fiscal Note History: First Reader - February 20, 2018
nb/rhh Third Reader - April 2, 2018
Revised - Amendment(s) - April 2, 2018
Revised - Budget Information - April 2, 2018
Enrolled - April 24, 2018
Revised - Amendment(s) - April 24, 2018

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Baltimore City Community College's Board of Trustees Policy on Program Advisory Committees (Drafted 11/21/18)

Subject: Program Advisory Committee

Introduction

This guide sets forth the policies and procedures for local education agencies and community colleges to use to establish Program Advisory Committees. Program Advisory Committees are critical to the development and continuous improvement of Career programs of study that prepare students for 21st century careers and the further education and training required by these careers. Program Advisory Committees help ensure programs are aligned to the needs and expectations of the business community, are supportive of state and local economic priorities, and make use of community resources to support student achievement.

Federal and State Requirements

A Program Advisory Committee is required by Maryland's Policies and Procedures for the Development and Continuous Improvement of Career and Technology Education (CTE) Programs of Study and The Maryland Career and Technology Education State Plan for each CTE program that is offered by the local education agencies and community colleges.

The College is required to report on Program Advisory Committee meetings for all programs granted Perkins funding.

Purpose

To assist in ensuring quality, relevant, coherent and innovative curricula, each career program or cluster of related career programs at the Baltimore City Community College will have a Program Advisory Committee comprised of experts in the respective discipline(s) who by majority represent external constituencies/key stakeholders. These non-governing bodies provide counsel/advice to the faculty and administration without legislative authority and compensation.

- ❖ Accredited programs should follow the program advisory committee policy of accrediting bodies.

Fundamentally, the Committees will:

- ❖ Advise faculty, deans, and directors on curricula and related academic matters.
- ❖ Support Academic Program Review and, if appropriate, accreditation self-study.
- ❖ Provide valuable insight into current and projected industry standards, employment competencies, and professional trends.
- ❖ Serve as Program and/or College ambassadors.
- ❖ Serve as resources to the College for initiatives such as academic equipment, fundraising, program development, job placement, student internship/cooperative educational opportunities, community engagement activities, and faculty recruitment.

Membership

- I. Program Advisory Committee membership reflects current and emerging occupations within a career cluster and is reflective of industry representatives who are recognized experts in the career field for which the Program Advisory Committee exists. The members should be leaders who are interested in progress, improvement, growth and support of programs within the community. Once appointed, new members will receive an orientation meeting, including data and other information about the program(s) at the College. In considering membership, program coordinators should consider a variety of businesses and industries that are potential employers of BCCC program graduates. Appointments should be confirmed by College President (or designee) through a letter following the representative's acceptance.
 - In consultation with the appropriate program coordinator(s) and associate dean(s), the respective dean(s) or director(s) will make recommendations to the Vice President of Academic Affairs and Vice President for Continuing Education and Workforce Development regarding composition, charges, and inaugural membership of each Committee at the time of career program or cluster inception.
 - The number of members should range from 9 to 15 unless mandated otherwise by an accrediting body.
 - Membership ideally is comprised of diverse demographic representation from academia, business/industry, and the public and private sector.

- The members should have knowledge and expertise in the industry served by the program.
 - Appointment is for a 3-year renewable term with no more than 33% of membership being replaced in a given year.
 - Membership must include the program coordinator, 1 full-time faculty in discipline, Perkins Administrator (Ex-Officio Non-voting Members), and 1 alumnus of the College (if possible).
 - One student may be appointed, if appropriate.
 - A part-time faculty member may be appointed, if the College does not employ full-time faculty in the discipline.
 - Representatives of local business and industry with varied levels of responsibility in their fields, including all aspects of the industry
 - Members from workforce/business and economic development including the Local Workforce Development Board (LWDB)
 - Representatives from state and/or local government (Ex-Officio Non-voting Members)
 - Members from the Chamber of Commerce
 - Representatives from organized labor
 - Residents within the geographical area served by the education institutions
 - All faculty and administrators associated with the career program or cluster are encouraged to attend meetings as non-voting participants.
- II. Each Committee will have Officers that will each serve a 2-year renewable term.
- The Chairperson will be elected by the members prior to the year of leadership service. He/she will preside at all meetings and plan the meeting agendas in concert with the appropriate program coordinator or cluster administrator(s). The Chairperson may or may not be a College employee.
 - The Vice Chairperson will be elected by the members prior to the year of leadership service. He/she will assume the Chairperson responsibilities when absent as well as will fulfill other duties as assigned. The Vice Chairperson *may or may not* be a College employee.

- The Secretary will be appointed by the Chairperson. He/she will facilitate Committee operations including meeting logistics and record keeping as well as provide support to the Chairperson.

Role of Program Advisory Committees

- III. Each Committee will meet, at minimum, two times per academic year. Based on the needs of the career program or cluster, additional meetings may be scheduled.
- IV. Committee charges will support/advance the College's Strategic Plan.
 - The Committee will advise program coordinators, directors, faculty and administrators about program materials and equipment needs, current industry standards, and industry recognized technical certifications for the specific program.
 - The Committee will provide program specific input for planning, developing, implementing and evaluating programs.
 - The Committee will advise on topics such as curriculum, equipment and student work-based learning opportunities. Their recommendations may include: adding new courses to the program offerings, expanding existing programs, creating options under existing degree programs, or recommending new degree programs to meet current and emerging workforce needs.
 - The Committee will help to assure non-discrimination and equity in programs in their industry
 - The Committee will advise on methods of instruction most appropriate for course content
 - The Committee will assist with program alignment for the development of articulation agreements
 - The Committee will assist in the development of program articulation agreements
 - The Committee members will also assist with job placement and internships for BCCC students
 - The Committee members will serve as guest speakers and mentors for students and involve students in special projects related to the industry

Assessment

- v. Committee composition including membership and charge outcomes will be assessed annually by the associate dean(s) and/or director(s) in consultation with the appropriate program coordinator(s).
 - o Written recommendations for the ensuing academic year will be made by the associate dean(s) and/or director(s), in consultation with the appropriate program coordinator(s), to the Vice President of Academic Affairs and Vice President for Continuing Education and Workforce Development by May 30.
 - o The Vice President of Academic Affairs and Vice President for Continuing Education and Workforce Development may modify the recommendations and/or include additional ones in accordance to the College's Strategic Plan by June 30th for the ensuing academic year.
 - o The final Program Advisory Committee outcomes assessment reports will be shared with the College President who in turn will provide an update to the Board of Trustees.



BCCC



	WORKFORCE DEVELOPMENT / CONTINUING EDUCATION <i>(Less than 12 months)</i>	CERTIFICATE <i>(LOWER DIVISION CERTIFICATE) 12 – 30 Credits</i>	ASSOCIATE DEGREE <i>(AAS, AA, AS, ASE) 60 – 74 Credits</i>
BUSINESS, MANAGEMENT, FINANCE, AND PROFESSIONAL SERVICES 	Business Administration Services <ul style="list-style-type: none"> • Microsoft Office Certificate • Business Writing • Customer Service 	N/A	<ul style="list-style-type: none"> • Business Administration Transfer • Business <ul style="list-style-type: none"> ◦ Marketing (AoC) ◦ Management (AoC) • Office Administration
	<ul style="list-style-type: none"> • Financial Literacy • Excel and Quick Books 	<ul style="list-style-type: none"> • Accounting • Fashion Design 	<ul style="list-style-type: none"> • Accounting • Fashion Design <ul style="list-style-type: none"> ◦ Retailing (AoC)
HEALTH AND BIOSCIENCES 	Allied Health Programs <ul style="list-style-type: none"> • CNA/GNA • MSMT • Pharmacy Technician • Phlebotomy • EKG Technician 	<ul style="list-style-type: none"> • Practical Nursing 	<ul style="list-style-type: none"> • Nursing • Surgical Technology • Respiratory Care • Dental Hygiene • Physical Therapist Assistant
	<ul style="list-style-type: none"> • Medical Billing and Coding 	<ul style="list-style-type: none"> • Coding Specialist 	<ul style="list-style-type: none"> • Health Information Technology
	<ul style="list-style-type: none"> • Emergency Medical Technician 	<ul style="list-style-type: none"> • Paramedic • Paramedic Bridge 	<ul style="list-style-type: none"> • Para medicine
	<ul style="list-style-type: none"> • Biotech/Lab Technician (TBD) 	<ul style="list-style-type: none"> • Biotechnology/Lab Science • Lab Animal Science 	<ul style="list-style-type: none"> • Biotechnology • Arts and Science Transfer <ul style="list-style-type: none"> ◦ Science (AoC)
HOSPITALITY AND TOURISM 	Hospitality Training <ul style="list-style-type: none"> • ProStart Certification • Customer Service/Tourism Ambassador 	N/A	N/A
HUMAN SERVICES AND LAW ENFORCEMENT 	N/A	<ul style="list-style-type: none"> • Addictions Counseling • Allied Human Services • Special Education Assistant 	<ul style="list-style-type: none"> • Addictions Counseling • Allied Human Services • Elementary Education/Generic Special Education Pre K-12 (AAT) • Teacher Education Transfer • Arts & Science Transfer <ul style="list-style-type: none"> ◦ Psychology (AoC)
	Law Enforcement & Corrections <ul style="list-style-type: none"> • Contract Training 	N/A	<ul style="list-style-type: none"> • Law Enforcement and Correctional Administration
	Paralegal Court Reporting <ul style="list-style-type: none"> • Contract Training 	N/A	<ul style="list-style-type: none"> • Legal Assistant
	<ul style="list-style-type: none"> • Childcare Training Programs 	<ul style="list-style-type: none"> • Early Childhood Education 	<ul style="list-style-type: none"> • Early Childhood Education

	WORKFORCE DEVELOPMENT / CONTINUING EDUCATION <i>(Less than 12 months)</i>	CERTIFICATE <i>(LOWER DIVISION CERTIFICATE) 12 – 30 Credits</i>	ASSOCIATE DEGREE <i>(AAS, AA, AS, ASE) 60 – 74 Credits</i>
INFORMATION TECHNOLOGY AND CYBER SECURITY 	Pre-Cyber Security <ul style="list-style-type: none"> • IT Essentials • A+ Certification 	<ul style="list-style-type: none"> • Information Technology Basic Skills 	<ul style="list-style-type: none"> • Computer Information Systems • Computer Aided Drafting and Design
	<ul style="list-style-type: none"> • Net+ Certification • Security + Certification 	<ul style="list-style-type: none"> • Cyber Security and Assurance 	<ul style="list-style-type: none"> • Cyber Security and Assurance
MANUFACTURING, CONSTRUCTION AND ENGINEERING TECHNOLOGIES 	N/A	N/A	<ul style="list-style-type: none"> • Arts and Science Transfer <ul style="list-style-type: none"> ◦ Pure and Applied Mathematics (AoC)
	N/A	N/A	<ul style="list-style-type: none"> • Engineering Transfer • Electrical Engineering Transfer
	N/A	<ul style="list-style-type: none"> • Robotics/Mechatronics Technology 	<ul style="list-style-type: none"> • Robotics/Mechatronics Technology
	Construction Core <ul style="list-style-type: none"> • Weatherization Installer • Telecommunications Cabling • Pro-Apprenticeship 	<ul style="list-style-type: none"> • Construction Supervision 	<ul style="list-style-type: none"> • Construction Supervision
TRANSPORTATION DISTRIBUTION LOGISTICS 	<ul style="list-style-type: none"> • Warehouse Logistics Associate 	<ul style="list-style-type: none"> • Transportation, Supply Chain Management 	<ul style="list-style-type: none"> • Transportation, Supply Chain Management
	<ul style="list-style-type: none"> • Drivers Education / CDL <i>(pending)</i> 	N/A	N/A
	Automotive Technician <i>(pending)</i> <ul style="list-style-type: none"> • Mechanic • Service Technician 	N/A	N/A
VISUAL AND PERFORMING ARTS/ GENERAL STUDIES 	N/A	N/A	<ul style="list-style-type: none"> • Arts and /Science Transfer <ul style="list-style-type: none"> ◦ Art (AoC) ◦ Music (AoC) ◦ Theatre (AoC) • General Studies Transfer

- BUSINESS, MANAGEMENT, FINANCE, AND PROFESSIONAL SERVICES
- HEALTH AND BIOSCIENCES
- HOSPITALITY AND TOURISM
- HUMAN SERVICES AND LAW ENFORCEMENT
- INFORMATION TECHNOLOGY AND CYBER SECURITY
- MANUFACTURING, CONSTRUCTION AND ENGINEERING TECHNOLOGIES
- TRANSPORTATION DISTRIBUTION LOGISTICS
- VISUAL AND PERFORMING ARTS/GENERAL STUDIES



CAREER

Pathways@BCCC



Mayor Catherine E. Pugh and Baltimore City Community College Interim President Dr. James H. Johnson Jr. Announce the new Industrial Maintenance Mechanic Apprenticeship program

The Maryland Department of Labor, Licensing and Regulation approved the energy-sector initiative, which was created with direct input from local businesses

BALTIMORE — Baltimore City Mayor Catherine E. Pugh and Baltimore City Community College (BCCC) Interim President James H. Johnson Jr. announced the launch of a new competency-based Industrial Maintenance Mechanic Apprentice program scheduled to begin this fall.

The apprenticeship program was developed with input from local businesses and organizations with interests in the energy sector. The Maryland Department of Labor, Licensing and Regulation (DLLR) recently approved the program, which allows trainees to enter the workforce once they have demonstrated mastery of the requisite skills rather than gain certification based on how many hours they log in the classroom or at a job site.

"Our Office of Employment Development successfully facilitated the conversation with leading city employers, resulting in the approval of BCCC's Industrial Maintenance Mechanic Apprenticeship Program," Mayor Catherine E. Pugh said. "Thanks to the Maryland State Department of Labor, Licensing and Regulation for approving this vital initiative that will benefit Baltimore City residents seeking sustainable careers in the energy sector."

"Baltimore City Community College is proud to partner with the says Mayor's Office of Employment Development and our industry partners to prepare Baltimore City residents for jobs in a high-demand, well-paying field. This innovative program delivers tailored training to meet the employers' needs and provides BCCC with a novel approach to efficiently transition students from the classroom to the workforce," James H. Johnson, Jr., interim president of BCCC said.

The program will instruct students in the installation and maintenance of mechanical machinery and systems as well as workplace safety. Students completing the program after an estimated 605 hours or about three years will enter the field as a journeyman and earn an industry-standard

certification issued by the National Center for Construction Education and Research.

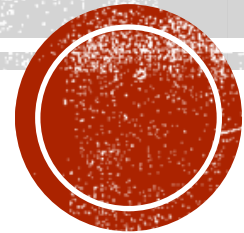
BCCC is currently accepting applications for the program and class will begin Sept. 2

THE PATHWAYS TO STUDENTS SUCCESS FROM DEVELOPMENTAL READING/ENGLISH TO CREDIT LEVEL ENGLISH

Theron Coleman

Interim Associate Dean

English, Humanities, Visual and Performing Arts Department



FOUR (4) PATHWAYS TO STUDENTS SUCCESS

- Accelerated Developmental RENG. & English Courses
- Instructor Consistency
- Directive Self Placement
- Co-Requisite Developmental RENG. & English Courses (ALP)



ACCELERATED DEVELOPMENTAL RENG. & ENGLISH COURSES

Purpose:

- **Most community colleges require new students to take placement exams to assess their readiness for college-level work. Students with very low levels of preparation may be referred to a three-course developmental education sequence in English (RENG. 90, 91, 92) before they can proceed to college-level courses.**
- **The majority of developmental students drop out before completing their assigned sequence—either because they fail a course or because they do not enroll in the next course in the sequence.**



ACCELERATED DEVELOPMENTAL RENG. & ENGLISH COURSES

English, Humanities, Visual and Performing Arts Plan



ACCELERATED DEVELOPMENTAL RENG. & ENGLISH COURSES

English, Humanities, Visual and Performing Arts Design



BENEFITS OF AN ACCELERATED DEVELOPMENTAL RENG. & ENGLISH COURSES

➤ Fewer opportunities for exit:

- ❖ Minimize exit points and limits time students spend in RENG.
- ❖ Reduces the likelihood that outside commitments will pull students away

➤ Better alignment with credit – level courses :

- ❖ RENG. courses are tailored to the skills required for English 101
- ❖ Connecting assignments that parallel to college level expectations



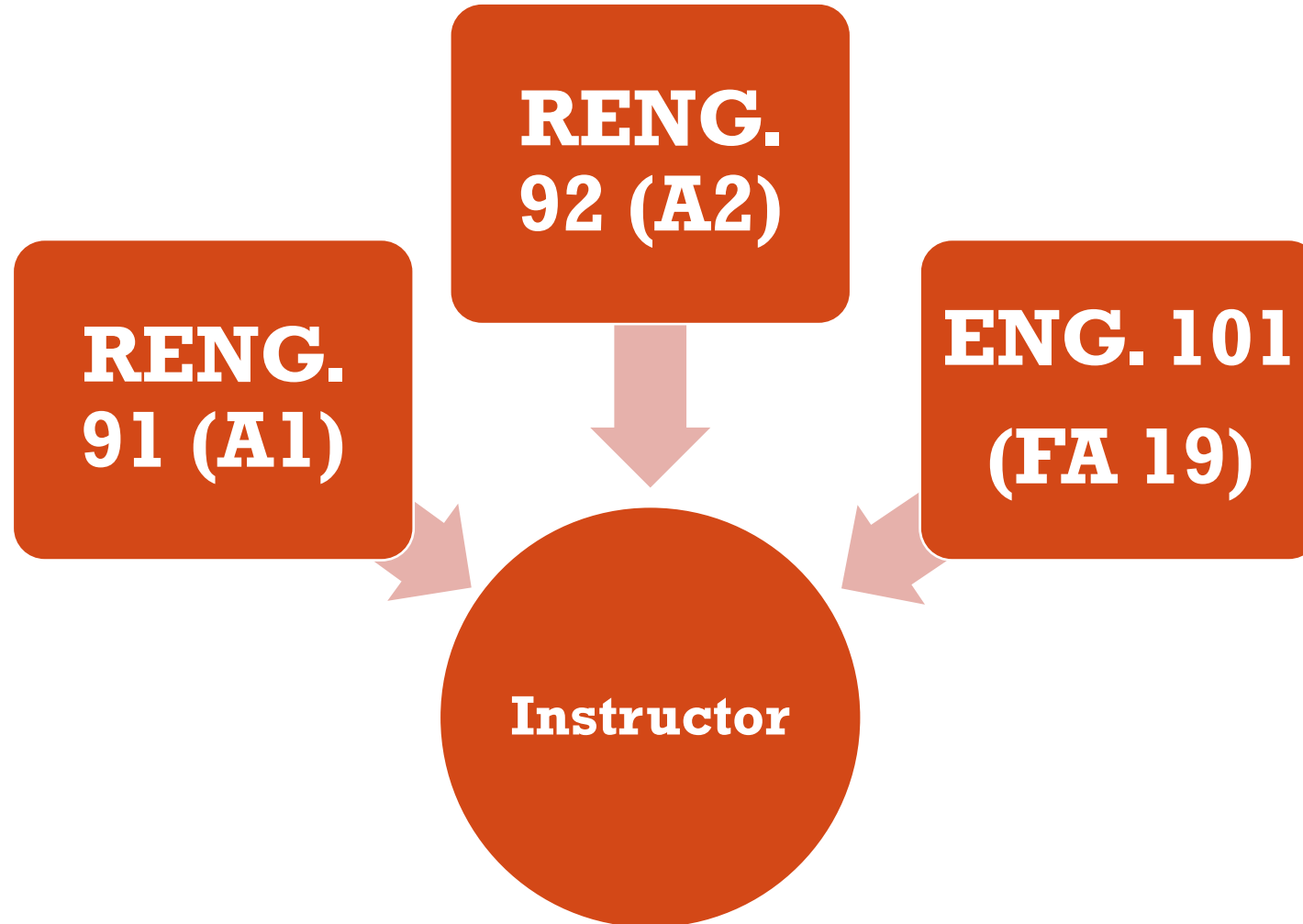
INSTRUCTOR CONSISTENCY

Purpose:

Creating sequencing courses that retain the same instructor will increase a student's comfortability and expectations, while forming a stable routine of guidelines, assignments and assessments.



INSTRUCTOR CONSISTENCY DESIGN



BENEFITS OF INSTRUCTOR CONSISTENCY

- **Consistency with expectations**
 - ❖ Students become comfortable with the instructor's style of teaching and guidelines (i.e. due dates, writing assignments, etc.).

- **Reassurance**
 - ❖ Students become more secure in their writing skills therefore improving their grades and successfully completed developmental courses quicker.



DIRECTED – SELF PLACEMENT

Purpose:

Directed Self-Placement (DSP) is a program designed to help entering students determine which first-year composition course is the right choice for them.

DSP challenges two key assumptions that college writing ability can be effectively measured outside the rich context of classroom assessment practices, and that writing ability alone best predicts success in the college writing classroom.

The theory behind DSP is to explain to students ahead of time what will be expected of them in the required courses (standardized grading), and then to let them decide if they are ready to work hard enough, or able to handle their lives well enough, to succeed in the course.



DIRECTED –SELF PLACEMENT PLAN

- Student will complete a writing prompt designed by the department.
- Next, the student will answer questions about the writing process and his/her experiences as a writer .
- Student then reads at least three to four samples of writing from students, then the student selects the sample which most closely connects to his/her own writing.
- Student reviews the course descriptions of the three optional placement courses (RENG. 91, 92 and English 101). The student will then choose the course description that addresses his/her needs as a writer while also challenging him/her to develop his/her skills in writing.
- Student meets with an advisor to discuss the recommended placement and then chooses the course that suits his/her skills.



DIRECTED SELF PLACEMENT PLAN

Option 1 (SPRING 19)	Option 2 (SPRING 19)
ENGLISH 101	RENG. 91 (A1) RENG. 92 (A2)
One semester option: ENGLISH 101. Students who feel they can meet proficient levels in all the learning goals of the program within 16 weeks can choose this option.	Stretch option: RENG. 91 and/or RENG. 92. Students who feel they need two 8 week semesters to meet proficient levels in all the goals of the program may choose this option.



BENEFITS OF DIRECTED SELF PLACEMENT

- DSP shifts the site for determining a student's writing proficiency from a test to the curriculum of the student's major.
- Empowers students to self-select writing courses best suited to their individual needs.
- Studies show that when students make their own course choice, they are more motivated, more engaged, and more satisfied with their work than when they are simply placed in a course according to the results of a test.



RESULTS OF A DIRECTED SELF PLACEMENT

Year	ENGL 102-103		ENGL 105		Totals
2003-04	121	.57	91	.43	212
2004-05	194	.66	100	.34	294
2005-06	255	.68	107	.29	362
Totals	570	.66	298	.34	868



CO-REQUISITE DEVELOPMENTAL RENG & ENGLISH COURSES (ACCELERATED LEARNING PROGRAM - ALP)

Purpose:

Increase the gateway course completion within the first year by enrolling students into the college-level English courses, providing those who need additional support with a concurrent course that offers academic support.

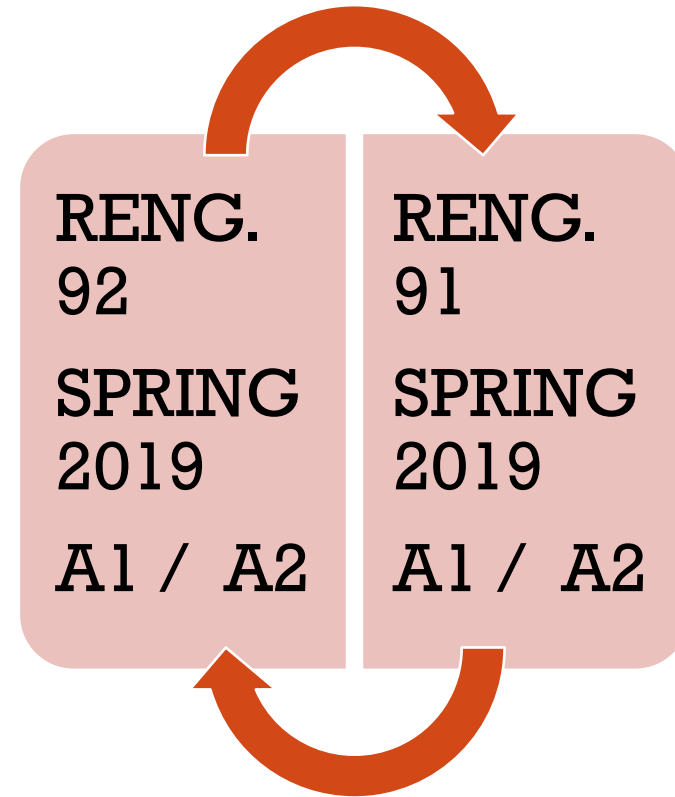
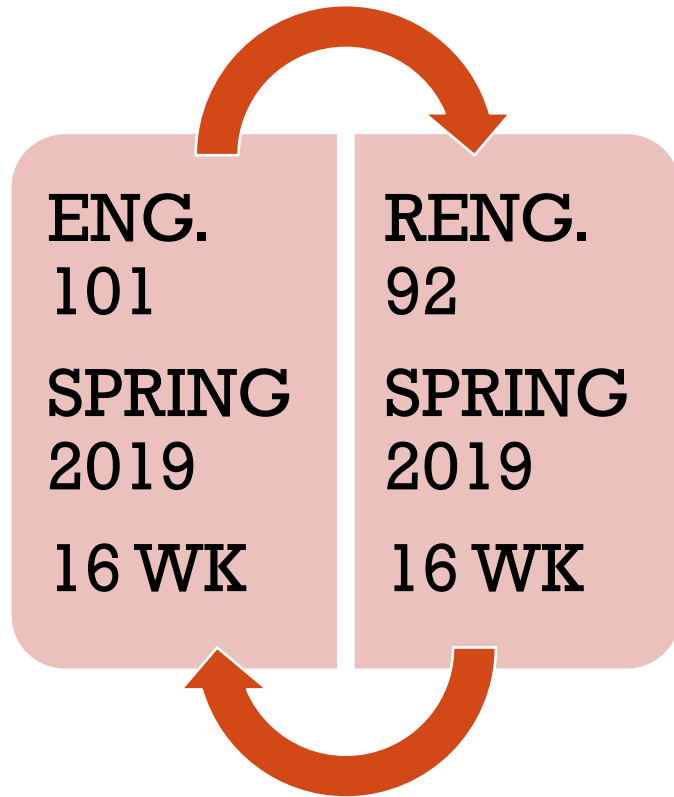


CO-REQUISITE DEVELOPMENTAL RENG & ENGLISH COURSES (ALP) DESIGN

- Enroll a cohort of 10 RENG 92 students in a section of ENG. 101 where there are 10 students already placed in ENG. 101.
- The cohort of 10 RENG. 92 students also enroll in a RENG. 92 course taught by the same ENG. 101 instructor which meets immediately after the ENG. 101 course.
- During the RENG. 92 course, the students are receiving the support needed to pass ENG. 101.



CO-REQUISITE DEVELOPMENTAL RENG & ENGLISH COURSES (ALP) DESIGN



BENEFITS OF THE CO-REQUISITE RENG. & ENGLISH COURSES (ALP)

- Enhance students' learning and development by keeping them focuses on the given subject matter and learning
- Co-Requisite students are more likely to accumulate 12 credits within one year of passing their developmental course.
- Faculty development
- Faculty consistency
- Accelerating through developmental courses faster



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2019 MAYOR'S SCHOLARS PROGRAM

Making BCCC Tuition-Free

Through a Last-Dollar Scholarship



Frequently Asked Questions



ABOUT THE MAYOR'S SCHOLARS PROGRAM

You may be eligible for the Mayor's Scholars Program and **pay no tuition at BCCC** while working toward an associate degree, a certificate or taking part in a certified job training program. The Mayor's Scholars Program makes higher education affordable for residents of Baltimore City who graduate from high school in 2019, and gives them a path to a career and financial security through a **last-dollar scholarship**.

Who is Eligible?

To be eligible, a student must:

- Be a Baltimore City resident and a 2019 high school graduate.
- Enroll at BCCC for the term immediately following high school graduation.
- Complete Free Application for Federal Student Aid (FAFSA), if the student is eligible to apply for state and federal financial aid.
- Participate in the Mayor's Scholars Summer Bridge Program, which is scheduled to begin on July 1, 2019. Mayor's Scholars are automatically enrolled in the Summer Bridge Program and must participate to enroll in Fall 2019 classes.

How Does A Student Apply?

- Complete the BCCC application by April 20, 2019, at bccc.edu/admissions and indicate that you are applying for the Mayor's Scholars Program.
- Complete a FAFSA at fafsa.ed.gov by March 1, 2019, and enter the BCCC code 002061.
- Take the Accuplacer exam by April 20, 2019.
- Ask your school counselor to send an official copy of your high school transcript to BCCC by April 20, 2019.
- If you take the SAT or ACT, have those scores sent to BCCC by April 20, 2019.

What expenses does the Mayor's Scholars Program cover?

The program covers BCCC tuition and mandatory college fees. It does not cover textbooks, transportation, food and other out-of-pocket costs for students.

What BCCC programs are included?

Mayor's Scholars can enroll in any BCCC associate degree, certificate and job training program. Nursing and health professions require an additional application.

What is a last-dollar scholarship?

The Mayor's Scholars Program is a last-dollar scholarship that funds the difference between a student's state and federal financial aid award and the cost of tuition and mandatory fees at BCCC. Because it is "last-dollar," all students who are eligible to submit a FAFSA must do so.

What if a student is not eligible for state and federal financial aid?

If a student cannot submit a FAFSA due to their immigration status, that student is still eligible for the Mayor's Scholars Program. All information regarding immigration status will remain confidential.

If a student submits a FAFSA and is determined not to be eligible for state or federal financial aid due to household income, the student will still receive the Mayor's Scholars Program scholarship, if all other criteria are met.

Is there a minimum GPA required?

A minimum GPA is not required to enter the Mayor's Scholars Program. Students, however, must be enrolled full-time (12 credits or more for associate degree), remain in good academic standing and maintain at least a 2.0 GPA while attending BCCC.

How long does the scholarship last?

The Mayor's Scholars Program will cover tuition and mandatory fees for up to three years for an associate degree or one and a half times the expected completion time of any BCCC certificate or certified job training program.

How can students get assistance to complete their FAFSAs?

Students and their parents can get help completing FAFSAs from their high school guidance counselors, CollegeBound counselors and BCCC's financial aid office. The FAFSA process can be long, as many students are required to confirm or provide additional information after initial submission. Students should begin the FAFSA process early.

Are students who graduate from private, parochial or homeschooling eligible for the Mayor's Scholars Program?

Yes. Any student who lives in Baltimore City and graduates from high school in 2019 is eligible to enroll in the Mayor's Scholars Program for the 2019-20 academic year. This is a change in the eligibility requirements from the previous year.

Are immigrant students eligible for the Mayor's Scholars Program?

Yes. Students are eligible regardless of their immigration status. All information regarding immigration status will remain confidential. Students with certain immigrant statuses such as Special Juvenile Visa holders, T and U Visa holders, asylum seekers and undocumented students should not complete a FAFSA.

Can students start classes in Fall 2019 or Spring 2020?

No. Students must begin BCCC classes in the summer of 2019 as part of the required Summer Bridge Program which begins on July 1, 2019. The 2019 BCCC Summer Bridge is scheduled Monday-Friday from July 1 to August 9, 2019.

Does the Mayor's Scholars Program scholarship apply to certified job training programs?

Yes, students interested in taking a certified job training program at BCCC can be part of the Mayor's Scholars Program. They do not need to fill out FAFSA, but they should still submit an application to BCCC by April 20, 2019. Eligible certified job training programs will help prepare students for high-demand careers in health care, construction and transportation, and information technology/cybersecurity.

HOW DOES THE MAYOR'S SCHOLARS PROGRAM (MSP) DIFFER FROM THE MARYLAND COMMUNITY COLLEGE PROMISE SCHOLARSHIP (MCCPS)?

	MSP	MCCPS
Last-dollar: Must submit FAFSA if eligible	Yes	Yes*
Community College partner	BCCC	Any Maryland community college
Minimum GPA to enroll	None	2.3
Minimum GPA in program	2.0	2.5
Immigration status eligibility	All students eligible, regardless of immigration status	US Citizens and DACA students eligible
Income limit	None	\$100,000 for single-parent families \$150,000 for two-parent families
Summer Bridge Program	Yes, mandatory	No
Service Requirement	None	Work in MD after graduation for minimum of 1 year for each year or partial year of awarded scholarship
Job Training/ College Certificate programs	Yes	No

* The MCCPS program awards are made after any local last-dollar scholarships. For more information about the MCCPS, visit the Maryland Association of Community Colleges website: mdacc.org.

ABOUT THE SUMMER BRIDGE PROGRAM

What is the Summer Bridge Program?

A six-week program of orientation and support designed to ease the transition from high school to college or career. Students tour campus facilities and meet key faculty, advisors and student leaders. Students take academic classes or begin their job training program, meet city leaders, participate in enrichment activities, and have fun while building valuable relationships.

Can Summer Bridge students get paid to attend the Summer Bridge Program?

Yes, students who are eligible to work in the U.S. can be paid through YouthWorks. The deadline to register for YouthWorks is March 1, 2019. Students who do not register for YouthWorks by March 1, 2019, can attend the Summer Bridge without being paid.

How do students register for YouthWorks?

Registering for YouthWorks is a two-step process, and all students who wish to be paid by YouthWorks must complete both steps. The first step is to register online. Visit youthworks.oedworks.com for information and to complete the online application. Online application begins January 2, 2019, and applications are due March 1, 2019.

The second step is needed to verify that all students who will be paid by YouthWorks have permission to work in the United States. Students may schedule verification appointments from January 28 to March 30, 2019. Afternoon verification appointments are held after school and on Saturdays (in March only). Weekday verification appointments are held when city schools are closed or in half-day session. No verification appointments will be held on Mondays in March. Limited rescheduled verification appointments can take place before March 1, and no rescheduled verification appointments will take place after March 1.

Can students have another job while attending Summer Bridge?

Yes. Students will spend approximately 25 hours per week during the summer at BCCC, allowing students to devote time outside of class and homework to additional paid work.

ABOUT THE FUTURE

Can students attend a four-year college for free?

Coppin State University has offered to provide scholarships covering full tuition to Mayor's Scholars who graduate with an associate degree from BCCC.

WHAT ARE THE DEADLINES FOR THE MAYOR'S SCHOLARS PROGRAM?

FAFSA	March 1, 2019
YouthWorks.....	March 1, 2019
BCCC/MSP application.....	April 20, 2019
Send high school transcript to BCCC.	April 20, 2019
Take Accuplacer Exam	April 20, 2019
Send SAT/ACT scores to BCCC	April 20, 2019

Get More Information

Visit bccc.edu, call 410-462-8300 or email MSP@BCCC.edu to learn more about free tuition through the Mayor's Scholars Program.



WORKFORCE DEVELOPMENT

**BUILD
YOUR
FUTURE**



THE MAYOR'S SCHOLARS PROGRAM

offers a last-dollar scholarship to make BCCC's job training programs affordable for residents of Baltimore City who graduate from high school in 2019, giving them a path to a career and financial security.

WHAT YOU NEED TO KNOW ABOUT THE MAYOR'S SCHOLARS PROGRAM AND JOB TRAINING PROGRAMS:

The scholarship covers tuition and mandatory fees for one and half times the expected completion time of any BCCC certified job training program.

Mayor's Scholars students in job training programs **pay no tuition or mandatory fees**—although students are responsible for the cost of some out-of-pocket expenses such as transportation.

Students interested in job training programs must begin their program as part of the Summer Bridge Program, which starts July 1, 2019. Students may be paid to attend the Summer Bridge Program through YouthWorks.

To register for YouthWorks and be paid to attend the Summer Bridge Program, students must complete the two-step application process. The online application opens on January 2, 2019, and is due no later than March 1, 2019. As part of Youthworks, all students must attend a verification appointment to verify they are eligible to work in the United States. Verification appointments may be scheduled between January 28, 2019, and March 30, 2019.

To enroll in a BCCC job training program, students must submit their application to BCCC by April 20, 2019.

ELIGIBLE BCCC PROGRAMS

Certified job training programs eligible for the Mayor's Scholars Program scholarship include:

Healthcare Careers

- Certified Nursing Assistant/Geriatric Nursing Assistant
- Multi-skilled Medical Technician
- Certified Pharmacy Technician
- Medical Billing and Coding

Construction and Transportation Careers

- Construction Core Pre-Apprenticeship
- Telecommunications Cabling
- Warehouse Logistics

Information Technology/ Cybersecurity Careers

- Pre-Cyber Security
- IT Networking/Cyber Security

Visit www.bccc.edu/programsandcertificates for information on BCCC's offerings.

HOW THE MAYOR'S SCHOLARS PROGRAM WORKS

	Job Training Programs	Associate Degrees and College Certificate Programs
Must submit FAFSA if eligible	No	Yes, application due March 1, 2019
Summer Bridge Program	Yes, mandatory	Yes, mandatory
YouthWorks Stipend for Summer Bridge Program	Yes, students must complete two-step application process	Yes, students must complete two-step application process
What does the scholarship cover?	Tuition and mandatory fees for up to one and half times the expected completion time of program	Tuition and mandatory fees for up to three years
Eligible Programs	<ul style="list-style-type: none"> • Certified Nursing Assistant/Geriatric Nursing Assistant • Multi-skilled Medical Technician • Certified Pharmacy Technician • Medical Billing and Coding • Construction Core • Telecommunications Cabling • Warehouse Logistics • Pre-Cyber Security • IT Networking/Cyber Security 	Any degree or certificate program
Program completion	Job training programs are designed to take less than 1 year	Associate degrees require 60-74 credits, (usually takes 2-3 years) Certificate programs require 12-30 credits (usually 1 year or less)

Take advantage of this valuable chance to earn an associate degree, earn a certificate or complete a training program that will prepare you for jobs in the Baltimore region.

APPLICATION DEADLINE

To enroll in a BCCC job training program, students must submit their application to BCCC by **April 20, 2019.**



Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215-7807
410.462.8300 | bccc.edu



MEMORANDUM OF UNDERSTANDING
Between
BALTIMORE CITY COMMUNITY COLLEGE
and
UNIVERSITY OF BALTIMORE

Introduction

This Memorandum of Understanding (MOU) is entered into between Baltimore City Community College (hereafter, "BCCC") and the University of Baltimore (hereafter "UB"), collectively referred to as "parties." The purpose of this MOU is to enable BCCC and UB to work in partnership under the B-Power Initiative to offer dual enrollment opportunities to Baltimore City high school students.

B-Power, an abbreviation for Baltimore Power, is an initiative of collaborative efforts between Baltimore City organizations to increase educational and career opportunities for city students. Dual enrollment, defined as students simultaneously enrolled in both high school and college courses, is a strategy used by the B-Power Initiative to help increase students' college and career preparedness and completion.

Term of the MOU

The term of this MOU shall be for a period of three years beginning on the date this MOU is entered into, unless terminated earlier as outlined in the MOU. Thereafter this MOU shall be reviewed for renewal of a period of one year.

Responsibilities of the Parties

BCCC Shall:

1. Establish and maintain a pool of faculty available to teach dual enrollment courses.
2. Make courses available for dual enrollment students to enroll into.
3. Make all eligible students aware of the opportunity to participate in dual enrollment
4. Provide students and parents with the steps required to apply for dual enrollment courses and guidance throughout the application process.

UB Shall:

1. Establish a pool of faculty available to teach dual enrollment courses.
2. Identify eligible students to recommend for dual enrollment courses at BCCC.
3. Assist students with submitting transcripts to BCCC, if required.

Both Parties shall:

1. Collaborate on the marketing efforts instituted to advertise and promote the opportunity.
2. Maintain a list of all students who participate in dual enrollment courses under this MOU.
3. Develop a communication plan for sharing the progress of students to parents, high school administrators, faculty, and the parties.
4. Determine agreed upon assessment measurements.
5. Create joint reports for distribution.

6. Make certain that its employees, agents, volunteers, and contractors and any instructors who have contact with students be fingerprinted and complete a state criminal background check in compliance with Title 5, Subtitle 5, Part VI of the Family Law Article of the Maryland Code.

Family Education Rights and Privacy Act (FERPA)

BCCC and UB shall adhere to the policies and procedures as defined by the Family Education Rights and Privacy Act (FERPA) as well as requests made under the Public Information Act and those made through official requests by a government agency.

Data sharing and Dissemination

The parties shall confer with one another regarding the time, manner, and content of appropriate data for sharing and dissemination. This includes, but is not limited to student information, results of studies or reports, publicity materials, or news releases in any form. Both parties must provide consent to any sharing and dissemination.

Termination

Either party may terminate this MOU at any time with written notification at least thirty days prior to termination.

Students enrolled in a course at the time of termination shall be permitted to complete the course under the terms and conditions set forth in this MOU.

Indemnification

Neither party shall assume any obligation to indemnify, hold harmless, pay attorneys' fees or damages that may arise from or in any way be associated with the performance or operation of this MOU. Furthermore, the liability of the UB and BCCC shall be governed by the terms and provisions of the Maryland Tort Claims Act, where applicable.

Independent Contractors

Except as otherwise specified herein, nothing in this Agreement shall be construed to create any relationship between the parties other than that of independent entities cooperating solely for the purposes stated in this MOU. It is mutually understood and agreed that each party to this MOU, including their agents and employees, are acting and performing as independent contractors. Neither party has, nor shall have, control or direction of the other or create any obligation or responsibility on behalf of the other party. Accordingly, each party shall assume full responsibility for its own actions, including acts of omission or commission, by their employees, officers, directors and agents.

Nondiscrimination

UB and BCCC agree to make no distinction among the participant students or employees who are covered by the MOU on the basis of age, sex, sexual orientation, race, color, religious belief, national origin, marital status, gender identification, status as a qualified individual with a disability or handicap or as a disabled veteran.

Governing Law

This MOU shall be governed by, and construed in accordance with the laws of the State of Maryland.

Compliance with Laws

Both parties shall comply with all federal, state, and local laws, statutes, ordinances, rules, and regulations applicable to the services to be rendered under this MOU. Any violation of these laws, statutes, ordinances, rules, or regulations constitutes a breach of this MOU and entitles the non-breaching party to terminate this MOU immediately upon delivery of written notice of termination to the breaching party.

Interpretation

The MOU shall not be construed or interpreted for or against any party hereto because the party drafted or caused that party's legal representative to draft any of its provisions. Any heading of the paragraphs in this MOU is inserted for convenience and reference only and shall be disregarded in construing or interpreting this MOU. When interpreting the MOU, the terms of this MOU shall be controlling unless, specifically changed by an Amendment signed by the parties, all other documents shall be subordinate to the general terms of this MOU.

Entire Agreement

This MOU and its attachments constitute the entire agreement between the parties and neither party shall be bound by any representations, statements, promises or agreements not expressly set forth herein.

IN WITNESS WHEREOF, all parties have signed and sealed this MOU as of the day first written above.

Kurt L. Schmoke
President
University of Baltimore

Date

Date

DRAFT



Policy No:

**Title of Policy: Partnership Agreement Policy
(includes: Contracts, Grants, Articulations, and Memoranda of Understanding)**

Policy (check one): New Revised Reformatted

Applies to (check all that apply):

Faculty Staff Students Division/Department College

Topic/Issue:

A new policy was developed to regulate Baltimore City Community College contract agreement partnerships within the community and universities.

Rationale for Policy:

As listed in the General Assembly of Maryland: House Bill 1595 Emergency Bill/CF Senate Bill 1127, this policy is written to define how Baltimore City Community College will develop new and improved partnerships between the College and Baltimore City, the Baltimore City Public School System, institutions of higher learning located in Baltimore City, business and workforce sectors, religion, civic, and professional communities, and the state.

State/Federal Regulatory Requirements (cite if applicable):

- General Assembly of Maryland: House Bill 1595 Emergency Bill/CF Senate Bill 1127
- Enacted under Article II, Section 17(c) of the Maryland Constitution - Chapter 847
- COMAR 13B Maryland Higher Education Commission (MHEC), Subtitle 07.Community College: Federal, States or Local Contracts and Grants.

The regulations encourage community colleges to seek Federal, State, or local contracts and grants to support the training needs of their respective service areas. The regulations also ensure that State aid for training funded through Federal, State or local contracts or grants will be proportionately reduced by an appropriate amount, as determined by the Commission, in order that course costs are not reimbursed twice.

Policy Language:

Baltimore City Community College will develop partnership agreements with various organizations and universities throughout the community. These agreements will ensure students' attainment of their educational and workforce goals.

Implementation Date:

Proposed by: Dr. Tonja Ringgold
Vice President/Senior Staff Member

Approved by the Board of Trustees: _____

Originator/Division: Academic Affairs/Academic Operations and Services

****This policy once approved by the Board of Trustees supersedes all other policies.***



Title of Procedure: Contract Agreement and Memoranda of Understanding Partnership

Procedure (check one): New Revised Reformatted

Applies to (check all that apply):

Faculty Staff Students Division/Department College BCCC

Topic/Issue: A partnership contract agreement and or memoranda of understanding is a signed legal document that outlines the partnership between two separate organizations. This procedure will outline the processes used for Workforce Development and Continuing Education Division at Baltimore City Community College (BCCC) must follow when considering a MOU partnership with business, government and community organizations (State, Local, Private and Non-for-Profit).

Background to Issue/Rationale for Procedure:

Realignment Task under HB1595:

Realignment Task Number 4: Enter into memoranda of understanding in order to establish student pathways to success with the Baltimore City Public Schools, institutions of higher education, and employers.

State/Federal Regulatory Requirements (cite if applicable):

- General Assembly of Maryland: House Bill 1595 Emergency Bill/CF Senate Bill 1127. Realignment Task #4: Enter into memoranda of understanding in order to establish student pathways to success with Baltimore City Public Schools (BCPSS), institution of higher education, and employers.
- Enacted under Article II, Section 17(c) of the Maryland Constitution - Chapter 847
- COMAR 13B Maryland Higher Education Commission (MHEC), Subtitle 07. Community College: Federal, States or Local Contracts and Grants.

The regulations encourage community colleges to seek federal, State, or local contracts and grants to support the training needs of their respective service areas. The regulations also ensure that State aid for training funded through federal, State or local contracts or grants will be proportionately reduced by an appropriate amount, as determined by the Commission, in order that course costs are not reimbursed twice.

Procedure Language:

Baltimore City Community College will develop contract agreements and memoranda of understanding agreements to offer instruction and student services to Baltimore City Community College (BCCC) constituents. BCCC reserves the right to update and amend this procedure at any time.

1. Staff and/or the community identify potential needs for College services and projects for partnership engagement.
2. Staff and community partner(s) meet to negotiate the terms of the agreement.
3. Staff develop a proposal for the client/partner to review a scope of work and budget for services being requested.
4. Once both parties agree to the terms of the agreement, scope of work and budgets, the Program Director of Workforce Development and Continuing Education, forwards (2) copies of the Contract Agreement/Memorandum of Understanding with the internal routing sheet to the Director of Budgets and Contract Services for review and approval.
5. The Director of Budgets and Contracts Services reviews and signs the internal routing sheet, then forwards the MOU/Contracted Agreement to the Director of Operational Services for review and approval.
6. The MOU/Contracted Agreement is forwarded to the Vice President of Workforce Development and Continuing Education Division for review and approval.
7. Upon approval, the agreement is forwarded to Business Administration (Grants Office) for review and approval.
8. After the Grants Manager (Business Administration) reviews and signs the internal routing sheet, the MOU/Contract Agreement is forwarded to the VP of Business Administration for review and approval.
9. After the VP of Business Administration signs the internal routing sheet, it is forwarded to the Chief of Staff for legal sufficiency.
10. After signed and approved for legal sufficiency by the Chief of Staff, it is forwarded to the President's Office for review and signed for final.
11. After the President sign the MOU/Contracted Agreement, it is returned to Workforce Development and Continuing Education (Director of Budgets and Contracts Services).
12. The Director of Budgets and Contracts Services, give two copies to the Program Director.
13. The Program Director forwards the (2) original MOUs/Contracted Agreements to the client for signature.
14. Once the client signs, one MOU/Contracted Agreement is returned to the Program Director. The client keeps the other original MOU/Contracted Agreement.
15. The Program Director provides the original MOU/Contracted Agreement to the Director of Budgets and Contracts Services.

16. The Director Budgets and Contracts Services scan and upload (PDF) of the contract into shared drive (Intranet Pulse).
17. The Director of Budgets and Contracts Services assigns a Program Cost Account (using approved flat rate PCA) on the agreement and make copies for the Program Director and the Grants Office.
18. The Grants Office receives the original signed fully executed MOU/Contracted Agreement.(All originals are maintained in Business Administration Grants Office)
19. A copy of the MOU/Contracted Agreement is filed in Workforce Development and Continuing Education Division.

Implementation Date:

Proposed by: VP Michael D. Thomas/Shawnette Shearin,
Director
Staff Member

Vice President/Senior

Approved by the Board of Trustees:

Originator/Division: Workforce Development and Continuing Education



Title of Procedure: Articulation Partnership Agreement

Procedure (check one): New X Revised Reformatted

Applies to (check all that apply):

Faculty X Staff X Students Division/Department X College BCCC

Topic/Issue: An articulation agreement is a signed legal document that provides a seamless pathway for students in high school to community college, or community college to a four-year college or university.

Background to Issue/Rationale for Procedure: Articulation agreements exist between a community college and a four-year institution. The purpose of these agreements is to create a seamless transfer for students. For high school students, articulation agreements enable a smooth and speedy transition from high school to the community college, without duplication of courses, or loss of semester credits. Articulation agreements also enable students to receive credits towards a certificate or associate degree for high school courses.

State/Federal Regulatory Requirements (cite if applicable):

General Assembly of Maryland: House Bill 1595 Emergency Bill/CF Senate Bill 1127.
 Realignment Task #4: Enter into memoranda of understanding in order to establish student pathways to success with Baltimore City Public Schools (BCPSS), institution of higher education, and employers.

Procedure Language:

Baltimore City Community College will develop articulation agreements to offer seamless pathways for students from high school to community college, or community college to a four-year college or university. BCCC reserves the right to update and amend this procedure at any time.

1. Establish the need for an articulation.
2. Articulation Coordinator verifies if there is a current articulation on file.
3. If a new agreement is needed, Articulation Coordinator will schedule an internal meeting with the appropriate constituents (Deans, Registrar, Director of Financial Aid and Articulation or Transfer Officer at the other institution).
4. Establish the template to use for the articulation agreement.
5. During the negotiations process, both schools will review and revise the agreement as necessary.

6. The Articulation Coordinator will circulate two original copies of the agreement for appropriate approvals (Program Dean, Dean of Academic Operations and Services, Vice President of Academic Affairs, Chief of Staff, and President).
7. Articulations Coordinator will forward the two signed original copies of the agreement to the partnering institution.
8. Both schools shall maintain an original signed copy of the agreement.
9. The agreement will be uploaded to the Pulse Intranet and communicated through the College website and email.

Implementation Date:

**Proposed by: Dr. Tonja Ringgold/Dr. Daphne
Snowden**
Staff Member

Vice President/Senior

Approved by the Board of Trustees:

Originator/Division: Academic Affairs

Baltimore City Community College
Division of Academic Affairs
Office of Academic Operations & Services

Pending Articulations Tracking Schedule –Realignment Task#4 2018-2019								
	School/Organization	Start	End	Purpose	Cost	Status	Contact	Date Completed
1	Baltimore City Board of School Commissioners- CTE Articulation Agreement	07/03/2018	Pending 01/2019	CTE-Articulation Agreement agrees to grant credit to high school students who successfully complete a specific Career and Technology program in the BCPSS. A student will be awarded credit based on the Agreement in effect at the time of graduation. BCPSS students must successfully complete a minimum of four high school credits in a CTE Career Completer program required for articulated credit.	N/A	Awaiting approval of current agreement and any modifications; approval from BCPSS staff and administrators. Pending further negotiations and planning. BCPS CTE program is under review by MSDE. Not further discussion with BCCC pending the review.	Danny Heller	Pending
2	Bard High School Early College	10/04/2018	Pending 12/30/2018	Bard College High School is interested in establishing an articulation to identify what courses BCCC will accept from students who are graduating from Bard but did not complete their Associates prior to graduation.	N/A	Meeting scheduled for October 18, 2018 to discuss acceptable courses from BHSEC. Also, to discuss the proposed articulation agreement format.	Francesca Gamber, Ph.D	Meeting Scheduled; still in negotiation stage.
3	BCPS-Edmondson-Westside High School	10/04/2018	Pending 01/2019	BCCC Biotechnology Department would like to offer Biotech and Lab Animal Science Certificates through the current BCPS Dual Enrollment Program.	N/A	Pending a meeting with staff and administrators. Out of this meeting will be information to submit to draft an addendum to the current BCPS & BCCC dual enrollment MOU.	Dr. Amrita Madabushi	Pending Meeting
4	Bellevue University	9/10/2018	Pending 12/30/2018	Articulation Agreement to articulate from Associates in Cybersecurity to Bachelors in Cybersecurity.	N/A	BCCC education plan(s) have been sent. Pending response from BU staff. Pending further negotiations and planning.	Pati Moore	Pending

5	National University	Pending	Pending 12/30/2018	The purpose of this MOA is to acknowledge that students of BCCC in order to pursue a baccalaureate degree, they may transfer to a National baccalaureate degree program following completion of a certificate or associate's degree program. Students must meet all National requirement and guidelines for admission to National University.	N/A	MOA has been submitted for approval	Eduardo E. Leardo III eleardo@nu.edu 703-357-3880	Pending
6	Stevenson University	Pending	Pending 12/30/2018	This transfer plan is for students pursuing AAS in Fashion Design at BCCC who are interested in pursuing a BS in Fashion Design at Stevenson University.	N/A	Course mapping has been approved. The Articulation agreement will be submitted BCCC by Stevenson University for processing and approval.	Forest Bell Interim Chair and Assistant Professor fbell@stevenson.edu 443-394-9408	Pending
7	Innovative Global Education	Pending	Pending 01/2019	In the beginning stages of conversations. We have scheduled a meeting for October 30, 2018, while they are attending BCCC's Transfer Day Event.	N/A	Based on our meeting, we will be able to determine if this is a viable partnership.	Jason ReBrassier 703-992-9647 ext 203 Jason.rebrassier@igu.edu	Early stage of review
8	Husson University	Pending	Pending 01/2019	Husson university will be attending BCCC's Transfer Fair for the first time. we will continue discussion to decide what program areas to articulate.	N/A	Based on our meeting, we will be able to determine if this is a viable partnership.	Ken LaBate 207-992-4995	Early stage of review
9	Coppin State University	Pending	Pending 12/30/2018	Course mapping was sent to CSU for Early Childhood Education. Dean of education responded that his team would review and schedule a meeting to discuss an articulation.	N/A	Dr. Takona was notified of the intent to establish an articulation in Early Childhood Education. BCCC is waiting for a team to be assembled to work through the process	Dr. Takona Dean, College of Arts & Sciences, and Education jtakona@coppin.edu	Pending
10	University of Baltimore	Pending	3 years	The purpose of this MOU is to enable	N/A	Draft MOU has been submitted.	John Brenner	Pending draft

			12/30/2018	BCCC and UP to work in partnership under the B-Power Baltimore Power initiative to offer dual enrollment opportunities to Baltimore city high school students.			Director, Early College Initiatives, UB	approval
11	MSU-LSAMP Grant Proposal	Pending	01/2019	This is a letter of intent designed to explore the possibility for BCCC to partner with MSU in preparation to explore and submit for the NSF Louis Stokes Alliance for Minority Participation (LSAMP) grant proposal	N/A	Letter of intent signed by Dr. May. BCCC and MSU will jointly prepare a LSAMP alliance proposal to be submitted to NSF in 2018.	Claton Lewis 443-885-4673 Claton.lewis@morgan.edu	Pending grant submission iin 2019

Baltimore City Community College
Realignment Legislation Task #5 – Align the budget of BCCC with realistic enrollment projections.

- A. Develop and utilize a process to incorporate realistic enrollment projections into the College's budget planning processes. (Completed)

Enrollment projections for eligible credit students are developed/updated several times a year. Credit enrollment is monitored and reported daily by the Office of Institutional Research (OIR). The projections for the State budget, usually due the first of September, are developed in mid-August. The credit enrollment projections are based on several factors including trends in enrollment of dually enrolled, new, transfer, and returning students; retention rates; Baltimore City Public School System (BCPSS) projected high school enrollment and graduation rates; Maryland Higher Education Commission (MHEC) projections; special initiatives such as the P-Tech program legislation and the Mayor's Scholars Program; and students' anticipated credit loads. Based on trends related to Maryland residency and the ages of dually enrolled students, future ineligible credit Full-Time Equivalent (FTE) enrollment is projected.

Projections for non-credit eligible and ineligible FTE enrollment are also developed/updated several times a year by the division of Workforce Development and Continuing Education (WDCE). While the process is similar, additional factors are utilized along with trend data including financial indicators and legislative rulings.

Criteria for eligibility for FTEs are provided in Table 1. The formulas for calculating eligible FTEs are provided in Table 2.

Once these numbers are developed, they are used by the Budget Office to calculate all tuition and fee dollars for the College. Unrestricted tuition, both in-state and out-of-state; parking; facilities capital fee; consolidated fee; registration fees; and bookstore revenue are the primary revenue sources affected by these numbers. In addition, these projections have an impact on restricted revenue, mainly scholarship funding such as Pell grants, Federal Supplemental Education Opportunity Grant, and Federal Work-Study. To a lesser but still impactful extent, these projections are used to calculate transcript and graduation fee revenues. Based on the projected expenditure and enrollment outcomes, the tuition rate may be adjusted to balance the budget.

In February of the following year, updated enrollment projections are developed and enhanced to include the next set of five-year budget projections. This calculation is used, based on the same criteria above, to project three years beyond the previously submitted budget projection. This enhanced projection incorporates new enrollment and budget data pertaining to the most recently completed semesters.

The State budget for the new fiscal year is normally agreed upon in late April by the legislature. Prior to this, the College reviews and updates the enrollment projections and adjusts the College's working budget for the new fiscal year accordingly. The full schedule of the budget development cycle, including internal and external processes, is provided in Table 3.

The College created the BCCC Budget Council comprised of key members from each division whose tasks are to monitor the budget, including enrollment, and provide recommendations regarding new tuition and fee rates for the upcoming academic year to the President and Board of Trustees for approval.

Throughout the fiscal year, the enrollment reported by OIR and the division of WDCE is monitored by the Chief Budget Officer. The Budget Council, Vice President of Administration and Finance, and President's Staff (Cabinet) are notified if adjustments to the budget are necessary.

Table 1: Eligible Full-Time Equivalent (FTE) Criteria

Eligible Full-Time Equivalent: Full-Time Equivalent that qualifies for submitted to the Maryland Higher Education Commission (MHEC) for State Aid based on the following criteria.	
1.	Student must have registered for the credit course prior to the 20-percent-date for the course and have withdrawn after the 20-percent date. (A student’s registration activity may make them eligible in one course, but ineligible in another.)
2.	Student must not be an employee or dependent of an employee of the College.
3.	Must be 16 years of age or more.
4.	Must be a Maryland resident.
5.	Credits must not be awarded through completion of standardized tests of college-level performance, competency or aptitude.
6.	Must not be part of a tuition waiver policy, except for dual-enrolled students and those specifically enumerated by law.
7.	Non-credit students must be enrolled in a course approved by MHEC.
8.	For contract-training courses, the organization must reside in Maryland (this can override a student’s residency).
Source: Maryland Higher Education Commission Community College Aid Manual.	

Table 2: Eligible FTE Calculations

Credit Eligible FTE Calculation	$(\text{Number of eligible Maryland students} * \text{Credit Hours Carried})/30$
Non-Credit Eligible FTE Calculation	$\{(\text{Total course hours}/15) * \text{eligible Maryland residents}\}/30$
Source: Maryland Higher Education Commission Community College Aid Manual	

Table 3 depicts the relationship of BCCC’s Academic Calendar, Budget Calendar and other external calendars to the budget process. Please note that “CY” is current year, “PY” is immediate previous year and “FY” is immediate future year. “External budget” refers to the budget created for the State where as “internal budget” refers to the budget created for the College within the State parameters.

Table 3. Budget Cycle

Calendar	Process	Target Period
Budget	CY Fiscal Year begins.	July
Academic	Summer Session II begins and completes.	July/August
Budget	OIR and WDCED project FY enrollment data for the external budget.	August
Academic	Fall semester begins.	August
Budget	FY external operating budget is created.	August
Other	PY I FTE enrollment data is submitted to the Maryland Higher Education Commission (MHEC) for review by MHEC and external auditors.	August
Budget	The College's President approves the FY external budget.	September
Budget	FY external operating budget is submitted to the Department of Budget and Management (DBM).	September
Budget	MHEC FY budget hearing with College to describe budgeted initiatives.	September
Budget	DBM FY budget hearing with College to define needs.	October
Academic	Fall semester completes.	December
Academic	Spring semester begins.	January
Budget	OIR and WDCED project FY1, FY2, and FY3 enrollment data	January
Budget	The Budget Council discusses and votes on FY tuition and fee recommendations for the internal budget	January/ February
Budget	CY Revenues and expenses are projected and presented to the Budget Council.	February
Budget	The Budget Office creates a five-year projected budget containing data for PY, CY, FY, FY1, FY2, and FY3.	February
Budget	The Board of Trustees (BOT) is presented with and votes on tuition and fee recommendations.	February
Budget	The BOT is presented with the five-year projections.	February
Budget	The College attends legislative hearings to further illuminate its FY budget	February
Budget	OIR and WDCED project FY enrollment data for the internal budget process.	February
Budget	The FY internal operating budget is created.	April
Budget	The legislature formally approves the State budget.	April
Budget	The College's President approves the FY internal budget.	May
Budget	CY Revenues and expenses are projected and presented to the Budget Council.	May
Budget	The BOT approves the FY internal operating budget.	May
Academic	Spring semester completes.	May
Academic	Summer I session begins.	June
Budget	The FY internal operating budget is generated in the financial system.	June
Budget	The CY fiscal year ends.	June
Academic	Summer I session completes.	July



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Baltimore City Community College

Final Report
June 2018

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I. EXECUTIVE SUMMARY

The Maryland General Assembly, through the 2015 Joint Chairmen's Report, required Baltimore City Community College (BCCC) to hire an outside consultant to conduct an operational review of the College. In November 2015, the College engaged the Schaefer Center for Public Policy at the University of Baltimore to conduct a comprehensive operational review of the College. In August 2016, the Schaefer Center issued its report, *Baltimore City Community College: Tapping into Unrealized Potential to Change Lives*. The report provided an analysis of the current state of BCCC and made recommendations for BCCC to be successful. Based on the Schaefer findings, House Bill 1595/SB 11227 mandated a set of Realignment Tasks for the College to undertake. The Schaefer Report and Realignment Tasks provide a clear blueprint of the strategies and actions for BCCC.

In March 2018, BCCC engaged edBridge Partners to assist in the Realignment effort and specifically address staffing issues. The recommendations in this report center on Realignment Task Number 6 of House Bill 1595/SB 1127: *Engage in a comprehensive review of all positions, faculty, and staff at BCCC*.

The following recommendations are institution-wide and will impact all areas of the College:

- Offer retirement packages to all personnel eligible for retirement. Do not immediately fill these positions.
- Offer an early retirement package as incentive for those close to retirement.
- With numerous vacant positions on the books due to an implemented hiring freeze, each area of the College should review these vacancies and determine if they are necessary and critical to fill.

The following are recommended for specific areas of the College, in line with the Schaefer Report findings and mandated Realignment Tasks:

Academic Affairs: While Academic Affairs has seen declining enrollments and was found to be uneven in the quality of programs and courses, the only way to rebuild this area is to systematically review programs and discontinue those that do not meet standards for enrollment or articulation. Resources can be shifted to strengthen curriculum and dedicate new faculty to growth areas such as Health Professions, STEM and the Robotics program.

- Twenty-one programs were identified with very low or severely declining enrollment. These should be reviewed and audited for potential discontinuation. edBridge Partners has outlined the steps that need to be taken by Academic Affairs and the College to implement this review.
- Thirty-five faculty members are eligible for retirement. They should be offered and encouraged to accept a retirement package. These positions should not be filled until the College identifies its major academic growth areas or programs that need to be strengthened. New faculty may be recruited for those positions.
- Academic Operations is overstaffed with several positions that may be combined or that can be best performed in different areas of the College. Five positions are eliminated from Library services, leaving only the positions essential to do the work.
- The Associate Dean for Academic Services should be focused on academic innovation and excellence in teaching and learning and renamed as the Associate Dean of the Center for Academic Innovation. This would include an emphasis on e-learning and open educational

resources, and professional development in teaching and learning. The following positions would be eliminated as non-essential: the academic services coordinator, the intervention specialist, the lab coordinator and the student success coordinator - as those services are provided in Student Affairs - and the retention specialist.

- Academic coordinators should target their work on the areas identified for high growth or rebuilding, such as Health Professions, STEM and Robotics.
- Any courses that are not recognized for transfer credit for specific programs by the top six institutions that currently take the most BCCC transfer students should be paused. The Vice President of Academic Affairs, Articulation Coordinator and deans of these programs need to work with the transfer institutions to change the curricula or outcomes of courses to be acceptable for program credit.

Student Affairs: The area has a broad charge and a large number of personnel. It is recognized that until effective technology is put in place, much of the work of the enrollment, registration, and financial aid processes is done manually and is very time-consuming. However, given the decrease in enrollment and the overall number of students applying and enrolling, the number of admissions, enrollment and registrar positions are too high. At such time as technology and tools are improved, the levels and roles of personnel in these departments should be revisited.

- Two Academic Affairs & Workforce Development and Continuing Education (WDCE) admissions and outreach advisor (specialist) positions should be eliminated.
- The international student and special population coordinator roles should be combined with one individual cross-trained to manage both.
- The title for admissions personnel should change to admissions specialist. Not only is this consistent with the enrollment and financial aid job titles, but it also avoids the diffusion and confusion around advisor roles at the College. Consistent with the goals of presenting one unified College to constituents, strengthening services for WDCE, and directing more students to a meta-major or career pathway, all advisors must be retrained to be experts on each of these areas. The priority of admissions must be to assist students on site during the peak periods. Recruitment and time spent away from the College should be minimized to ensure students are well served during this important process on campus. As job responsibilities expand, admissions advisors/specialists may need to reapply for their positions.
- In the Registrar area, there are currently eight staff. It is recommended that the registration technician and registration outreach assistant positions be eliminated, and a records and registration specialist be eliminated. Two registrar and registration specialists have been realigned to this area from WDCE. All registrar and recruitment specialists must be cross-trained to be able to serve both WDCE and Academic Affairs students.
- Intercollegiate athletics positions must also be reduced as the College's primary mandates center on rebuilding and strengthening WDCE and Academic Affairs programs. It is recommended that the associate director position be eliminated and the two roles for Game Day Supervisor and Operations be combined into one.
- The role of advisor is increasingly important to guiding students to their career pathways. The office of academic and career advising in the student development and success division will be the major hub for advisors. There are currently eleven advisors in this area. Compared to other institutions that have larger student bodies and are also

Pathways colleges, the number of advisors at BCCC is too high. We recommend seven advisors in this area.

- Advisors must take an active role in steering more students away from general studies where they are less likely to transfer or graduate. Advisors will take on new roles as advisors with knowledge and expertise in both WDCE and Academic Affairs; in the career pathways established at BCCC; and have proficiency in the technology needed to coordinate across both faculty advisors and Panther Center personnel. Due to the change in role, it is recommended that all current advisors reapply for their jobs and the positions be posted both internally and externally.
- An associate director will be added to develop and manage the student first-year experience and dual enrollment, working closely with their advisor colleagues in Academic Affairs and WDCE.

Workforce Development and Continuing Education: Workforce Development and Continuing Education and job placement are top priorities for the College, cited in both the Schaefer Center Report and Realignment Tasks. The staff and levels of non-essential or under-performing positions in WDCE were reviewed and adjusted in 2017-18, and area capacity and capabilities need to be bolstered substantially to achieve expectations and serve Baltimore City.

- To build both quality and capacity of Workforce Development programs, the Program Director for each department must be full time faculty. These positions should be posted internally and externally.
- The Panther Center must focus most strongly on job and career placement.
- Under Workforce Development, a new business development office has been added and staffed with liaisons that will be dedicated to building partnerships and relationships with key sectors.
- To provide metrics and outcomes required by industry regarding the College's WDCE partnerships and to support grant funding, a program evaluation team will reside in WDCE, close to the work.
- Given the need to focus on WDCE partnerships, training and programs, it is recommended that the citizenship, immigrant integration and Refugee Youth Program social worker positions be eliminated. This is not the main work of the College, and city, state and federal agencies as well as NGOs handle these functions.

Finance & Administration: Finance & Administration has a high level of staff, spread across many divisions. It is recommended that vacancies in this area not be immediately filled and outsourcing of certain areas should be considered for 2019-2020 if the jobs can be performed more effectively and efficiently. A thorough analysis will be needed to determine the viability of outsourcing.

- Due to the Realignment and the evolution of competencies required for many positions, personnel at all levels of the organization will need to be trained in new skills, coached in teamwork, and in leadership development, highlighting the need for a Professional Development position. The creation of a Director of Operational Effectiveness will develop the institution's capacity to develop, implement and oversee organizational efficiencies across finance, procurement, development, retention and other key departments within this area.

- The creation of a project management office within Finance and Administration is recommended, staffed with two project managers to help all areas of the College complete critical, large, cross-organizational work associated with Realignment within scope, on time, and within budget.

Research, Planning and Effectiveness: Institutional Research has become increasingly important and is currently understaffed. The Associate Vice President will report to the President. The College's needs have expanded beyond external reporting requirements, and the College requires actionable insights and research, data analyses, assessment, and program evaluation to make the best decisions about its programs, services, performance, and student experience. These recommended capabilities should be added to this division.

Advancement and Communications: The focus on stronger branding and improved marketing requires additional in-house resources and capabilities. It is recommended that a Director of Marketing and Communications oversee these functions, working with outside agencies and independent contractors as needed. The new branding effort is critical. It will require the full attention of the Vice President and Director of Marketing and Communications.

- The area of Advancement will need to be built up. Creating the plan for growth, funding and relationship building will need to be the primary responsibility of the Associate Vice President and Director of Development & Advancement.
- The Manager of Community Engagement will be eliminated as this role is best performed within WDCE, Academic Affairs, and Student Affairs. This keeps the relationships and partnerships closest to the areas that, in the end, are responsible for implementing and making good on any partnerships or community services. It also ensures that the points of contact are clear and that any community engagements or partnerships are aligned to the strategic direction of these three areas.

II. BACKGROUND

BCCC plays a unique and critical role for Baltimore City residents, as it is the local institution for individuals looking for in-demand workforce training and quality associate degrees. However, over the past three decades, the College has not kept up with the changing needs of Baltimore City,

The Maryland General Assembly, through the 2015 Joint Chairmen's Report, required BCCC to hire an outside consultant to conduct an operational review of the college. In November 2015, the College hired the Schaefer Center for Public Policy at the University of Baltimore and in August 2016, the Schaefer Center issued its report, *Baltimore City Community College: Tapping into Unrealized Potential to Change Lives*. As a result of the comprehensive review, an advisory committee mandated strategic recommendations that touch every area of the College.

The Realignment Tasks mandated by House Bill 1595/SB 11227 are listed below:

- *Realignment Task 1:* Review and strategically align core course offerings of BCCC, consistent with accreditation requirements, and focused on the needs of students at BCCC and the workforce of Baltimore City.

- *Realignment Task 2:* Make workforce development and job placement top educational priorities of BCCC.
- *Realignment Task 3:* Improve student pathways to success, including remedial education, attainment of a degree or postsecondary certificate, and transfer to four -year institutions of higher education.
- *Realignment Task 4:* Enter into memoranda of understanding in order to establish student pathways to success with Baltimore City Public Schools, institutions of higher education, and employers.
- *Realignment Task 5:* Align the budget of BCCC with realistic enrollment projections.
- *Realignment Task 6:* Engage in a comprehensive review of all positions, faculty, and staff at BCCC.
- *Realignment Task 7:* Establish strong relationships with key stakeholders.
- *Realignment Task 8:* Develop and market a brand for BCCC.
- *Realignment Task 9:* Address the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.
- *Realignment Task 10:* Develop or sell all unused or underutilized real estate, including the Inner Harbor site.
- *Realignment Task 11:* Identify barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.
- *Realignment Task 12:* The Board of Trustees shall review, and if necessary, revise the BCCC strategic plan.

In March 2018, Baltimore City Community College engaged edBridge Partners to assist in the Realignment effort and specifically address staffing issues. The recommendations in this report center on *Realignment Task Number 6: Engage in a comprehensive review of all positions, faculty, and staff at BCCC.*

APPROACH & PROCESS

Process

The work was organized into three overlapping phases:



Planning and Information Gathering

To prepare for the discussions and interviews, and identify issues that may impact project goals and outcomes, an analysis was begun with a review of the following relevant documents and data sets:

- Accreditation report
- 2016 Schaefer Center for Public Policy Report – *Baltimore City Community College: Tapping into Unrealized Potential to Change Lives*
- Baltimore City Community College Draft Implementation Plan
- FY2013 - FY2018 Strategic Plan
- FY 2018 - FY2023 Strategic Plan Draft
- 2015 Middle States Commission on Higher Education Self-Study
- Current organizational charts and job descriptions for key position
- Retirement projections and turnover factors
- Compensation study factors
- Enrollment by program from 2014 - 2017
- Degrees and certificates by career pathway
- Degrees and certificates by program
- Transfer rates
- Transfer outcomes for General Studies
- Current leadership development and succession plans
- Performance appraisal and evaluation plans for staff and faculty
- Performance accountability report
- Faculty promotion policies
- Advising tools and processes

- Governance structure and documents including by-laws
- Staff and faculty handbooks
- Decision making processes and workflow
- Interim Realignment Report to Joint Committee Members from BCCC

edBridge Partners spent significant time examining research on best practices in community college organizational development and management from a variety of in-field and out-of-field publications, comparing the existing plans at BCCC to best practices in the field. edBridge Partners also investigated organizational structures of peer and aspirational peer institutions as models for the future of BCCC, examining organizational structures and senior team compositions for ways to improve the institution's future management and leadership to realize the vision and goals for BCCC.

See **Appendices A and B** for an overview of trends affecting community colleges and a curated list of research regarding community college student success.

Internal Interviews

Throughout the process, edBridge spoke with the vice presidents, senior leadership team members, and several of their direct reports to capture perspectives on the institutions' strengths, weaknesses, challenges, and opportunities, as well as current leadership development capabilities. The discussions informed the foundation for subsequent meetings.

Additionally, edBridge Partners conducted a series of one-on-one interviews with the vice presidents, direct reports, and select College administrators and faculty to better understand their views on the status of the College, the realignment efforts and the future outlook for the institution. Staffing issues in terms of both capacity and capabilities were discussed at length.

See **Appendix C** for a list of all the interviews and meetings conducted.

Facilitated Working Sessions

edBridge led working group meetings with administrators and staff, and with the Faculty Senate. These meetings involved group activities to problem solve challenges and create action plans using strategies provided in the Schaefer Report. The goal of these facilitated working sessions was to more deeply engage the College community in generating ideas and solutions to the recommendations outlined in the Schaefer Report.

The Schaefer Report findings established the parameters and set the context for the recommendations for staffing and organization structure made herein:

- *BCCC has failed to adjust its personnel levels to match the decline in enrollment. BCCC has failed to restructure budget and staffing levels. As with most colleges, personnel make up the largest portion of the operating budget. The number and quality of the staff must be seriously examined to ensure that the organization is staffed effectively and sustainably.*
- *Baltimore City Community College.....staffing levels and staff qualifications must be seriously examined to ensure that the organization is staffed with competent employees at a financially sustainable level. The team recommends having an outside organization re-interview employees for their positions.*

Most importantly, recommendations on staffing and personnel must be based on what is best for students and what would have the most direct impact on students. Changes must appreciably improve the BCCC student experience and increase student success so that more students can complete their degree; earn a certificate; transfer with full credits into their program of choice; or complete workforce development programs or training to be career-ready. If a recommendation does not help students, it should not be done.

Institution-Wide Approach to Staffing Reductions

The College cannot reduce personnel levels across the board without first identifying the needs and resources available to priority areas identified in the Schaefer Report and Realignment Tasks. Many of these areas are currently under resourced. Funds will needed to shifted from other areas to support and strengthen the College’s strategic priorities.

edBridge recommends three institution-wide strategies to repurpose resources to support the Realignment activities and future needs of the College.

1. Employees Eligible for Retirement by Division

BCCC currently has 79 employees eligible for retirement, either due to age or years of service. Thirty-five of those positions are in Academic Affairs. It is recommended that all employees eligible for retirement be offered a retirement package and incentives to retire, as per legal requirements. It is recommended that none of these positions be filled immediately. As the Realignment unfolds in 2018-19, the College will need to take stock of which positions are truly critical to its mission and where resources may be shifted to increase the quality of teaching and learning at BCCC.

The programs taught by faculty eligible for retirement should be looked at carefully, in the context of enrollment numbers, enrollment declines and articulation status, before any commitment is made to fill those positions. Further, open positions due to retiring staff give the College breathing room and greater leeway in determining its future needs and where the growth of academic areas may lie.

Division	Total
Academic Affairs	35
Assistant Professor	15
Associate Professor	4
Professor	3
Administration & Staff	13
Finance & Administration	21
Information Technology	2
Advancement and Communications	2
Office of the President	2
Student Affairs	12
WDCE	5
TOTAL	79

2. Initiate an Early Retirement Incentive Plan

Additionally, there are likely many others at the College who are close to but not quite at the retirement age or years of service requirement. Creating an Early Retirement Incentive Plan, if done properly, can help the College manage costs and lay the foundation to rebuild.

3. Eliminate or Reduce Vacant Positions

BCCC also has numerous vacant positions on the books currently due to an implemented hiring freeze. Each area of the College should review these vacancies and determine if they are necessary and critical to fill. The criteria to fill vacant positions (or to add PINs) are:

- Is this position critical to student success?
- Is this position critical to effectively implement the Realignment Tasks?
- Is this position vital to the mission of the College?
- Is this position vital to the workings of the College?
- Can existing personnel perform the responsibilities associated with positions?
- Does this position need to be full time?
- Can this work be outsourced?

A written request for any new positions should address these questions and be submitted to Finance and Human Resources before approval.

Funding associated with unfilled vacant positions or those new positions declined should be returned to a general staffing pool to support the hiring of realigned, strategic new positions.

The Schaefer Report and Realignment Tasks lay out the roadmap for BCCC. The staffing and organization structure recommended in this report will help the College implement the important, difficult, and critical cross-organizational work that must be done to ensure success for BCCC's students. The recommendations for the staffing realignment at the College place an emphasis on the student experience, academic quality, and workforce development.

III. RECOMMENDATIONS FOR ORGANIZATIONAL STRUCTURE AND STAFFING

A. President's Office

Leaders help themselves and others to do the right things. They set direction, build an inspiring vision, and create something new. Leadership is about mapping out where to go to succeed as a team or an organization, and it is dynamic, exciting, and inspiring. While leaders set the direction, they must also use management skills to guide their people to the right destination in a smooth and efficient way.

The demands on those who occupy the top positions within an institution are rapidly outdistancing the capabilities of any one person. That is why college presidents and corporate CEOs are turning to their direct reports for help in meeting the leadership challenges their organizations face. Leadership is a collective responsibility for the organization.

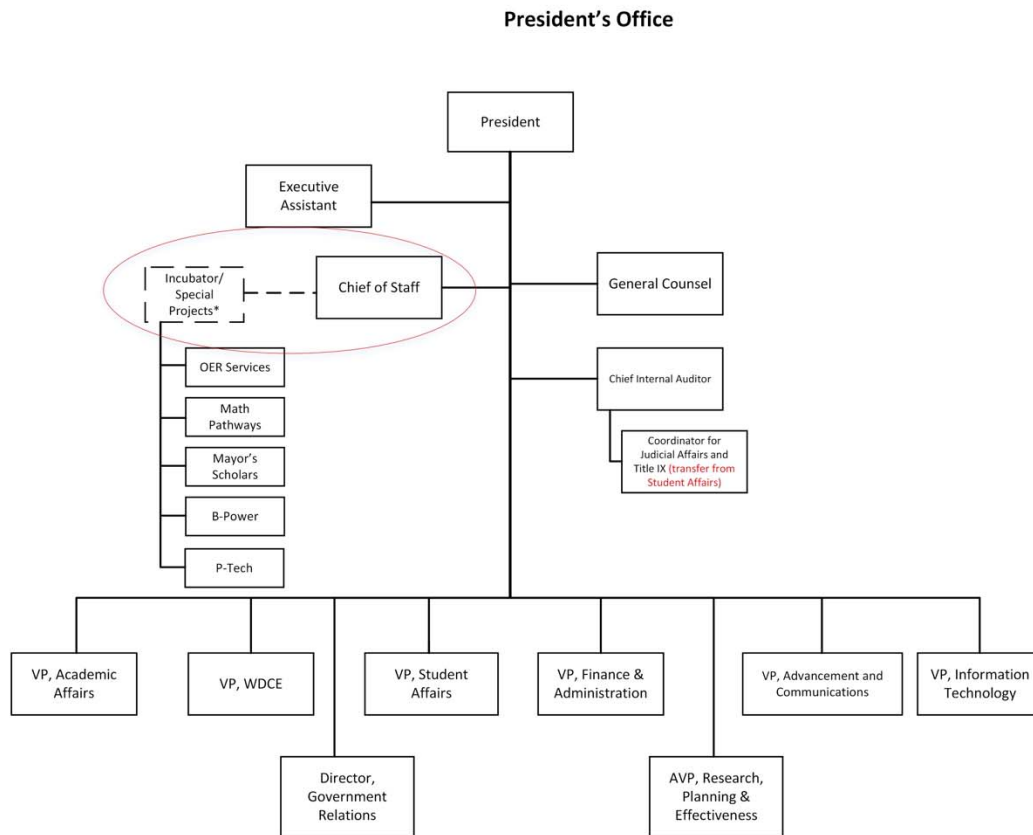
The best leadership teams are those whose leaders know exactly where they want to take the organization and the strategies needed to get there. These leaders have articulated an explicit purpose for the team that focuses on the unique contribution it can make to realize those strategies. They have carefully chosen membership—people who have the specific knowledge, capabilities and experience that are needed to achieve the team’s purposes—with no members who are merely along for the ride.

The 2016 Schaefer Center report recommended that the College should implement transformational leadership. Specifically, the report stated that “BCCC must have transformational leadership throughout the institution to focus the administration, faculty, and staff on providing a quality education linked to the needs of employers and students...” An organizational structure that supports this type of leadership is key to the success of a new President.

Recommendation: Restructure the President’s Office to clarify the roles of the Chief of Staff and General Counsel into two distinct positions and have the Senior Leadership Team report directly to the President.

In 2018, the Baltimore City Community College Board of Trustees embarked on a Presidential Search with the announced retirement of the current college President Dr. Gordon F. May. The recommended structure for the President’s Office is based on a comprehensive review of other similar organizations and overall best practices within leadership teams. However, it is recognized that a new President will likely want to determine, based on his/her own priorities, which specific divisions within the college will report directly to the President’s office.

President’s Office Organization Chart



*Governance remains with project leads/teams; chief of staff to monitor

B. Academic Affairs

As stated in the Schaefer report, “As with most colleges, personnel make up the largest portion of the (BCCC) operating budget.” Faculty levels are driven by the number of programs offered and the number of full-time faculty per program required by law. Without a thorough review of program quality and demand, it will be very hard to reduce the number of faculty and staff in this area.

Program Phase Out

Can new programs restore growth and relieve the strain on budgets? If so, how can colleges fund these new programs when budgets are so tight? One answer lies in data-driven program portfolio analysis. Well-chosen new programs can significantly increase enrollment and tuition. Cutting a few failing programs can free up the money needed to fund new programs. However, making the right choices of programs to launch and cut requires a wide array of market data, a formal rubric for evaluating it and a sound process that uses institutional knowledge and builds consensus on challenging program decisions. What is the job market for graduates of a program? How large is it? How fast is it likely to grow? What kind of salaries can people entering the field expect? How many schools in a market offer a particular program? How large are their programs? How recently were

they launched? Is the marketplace saturated? Answers to these questions can help an institution decide whether there is an opportunity to launch a new program and what to do with existing programs that have limited appeal.

Academic programs can be discontinued for a variety of reasons. These reasons can range anywhere from decline in enrollments to the loss of faculty specializing in and qualified to teach in an area of study. Termination can also occur because of decreased market demand for graduates of a particular program and programs may be replaced to meet changes in a discipline.

edBridge conducted an initial investigation into the current state of BCCC's academic programs, looking at enrollment trends over the past five years (2012-2017) for each of the certificate and degree programs. Of the 29 degree programs and 13 certificate programs, 21 programs were flagged based on enrollment trends **(See Appendix E)**.

There are three categories of recommendation:

Target for Growth (7 programs)

These are programs that seem healthy (consistent enrollments) but are small (less than 25 students). The recommendation here is to grow these to at least 25 students for efficiency.

Investigate/Significant Dropoff (14 programs)

These are programs with declining enrollments year over year. Some have large enrollments still but are on a declining trend. BCCC should learn more about what is happening in these programs and see what can be done to reverse the trend.

Consider Phase Out (7 programs)

These programs have very low enrollments over the past 5 years and may be candidates for phase out. Some of these might be merger candidates with other, larger programs. BCCC should review these programs to determine if a phase out would be appropriate.

Based on this high-level analysis of enrollment trends, edBridge recommends that BCCC conduct a full program review, looking not just at enrollment but also completion, transfer, job placement, and workforce trends.

Recommendation: Conduct a Program Review

The programs offered at BCCC need to be reviewed and discussed and some programs may need to be phased out to focus resources on the most effective and high demand programs. The Vice President of Academic Affairs, Vice President of Student Affairs, and the deans of each area of the College should review data on student enrollments, completions, transfer and job placement rates for the programs currently offered at BCCC, as well as data on workforce needs and trends in the Baltimore region.

This should include:

- Analysis of enrollment, completion, transfer and job placement data by program;
- Analysis of regional workforce needs and trends for the next decade;

- Facilitated working sessions with deans, associate deans, and program coordinators to discuss data and flag programs for review;
- Intensive review of programs flagged due to low or declining enrollments; low completion, transfer, or job placement rates; and/or programs not aligned to workforce needs; and
- Phase out of underperforming programs, merger of redundant programs, and development of improvement plans for promising programs.

Transfer and Articulation

Ensuring the successful transfer of students and program articulation to the top transfer partners for BCCC must also be a top priority for the Dean of Academic Operations and Services and his/her team. To that end, the Dean of Academic Operations and Services, with support from the Articulation Coordinator, must collaborate with each of the academic deans and program coordinators to determine which courses are not transferring effectively for students and remediate the issues with those courses immediately.

Once programs have been reviewed and determinations have been made about what programs will continue at BCCC, an audit of the College's current transfer practices and the implementation of a plan to improve transfer should be implemented. This will ensure that the programs that remain truly support students in transferring to a four-year college or university.

Recommendation: Improve Quality of BCCC Transfer and its Academic Credibility with 4-Year Institutions

The Schaefer report found that "*Academic quality [BCCC] is uneven.*" This perception will continue to hinder enrollment and negatively impact transfer and articulation rates. The Vice President of Academic Affairs, Vice President of Student Affairs, deans, associate deans, program coordinators, and transfer advisors and coordinators should conduct an audit of current practices and establish an improvement plan.

This should include:

- Research review of the best practices for effective transfer;
- Facilitated meetings to conduct a self-assessment of current transfer practices at BCCC;
- Identification of areas of improvement;
- Detailed project plan and timeline for addressing areas of improvement; and
- Execution of project plan to improve transfer rates

Student Pathways

In the most recent Joint Chairmen's Report, BCCC was asked to develop an implementation plan to address two critical recommendations for Academic Affairs:

- 1) *Improve student pathways to success, including remedial education, attainment of a degree or a postsecondary certificate, and transfer to a four-year institution of higher education*
- 2) *Improve student pathways to success with the Baltimore City Public School System, institutions of higher education, and employers*

The Joint Chairmen’s recognition of student pathways as a key to student success is well-grounded in the most recent literature on community colleges. The idea behind guided pathways is straightforward. College students are more likely to complete a degree in a timely fashion if they choose a program and develop an academic plan early on, have a clear road map of the courses they need to take to complete a credential, and receive guidance and support to help them stay on track.

The highly structured student experiences provided by student pathways encourage completion by:

- Establishing clear roadmaps to students’ end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement;
- Incorporating intake processes that help students clarify goals for college and careers;
- Offering on-ramps to programs of study designed to facilitate access for students with developmental education needs; and
- Embedding advising, progress tracking, feedback, and support throughout a student’s educational journey.¹

Pathways requires rethinking program content and structure to ensure that they effectively prepare students to succeed in further education and employment. Academic and workforce development faculty—and student services staff—must play a central role in restructuring programs under guided pathways. It is up to faculty members to build the programs and ensure that courses contribute to the overall learning objectives. In any successful effort to implement pathways, faculty members are brought into the planning process very early so everyone on campus can form a consensus around the need for reforms and the most effective way to implement them.

To date, BCCC has made significant headway toward implementing a guided pathways approach. They have:

1. Identified five career pathways and mapped each degree and certificate program with the appropriate pathway

The BCCC Career Pathways are Pre-Health Professions; Business; Behavioral and Social Sciences; Science, Technology, Engineering and Math (STEM); and Fine and Performing Arts.²

2. Created an education plan for each degree and certificate program that includes a semester-by-semester pathway.

Each degree and certificate program at BCCC has an education plan, which specifies which courses should be taken by students and in what order. The education plans also specify which general education courses students should take to best prepare them for their specific program.

3. Connected programs to the skills and knowledge needed for specific career outcomes

¹ Jenkins, D. and Cho, S-W. (2014). Get with the program ... and finish it: Building guided pathways to accelerate student completion. (CCRC Working Paper No. 66). Retrieved from Community College Research Center, Teachers College, Columbia University: <http://ccrc.tc.columbia.edu/media/k2/attachments/get-with-the-program-and-finish-it-2.pdf> and Bailey, T., Jaggars, S., Jenkins, D. (2015). Redesigning America’s community colleges: A clearer path to student success. Cambridge, MA: Harvard University Press.

² See appendix for a listing of programs under each career pathway.

Each degree program at BCCC has a webpage that includes a description of the jobs associated with that program, the skills necessary to be successful in that career, and an overview of the career options and occupation outlook.³

4. Assigned advisors to each Pathway to support students in career exploration.

Each Career Pathway has advisors designated from the First-Year Experience Program and the Student Success Center to provide information across academic departments and advising resources for faculty and staff.

While BCCC has done extensive work to map their programs to career pathways, create an education plan for each degree and certificate program, and highlight for students the types of skills necessary for careers associated with each program, this information is not readily accessible, nor has it been translated effectively for use by advisors and students. Furthermore, connections between workforce programs and academic programs are not clearly identified.

Recommendation: Improve Communication about BCCC's Career Pathways

edBridge recommends that the Vice President of Academic Affairs, Vice President of Workforce and Continuing Education, Vice President of Student Affairs, and the Vice President of Communications implement a communications and marketing plan for the College's Career Pathways.

This should include:

- A scan and analysis of competitor colleges' websites and Pathways messaging to understand how other colleges market and communicate their pathways;
- Review and redesign of BCCC's website to make the Career Pathways more prominent;
- Review and redesign of student-facing materials that describe the Career Pathways;
- Review and redesign of advisor guides and scripts for discussing Career Pathways with students; and
- Creation of a video series highlighting BCCC students and faculty discussing the Career Pathways and career opportunities available at BCCC.

Academic Operations

Academic Operations is overstaffed with several positions that may be combined or that can be best performed in different areas of the College. It is recommended that five positions be eliminated from Library services leaving the positions essential to do the work.

Recommendation: Increase Efficiency and Streamline Academic Operations

The Associate Dean for Academic Services should be focused on academic innovation and excellence in teaching and learning and renamed as the Associate Dean of the Center for Academic Innovation. This would include an emphasis on e-learning and open educational resources, and professional development in teaching and learning. The following positions would be eliminated as non-essential:

³ See the Cyber Security and Assurance Degree program page (<https://www.bccc.edu/Domain/69>) as an example.

the academic services coordinator, the intervention specialist, the lab coordinator and the student success coordinator - as those services are provided in Student Affairs - and the retention specialist.

There should only be academic coordinators to serve the areas identified for high growth or rebuilding, such as Health Professions, STEM and Robotics.

General Studies

There remains concern over the number of students who are enrolled in General Studies. Students often select General Studies when they are unsure of which program they plan to matriculate. Unfortunately, the data show that these students are not successful in either transfer to 4-year postsecondary institutions or in completion of their associate degree.

Provided below are five years of trend data for BCCC's final fall headcount enrollment in the General Studies Transfer program, including General Studies "Pre" majors, (Table 1) as well as five years of the annual number of degrees awarded (Table 2). BCCC FY 2016 graduates are matched to National Student Clearinghouse records from November 2017 (the most recent available) to develop Table 3.

Table 1

Baltimore City Community College
General Studies Transfer Program Enrollment, Degrees Awarded, and Transfer Outcomes

BCCC Program Enrollment	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
General Studies Transfer (Associate Degree)	946	901	818	683	627
<i>General Studies "Pre" Programs</i>					
General Studies - Interest in Dental Hygiene	97	102	90	89	74
General Studies - Interest in Nursing	1071	1089	899	809	784
General Studies - Interest in Physical Therapy Assistant	183	159	152	133	121
General Studies - Interest in Dietetic Technician (Discontinued)	1	0	0	0	0
General Studies - Interest in Health Information Technology/Coding	24	43	35	25	18
General Studies - Interest in Surgical Technology	44	59	48	36	39
General Studies - Interest in Emergency Medical Services (Discontinued)	2	0	0	0	0
General Studies - Interest in Practical Nursing	28	32	50	43	51
General Studies - Interest in Respiratory Care	54	35	33	44	41
<i>Total "Pre" Programs</i>	1,504	1,519	1,307	1,179	1,128
Source: BCCC fall Enrollment Information System files submitted to the Maryland Higher Education Commission annually in November, in accordance with State guidelines. BCCC Office of Institutional Research - May 3, 2018					

Table 2

BCCC Program Awards	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
General Studies Transfer (Associate Degree)	117	106	116	126	105
Source: BCCC annual Degree Information System files submitted to the Maryland Higher Education Commission annually in August, in accordance with State guidelines. BCCC Office of Institutional Research - May 3, 2018					

Table 3

BCCC FY 2016 Graduates with General Studies Degree - Transfer Institutions by Fall 2017			
Transfer Institution	Number	% of Transfers	% of FY 2016 Graduates
Coppin State University	21	24.4%	20.0%
Morgan State University	13	15.1%	12.4%
University of Baltimore	12	14.0%	11.4%
Community College of Baltimore County	10	11.6%	9.5%
Towson University	6	7.0%	5.7%
University of Maryland - University College	4	4.7%	3.8%
Bowie State University	3	3.5%	2.9%
Strayer University - Washington	2	2.3%	1.9%
University of Maryland - Baltimore	2	2.3%	1.9%
University of Maryland - Baltimore County	2	2.3%	1.9%
Bloomsburg University of Pennsylvania	1	1.2%	1.0%
Chestnut Hill College	1	1.2%	1.0%
Delaware State University	1	1.2%	1.0%
Frederick Community College	1	1.2%	1.0%
Jefferson Community and Technical College	1	1.2%	1.0%
Loyola University Maryland	1	1.2%	1.0%
Notre Dame of Maryland University	1	1.2%	1.0%
Shaw University	1	1.2%	1.0%
Stevenson University	1	1.2%	1.0%
SUNY University at Albany	1	1.2%	1.0%
Wilmington College	1	1.2%	1.0%
<i>Total FY 2016 General Studies Graduates Who Transferred by Fall 2017</i>	86	100.0%	
<i>Total FY 2016 General Studies Graduates</i>	105		81.9%

Source: BCCC annual Degree Information System files submitted to the Maryland Higher Education Commission annually in August, in accordance with State guidelines, and National Student Clearinghouse records from November 2017. BCCC Office of Institutional Research - May 3, 2018

Successfully implemented guided pathways with an intensive retraining of advisors (*see Student Affairs recommendations below*) should change these trends significantly, by supporting students in exploring career opportunities and choosing a program of study early in their academic careers.

Recommendation: Ensure the Stackability of Certificates and Degrees

The 2016 Schaefer report stated, “Continue efforts to ensure students earn “Stackable Certificates” while enrolled in degree programs”. BCCC should prioritize an effort to ensure that certificate and degree programs are “stackable”—meaning that a certificate can be earned on the way to earning a degree. Research has shown that on average, high school graduates receive a 20 percent wage premium with a certificate, and certificate holders, especially those in high-earning fields of study, do better than many with an associate or bachelor’s degree. For example, in computer and information services, male certificate holders have higher earnings than 72 percent of men with an associate degree and 54 percent of those with a bachelor’s degree. Women certificate holders in the

field earn more than 75 percent of women with associate degrees and 64 percent of those with bachelor's degrees.⁴

There are currently nine programs at BCCC that offer both a certificate and a degree. These need to be reviewed to ensure that students can earn the certificate along the way to achieving the degree, which will encourage student momentum and increase completion rates for the College. The Vice President of Academic Affairs, Vice President of Student Affairs, deans, associate deans, and program coordinators should review the education plans for the certificates and degrees and implement changes to ensure that the certificates and degrees are stackable.

This should include:

- Review of education plans for the certificates and the degrees to ensure that courses required for the certificate are achievable within the first 30 credits of the degree;
- Work with program coordinators to adjust education plans for the certificates, if necessary;
- A degree audit to see how many current students may have earned the certificate; and Outreach to students who have earned the certificate to inform them of their eligibility for the award.

Professional Development

Finally, when addressing academic quality, professional development for faculty is critical.

Recommendation: Create a Center for Teaching, Learning, and Innovation

A Center for Teaching, Learning, and Innovation will support full- and part-time faculty in their professional development activities and provide a mechanism to focus on the promotion of innovative teaching and learning methods at BCCC. During the dialogue with faculty during the Institutional Realignment process, faculty expressed a desire for greater control over their professional development choices and a more comprehensive program of services and resources, including:

- Help in gathering student feedback;
- Support with collecting and analyzing data on the effectiveness of instructional strategies;

⁴ Carnevale, A, Rose, S & Hanson, A, Certificates: Gateway to Gainful Employment and College Degrees, a report by the Center on Education and the Workforce, June 2012

ENCOURAGING STUDENT INNOVATION AT BCCC

Colleges are increasingly investing in makerspaces. But what are they, exactly? Makerspaces are places where students and faculty can hash out ideas and bring inventions to life. It's a collaborative workspace for making, learning, exploring and sharing that uses high tech to no tech tools.

Students engaged in the makerspace would be provided opportunities to:

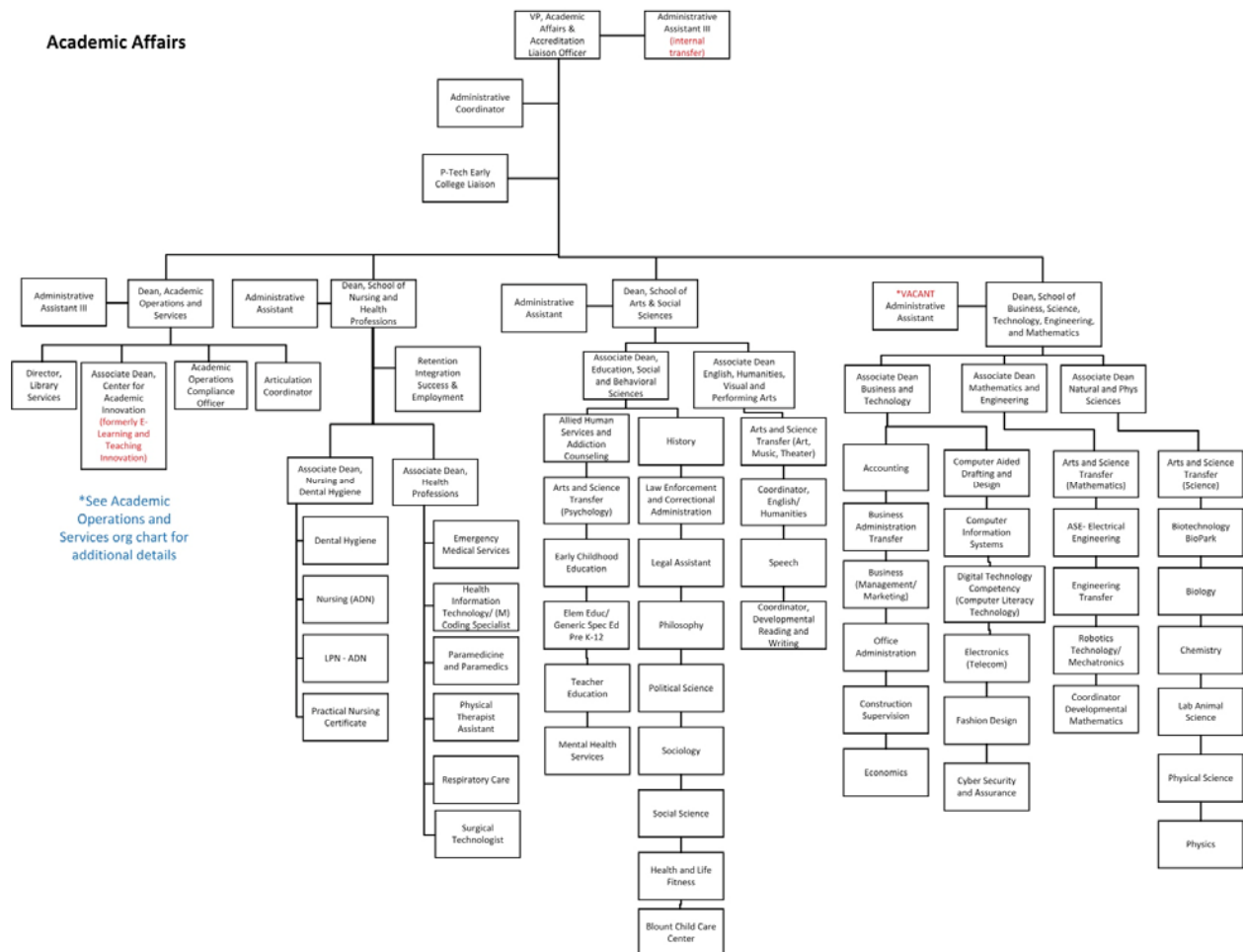
- Develop 21st century employment skills through solving problems and thinking creatively.
- Deepen what is learned in Science, Technology, Engineering, Art and Mathematics (STEAM) classes, by making connections with real-life tasks and problems.
- Explore their interests and develop creative solutions to real-world problems, showing that solving complex social issues often requires multiple skills and people.
- Develop relationships and build communities through activities that draw from community expertise and build shared goals with community members. This allows knowledge and skills to be shared and personal connections to be created.

The BioPark facility would be a perfect location for such a makerspace.

- Workshops, book discussions, and colloquia on discipline-specific and general teaching and learning topics;
- Support for pedagogical innovation and research;
- Consultations with experts to support learners' writing, communication, and quantitative literacy skills within the context of the disciplines; and
- Facilitation of and support for faculty learning communities

To this end, edBridge recommends that the Center for Teaching Excellence be renamed *Center for Teaching, Learning, and Innovation* and shifted from the Education, Social and Behavioral Sciences department to Academic Operations and Services to more effectively serve all faculty.

Academic Affairs Organization Chart



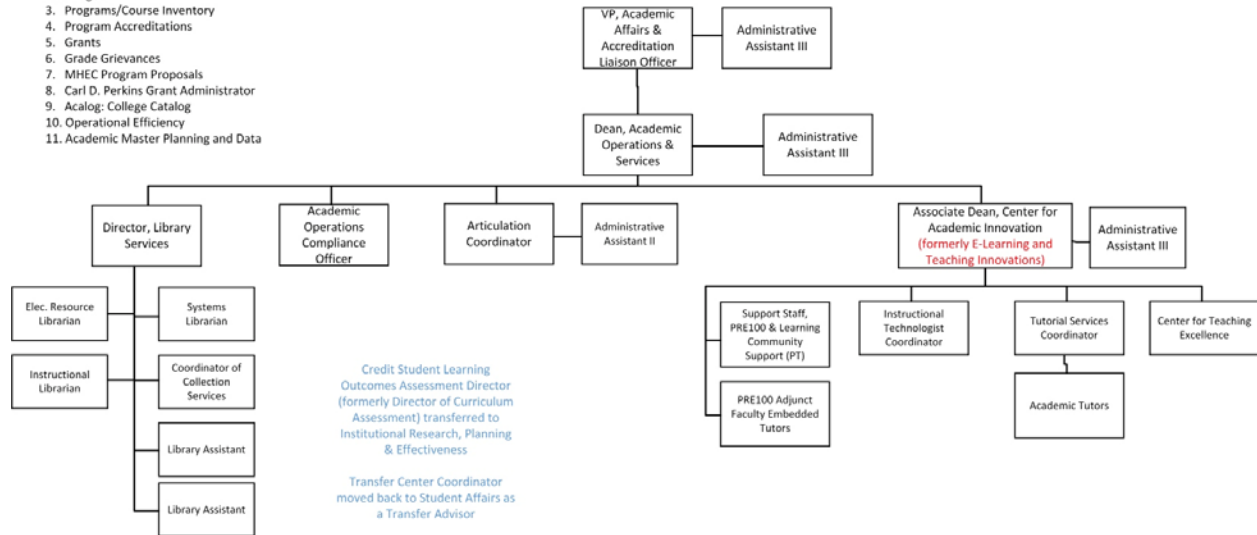
*See Academic Operations and Services org chart for additional details

**Academic Operations & Services,
Academic Affairs**

Dean, Academic Operations & Services

Responsibilities:

1. Policy/Procedures
2. Budgets
3. Programs/Course Inventory
4. Program Accreditations
5. Grants
6. Grade Grievances
7. MHEC Program Proposals
8. Carl D. Perkins Grant Administrator
9. Acalog: College Catalog
10. Operational Efficiency
11. Academic Master Planning and Data



C. Workforce Development and Continuing Education

The Workforce Development and Continuing Education (WDCE) division is a critical division for BCCC and the city itself, serving thousands of students, residents and employers. The findings outlined in the Schaefer Center report state that there is significant opportunity to engage in a clearer focus on offerings in workforce development and noncredit programs. Specifically, the report finds that *“Workforce development represents a chance for the College to fulfill critical needs for employers, prepare residents for better jobs, generate revenue for the College, connect the College to employers, and create a pipeline from noncredit to credit enrollment.”*

In the Schaefer Center report, *Recommendations #5, 6, and 9* all address the importance of workforce development to the college, the city and the students. The report has called this area out as an opportunity for BCCC to enhance its reputation while meeting the workforce needs of Baltimore City. Building strong relationships with stakeholders, partners and employers, strengthening workforce development programs and aligning noncredit programs to credit programs are critical strategies for BCCC.

Based on these findings and recommendations from the Schaefer Center report, the Joint Chairmen’s report mandates under *Realignment Task #2* that the institution must make *“...workforce development and job placement top educational priorities of BCCC.”* edBridge Partners, working with WDCE and the core team for the Realignment Project, reviewed the data, current organizational structure and staff, best practices and examples of successful models from other community colleges.

The objective was to align and provide resources from the College to best achieve the central strategies for the WDCE division.

Recommendation: Expand the Workforce Development Area

To reflect the growing emphasis on Workforce Development and align the most critical departments, the Workforce Development area is led by an Associate Vice President, and includes not only Workforce Development Programs, but also the Panther Center and a new Business Development Department

Recommendation: Establish a new Business Development Office, located within the Workforce and Continuing Education division, with a small team of liaisons who can take on primary responsibility for developing and navigating relationships with potential partners

A key component of successful workforce development and job placement is a strong relationship between the college, local employers and the community. Without this foundation, other components of a workforce development strategy may not align and may be unsustainable.

edBridge recommends that a new *Office of Business Development* be created with liaisons that bring industry-specific knowledge and devote significant time to building productive relationships with potential partners, including local employers, education institutions, community organizations and Baltimore City. Businesses and other partners will have a point person within the College, and similarly, the liaisons will have a reliable contact with their business partners' counterparts.

This ensures alignment of partnerships with WDCE's priorities and capabilities, continuity of communication and follow-up, and accountability from those closest to the BCCC programs or services. The Office of Business Development and its liaisons will report directly to the Associate Vice President of Workforce Development and will have experienced people that focus on and have expertise in K-12, Industry, Community Organizations, and Baltimore City.

A greater emphasis on contract training, serving local and regional businesses and industries through innovative and entrepreneurial opportunities, and the training of staff in sales and relationship building techniques should be emphasized through the new Business Development Office.

The Role of the Liaison

The role of the liaison is not to act as a substitute for existing relationships that WDCE leadership has with partners, but to expand upon and develop new relationships with potential partners across key areas. Liaisons will also be responsible for coordinating programs and projects across organizations, recognizing future areas of collaboration, identifying and anticipating the labor needs of local industries and recommending programs to meet those needs. Their responsibilities do not include any negotiation or approval of specific partnership terms, parameters or training programs; these responsibilities will fall to the Vice President of WDCE and the President of the College.

Once a college-industry/community/K-12 partnership is formed, the liaisons will help manage the partnership, ensure that the program is implemented with fidelity and progresses on schedule and within budget. Liaisons will collect data and track outcomes of their programs and provide regular

status reports to senior management. Project management experience may be useful here to help coordinate activities, manage deliverables, update and report progress and ensure a successful relationship.

Partnerships: Coordinating effectively across the College

WDCE is not the only area of the College that needs to form partnerships outside the College community. Academic Affairs and Institutional Advancement will also be reaching out to businesses and community groups. Government Relations will be working to strengthen relationships with the Mayor's Office and state legislators and policymakers.

Many target partners or proposed partner activities may overlap and WDCE will need to coordinate activities with Advancement, Academic Affairs and Government Relations to make sure potential partners are contacted through a cohesive, synchronized program. The College will appear disorganized and out of sync if too many people call on the same groups and/or propose different types of partnerships, which could turn away potential partners.

edBridge's bias is that "ownership" of a partnership resides with the group that is responsible for fulfilling the terms of that partnership. While many people across the organization will have important relationships that may be tapped, these contacts should be introduced to the vice presidents who are closest to the work.

BCCC will need to establish a mechanism and formal channel for those pursuing partnerships to regularly communicate, share ideas and leads, and collaborate. At the outset, the College may want to establish a process and communicate strategies to ensure that different teams across BCCC divisions are working most effectively to pursue partnerships.

Recommendation: Strengthen and align the Workforce Development programs to the five career pathways in Academic Affairs as much as possible, and have these areas led by a Director who is a full-time faculty member.

A key recommendation from the findings in the Schaefer Center report was a greater connection between noncredit and credit programs. Specifically, the Schaefer findings state, *"Baltimore City Community College should focus on linking noncredit students to credit programs and develop formal links between the WDCE offerings and academic programs to help transition noncredit students to degree or certificate programs."*

Currently, WDCE and Academic Affairs have aligned their respective pathways, where appropriate. However, realignment will require intensive effort and it is recommended that collaboration and communication protocols between Academic Affairs and WDCE be established for this to be implemented effectively. There is a great opportunity to undertake an intensive examination of the programs of study and develop or better articulate the pathways from non-credit programs to certificate or degree programs through increased collaboration between Academic Affairs and WDCE.

Academic Affairs: Five Career Pathways	WDCE: Four Career Pathways
Behavioral and Social Sciences	
Business	Business
Pre-Health Professions	Health Professions
STEM	STEM
Visual and Performing Arts	
	Construction and Transportation

WDCE’s pathways have been aligned to the degree possible with the Career Pathways in Academic Affairs; however, as the workforce development division continues to develop, there should be continual examination and alignment between Academic Affairs and WDCE to provide better career pathways for students.

The Workforce Development programs should be led by a full-time faculty member to ensure rigor for the workforce offerings. This will require hiring additional full-time faculty.

Recommendation: Strengthen job and career placement advising in the Panther Center and shift this area to the new Associate Vice President of WDCE to work more closely with the workforce development programs.

Advisement and counseling are crucial ingredients in strengthening student persistence. Research has found that students are more likely to persist in college and complete a degree if they have clear goals, understand the college process, and engage with staff or other students on campus.⁵ In ideal circumstances, advisors and counselors can facilitate these conditions through personalized, sustained guidance that helps students develop the self-awareness and problem-solving skills needed to fully commit to their aspirations. This type of “developmental” advising goes beyond information dissemination to actual student training to help students develop the capacity to evaluate and make better academic and vocational choices.⁶

Given the multitude of course offerings and the complexity of certificate, degree, and transfer requirements at most broad-access colleges, advisors have a crucial role to play in supporting students. It is recommended that advising for noncredit job and career placement be concentrated within the Panther Center and that the advisors have industry-specific and deep program knowledge to better advise the students in their career path. Advisors should be cross-trained and certified to be able to successfully support students in this role.

Given the need to focus on WDCE partnerships, training and programs, it is recommended that the citizenship, immigrant integration and social worker positions be eliminated. This is not the main work of the College and City, State and Federal agencies as well as NGOs handle these functions.

⁵ Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). What we know about guided pathways. New York, NY: Columbia University, Teachers College, Community College Research Center.

⁶ See Bailey, T., Jaggars, S.S., & Jenkins, D. (2015). Redesigning America’s community colleges: A clearer pathway to student success. Cambridge, MA: Harvard University Press; Kezar, A. (2015). What is the best way to achieve broader reach of improved practices in higher education? *Innovative Higher Education*, 36(4), 235-247; Karp, M.M. (2013). Entering a Program: helping students make academic and career decisions (CCRC Working Paper No. 59). New York, NY. Columbia University, Teachers College, Community College Research Center.

Recommendation: Shift the WDCE Accountability & Assessment Services to report to Student Affairs to consolidate and streamline assessment services across the college to better serve students.

Assessment services is one of the most important areas of the College as it impacts both the initial and final experiences a student, either credit or noncredit, can have at the college. The academic assessment services include placement exams such as Accuplacer, CLEP, ParaPro and other diagnostic or exemption testing which students take as part of the intake process. On the WDCE side, certification assessments related to Workforce Development programs, GED testing, and ESL testing are the most common assessments. Currently at BCCC, these different divisions support their own assessment services and operations with different processes and protocols. This can lead to a disjointed experience for students and varying standards, technology and processes that can impact enrollments and transfers from noncredit to credit.

Due to the existing variations in the assessment services and operations at the College and the impact this can have on the student experience, it is recommended that accountability and assessment services be consolidated and streamlined under the Student Affairs division to better serve BCCC students. In addition to consolidating services, an institution-wide set of assessment protocols should be developed to standardize the over-arching assessment process, while developing a unique set of protocols for each exam. While staff could physically reside at multiple locations including the Harbor Campus, the recommended reporting structure would shift the WDCE Director of Assessment to report to the VP of Student Affairs.

Furthermore, consolidating and streamlining assessment operations would allow for:

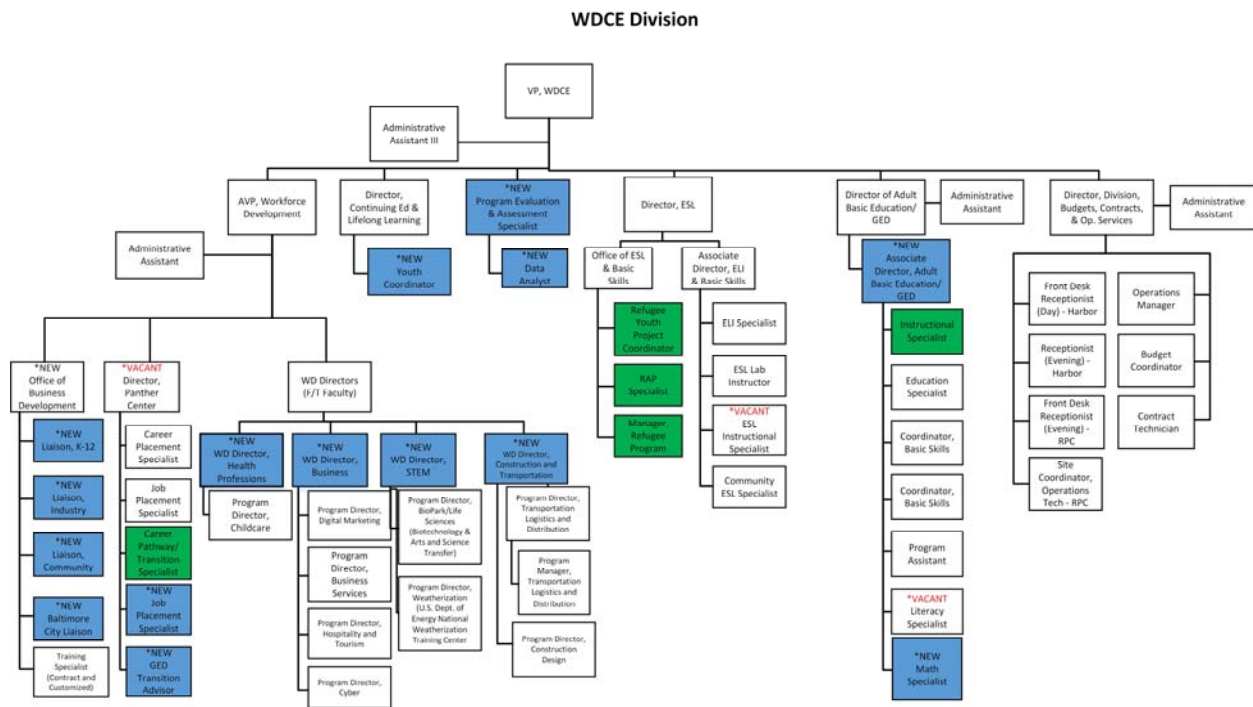
- Implementing more efficient scheduling and registration process by leveraging a single system;
- Leveraging technology standards across locations to allow for any assessment at any location;
- Streamlining the number of testing locations to reduce costs and increase efficiencies; and
- Cross-training of assessment center staff and proctors to allow for additional support and eliminate sole ownership of any specific testing function.

Recommendation: Create a new WDCE Program Evaluation & Assessment Office to collect program data to demonstrate success and effectiveness to stakeholders.

The Realignment mandates that BCCC focus on establishing strong relationships with key stakeholders including private employers and business and community organizations, among others. The Schaefer Center report also confirmed that it is very important that BCCC develop relationships with employers to ensure that their programs are meeting the needs and demands of local business and are building a pipeline of well-trained and job-ready students. Currently there are no data on the impact and effectiveness of the Workforce Development programs and how those programs are adequately meeting local and regional workforce needs. To effectively enter into any sort of partnership with external stakeholders or to secure and sustain outside funding, it is necessary to have data that demonstrate the impact and effectiveness of the programs the College is trying to strengthen and expand. Further, rigorous evaluation is key to the continuous improvement of programs and partnerships.

To that end, it is recommended that a new area be created within the Workforce Development and Continuing Education division that is specifically responsible for collecting, analyzing and reporting on data around the Workforce Development programs and their effectiveness. This office would have a program and evaluation specialist who is experienced in developing data collection protocols and a data analyst who can analyze and evaluate the data. This group would work closely with the Institutional Research area that supports data efforts across the college but would be separate and specifically charged with analysis of Workforce Development programs. All of the positions associated with this office will all be new positions.

WDCE Organization Chart



D. Student Affairs

Admissions and Recruitment

The first point of contact is with admissions advisors regarding the enrollment process, performed by trained admissions professionals in the Student Affairs Enrollment division.

Recommendation: Ensure a Positive Front-Door Experience

The area has a broad charge and a large number of personnel. It is recognized that until effective technology is put in place much of the work in of the enrollment, registration, and financial aid processes is done manually and is very time-consuming. However, given the decrease in enrollment and the overall number of students applying and enrolling, the number of admissions, enrollment and registrar positions are too high.

Further, at such time as technology and tools are improved, the levels and roles of personnel in these departments will need be revisited.

It is recommended that:

- Two ACADEMIC AFFAIRS& WDCE admissions and outreach advisor (specialist) positions be eliminated.
- The international student and special population coordinators roles should be combined with one individual cross-trained to manage both.
- The title for admissions personnel should change to admissions specialist. Not only is this consistent with the enrollment ad financial aid titles, but also avoids the diffusion and confusion around advisor roles at the College. Consistent with the goals of presenting one unified College to constituents, strengthening service for WDCE, and directing more students to a meta-major or career pathway, all advisors must be retrained to be expert and knowledgeable about each of these three areas. The priority of admissions must be to assist student on site during the peak periods. Recruitment and time spent away from the College should be minimized to ensure students are well served during this important process on campus. As the job has expanded, admissions advisors/specialists may need to reapply for their positions.
- In the Registrar area, there are currently eight staff. It is recommended that the registration technician and registration outreach assistant positions be eliminated; and a records and registration specialist be eliminated. Two registrar and registration specialists have been realigned to this area from WDCE. All registrar and recruitment specialist must be cross-trained to be able to serve both WDCE and ACADEMIC AFFAIRS students.
- The role of advisor is increasingly important to guiding students to their career pathways. The office of academic and career advising in the student development and success division will be the major hub for advisors. There are currently eleven advisors in this area. Compared to other institutions that have larger student bodies and are also Pathways colleges, the number of advisors at BCCC is too high. We recommend seven advisors in this area.
- Intercollegiate athletics positions must also be reduced as the College's primary mandates center of rebuilding and strengthening WDCE and Academic Affairs programs. It is recommended that the associate director position be eliminated and the two roles for Game Day Supervisor and Operation be combined into one.
- Advisors must take an active role in steering more students away from general studies where they are less likely to transfer or graduate. Advisors will take on new roles as advisors with knowledge and expertise in both WDCE and ACADEMIC AFFAIRS; in the career pathways established at BCCC; and have proficiency in the technology need to coordinate across both faculty advisors and Panther Center personnel. Due to the change in role, it is recommended that all current advisors reapply for their jobs and the positions be posted both internally and externally.
- An associate director will be added to develop and manage the student first- year experience and dual enrollment, working closely with their advisor colleagues in ACADEMIC AFFAIRS and WDCE.

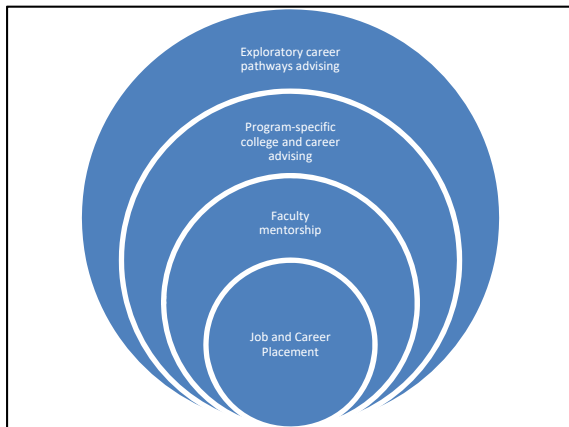
Advising Model

It is recommended that BCCC create a multi-layered advising model to ensure that students receive personalized, sustained guidance over time. Each layer of advising would ensure that students receive expert advice and counsel as they progress through the College, and that responsibility and accountability for providing such expert advice and counsel is shared across many individuals at the College.

This will require that:

- Advisors are well versed in BCCC's career pathways, the academic offerings of the college, and workforce development program options;
- Expectations for faculty advising are formalized and enforced; and
- Advisors are trained to provide career counseling and job placement assistance and guidance.

Multi-layered Advising Model



The College must develop a unified approach for all students, operating as one College: Advisors will need to be trained and well versed in the programs and opportunities afforded by Workforce Development, in addition to Academic Affairs. They will need to be prepared to describe and direct students to career and degree pathways.

In the first layer of advising, students who do not have a specific major in mind are required to choose a Career Pathway (such as business, pre-health professions, behavioral and social sciences, STEM, or fine and performing arts) with a default curriculum that gives them a taste of the given field. Students are then required to choose a specific program in the larger field of interest within a prescribed number of terms, or switch to another field. This advising is a critical function of the College and Career Advisors, helping students to get on a pathway as early as possible in their academic career.

The next layer of advising relates to program-specific advising, in the early part of a student's journey (15 credits or less). Here, advisors would guide students to select a course of study that is in alignment with the career pathway defined by the College. Each division would train dedicated experts on the various programs of study possible within that career pathway, and these dedicated experts would be responsible for guiding students from their declaration of an exploratory pathway to selection of a definite program of study. These advisors be part of Student Development and Success staff and would also work with the general studies degree students to ensure that they receive proper advising on the courses that will maximize transferability to their preferred four-year institution. These advisors would receive training each semester from the academic and workforce areas on program changes and updates.

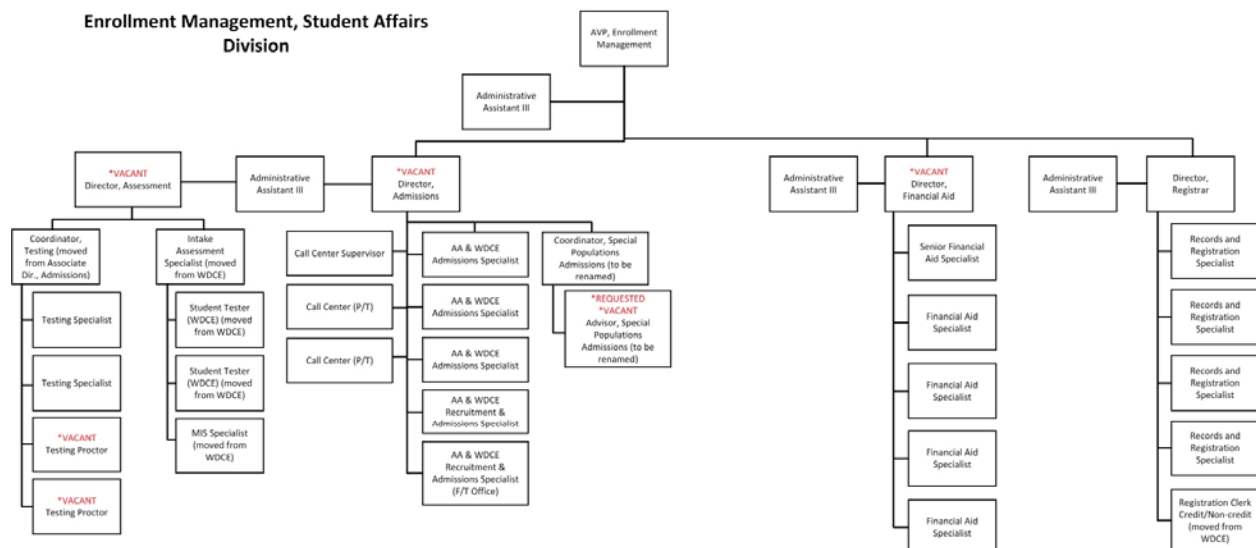
In the third layer of advising, faculty advisors would play the role of mentors to students once a student has selected a program of study. All full-time faculty would be required to mentor a reasonable cohort of students and provide guidance for them on the application of their program of study to careers or to higher degrees.

The final layer would be career and job placement advisors. For non-credit or Workforce Development students, this service would be provided through The Panther Center. For credit students career counseling would be provided by the college and career advisors. Since this is new expectation, it is recommended that all advisors in that area be trained and certified in career counseling through the National Career Development Association.

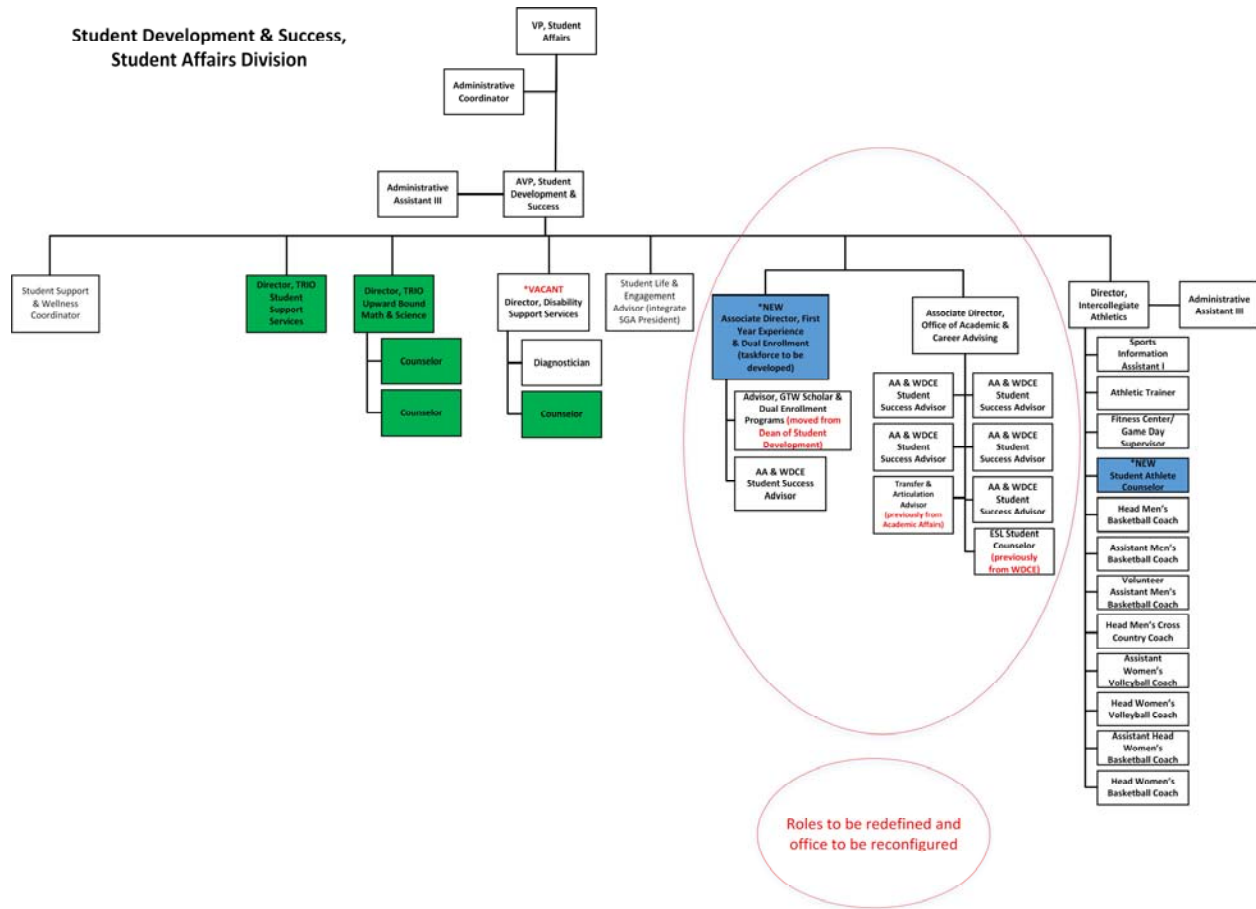
Recommendation: Realign Role of the Student Advisors

To facilitate this multi-layered approach, a case-management advising system should be implemented. Implementing case management strategies in advising is a promising way to increase the retention and completion of underprepared students through a personable, proactive, and strengths-based approach that emphasizes communication, collaboration, and accountability across and between advisors and faculty in support of the student. It can create a more meaningful experience for students and a more fulfilling vocation for advisors. New technology is available (e.g., Hobsons, Starfish) for faculty and advisors to readily share student information and see where and how students are progressing. All advisors should be required to become proficient in these tools and use these resources as part of their jobs daily.

Student Affairs Organization Chart



*When IT solutions are available, number and role of staff will be reviewed.



E. Finance and Administration

BCCC’s Human Resources division has undertaken and completed a comprehensive review of job descriptions across the College with the goal of clearly articulating the roles, responsibilities and skillsets needed for each position. The next step in this process would provide the opportunity for people within existing positions to develop the necessary job skills defined in these updated job descriptions, allowing BCCC to professionally grow and retain top talent. Aligning Human Resources and a new Professional Development position within one department under Finance and Administration will allow BCCC to create more coherence and connection between talent acquisition and talent development.

Recommendation: Create a new Professional Development and Action Learning Coordinator position within the Human Resources department that provides career and leadership development opportunities.

Employee development is a strategic tool for an organization's continuing growth, productivity and ability to retain valuable employees. Aligning the employee's career goals with the strategic goals of the organization not only helps the organization achieve its goals but also engages staff.

Creating career and leadership development opportunities for employees allows managers to address gaps in training. If addressed properly, it can lead to knowledge gained in an employee's current position, promotions and transfers to new positions—filling critical needs for talent acquisition. Career development has a direct impact on the entire organization by improving morale, career satisfaction, motivation, productivity, and responsiveness in meeting departmental and organizational objectives. Career development, connected to the desired skills, competencies, knowledge, and values of the College, will provide employees with an ongoing mechanism to enhance their skills and knowledge and result in better production overall in the workplace and stronger leadership long term.

Providing the opportunities to develop leadership and work skills is the most effective way for the College to identify and test high potential and star individuals. It allows the College to demonstrate that it values employees' talent and leadership potential. Research has shown repeatedly that the most engaged and satisfied employees are those who feel their employers offer them opportunities to grow and develop their work and leadership skills.

Operational Effectiveness

Leaders across the higher education space are under more pressure than ever before to do more with less. After all, student expectations and needs are growing, as are external expectations for the performance of higher education institutions. However, the operating budgets for institutions across the country are dwindling.

Recommendation: Add Director of Operational Effectiveness

This role will work closely with the Vice President of Finance & Administration in a behind-the-scenes capacity on a wide variety of special projects and initiatives involving the Division and its priorities. A primary function of this role would be to foster cross-functional collaboration throughout the Division and the College and maintain effective relationships at all levels.

In addition to helping establish a new project management office to manage initiatives, they will help develop specific processes to effectively implement these initiatives according to the strategic goals. They may also serve as the lead operational project manager to guide the team and work with

Project Management Office

Recommendation: Create a Project Management Office

A project management office (PMO) within Finance and Administration is recommended to help all areas of the College complete large, cross organizational work within scope, on time, and within budget. This PMO will be an opportunity for the College to cultivate skills and knowledge of staff in areas of project management and strategy analysis.

The role of the PMO will be to:

- Support: Assist, coach and mentor project teams;
- Assure: identify and manage cross-project dependencies;
- Inform: Establish regular project reporting and tracking;
- Govern: Build best practice project governance; and
- Standardize: Methods, tools, processes and policies.

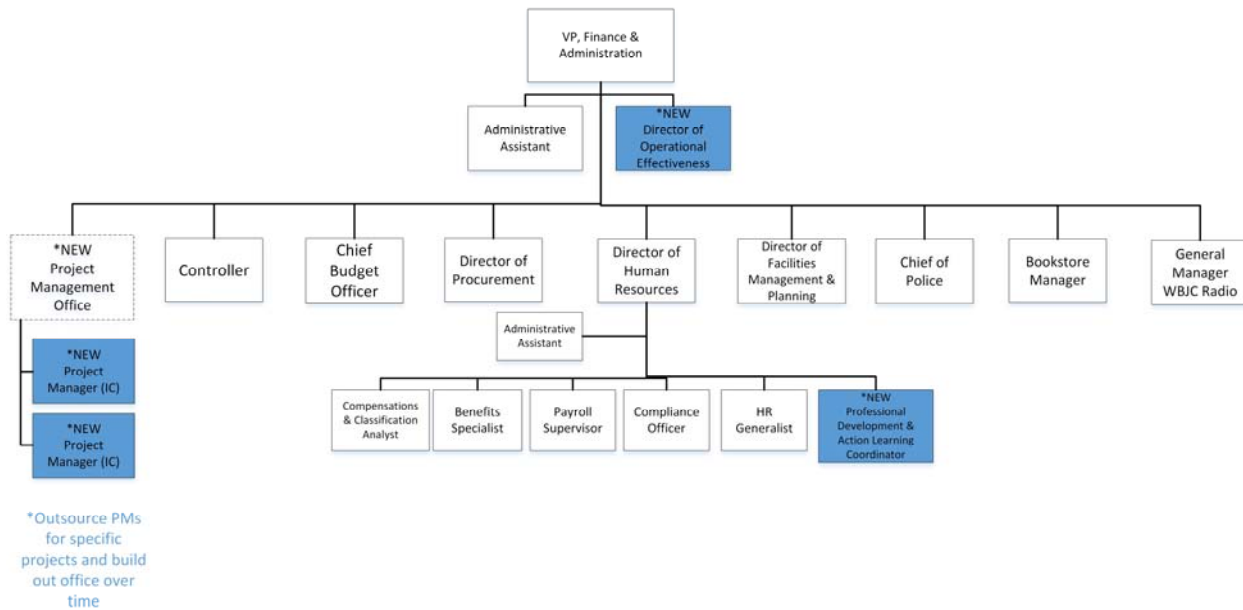
This small team of project managers, which can be comprised of outside consultants, will serve as internal consultants to the College to improve implementation and provide a convenient focal point for ideas that percolate up through the organization.

Other Areas of Finance and Administration

There are many different areas within the Finance and Administration division that will require extensive review of all positions. Consideration is being made for these areas regarding the possibility of outsourcing specific positions and functions. A final decision on this is not anticipated until the 2019-2020 timeframe.

Finance & Administration Organization Chart

Finance & Administration Division



F. Information Technology

Information technology can be a transformational aspect of the community college. A lack of well-functioning technology systems, platforms and infrastructure impedes the College’s ability to effectively serve and support its students. A key component of the recommendations provided in the Schaefer Center report and mandated by the Joint Chairmen’s Report focus on the information technology needs and requirements of the College. According to the findings in the Schaefer Center report, “BCCC’s technological infrastructure is outdated and is impeding the College’s effectiveness”. The report cited that BCCC has been aware of the inability of the technology infrastructure to adequately support the institution’s needs since 2006 but has been unable to implement effective solutions to address the gaps. Recommendation #11, as outlined in the Schaefer report, states that BCCC must address its information technology needs, including a new ERP system.

Based on this recommendation from the Schaefer report, the Joint Chairmen’s Report states in Realignment Task #9 that the college must address “...the information technology and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.” To this end, BCCC has engaged Hartman Executive Advisors to conduct a thorough review and analysis of the information technology needs of the institution. Hartman will be working on improving the IT infrastructure and working with the Maryland Department of Information Technology (DoIT) to develop a holistic infrastructure enhancement plan with recommendations and ongoing support methodology. Hartman will also, as part of this process, assess the staffing requirements, skills and gap analysis as it relates to IT for the institution and develop recommendations around these areas.

Work around Realignment Task #9 has been in progress by Hartman Executive Advisors, and their goal is to begin implementing an agreed upon plan during Summer 2018, with a final plan ready for DoIT by November.

Any questions related to IT and this task can be directed to Garry Burnett at Hartman Executive Advisors (GBurnett@hartmanadvisors.com).

G. Research, Planning, and Effectiveness

The Research, Planning and Effectiveness division at BCCC is under resourced. BCCC's institutional research has not kept up with an evolving field and the increasing need for data, research and assessment for both internal and external constituencies. Too often, after mandatory reporting is complete, there is little time and few resources for research on issues that are important for decision-making and to the success of the College.

In successful institutions, Research, Planning and Effectiveness is built to:

- Provide data and analytics support, performance data and metrics monitoring, data training and capacity building, and external data compliance and oversight.
- Provide timely, relevant, and analytic support, so data becomes the foundation of decision-making at all levels of the College and supports student success.
- Play a lead role in developing a culture of data-informed decision-making.
- Assess and support the College's institutional effectiveness using results to recommend improvements.
- Support the College's efforts to assess student learning.
- Design and support systems that ensure the accuracy of information disseminated by the College.
- Design program evaluations.
- Conduct environmental scanning.
- Provide grant support.

This office must provide the College community with information and analysis to support planning, decision-making, and overall improvement. The office leads institutional planning and accreditation activities and guides institutional effectiveness assessment practices.

Recommendation: Grow the office of Research, Planning and Effectiveness

A Manager of Institutional Assessment has been added to provide the leadership and management of an integrated and systematic institutional assessment program to support the College's mission and strategic initiatives. The Manager will play a key role in ensuring the College's ongoing compliance with the requirements of its regional accreditor by promoting institutional effectiveness and fostering a culture of continuous improvement. The Manager will support the data collection and analysis, data visualization, interpretation of results, and preparation of reports for both internal and external use and distribution and will also provide oversight of the administration of institutional surveys (e.g., exit surveys, student engagement surveys, employment surveys, faculty surveys, student feedback of faculty instruction surveys, etc.).

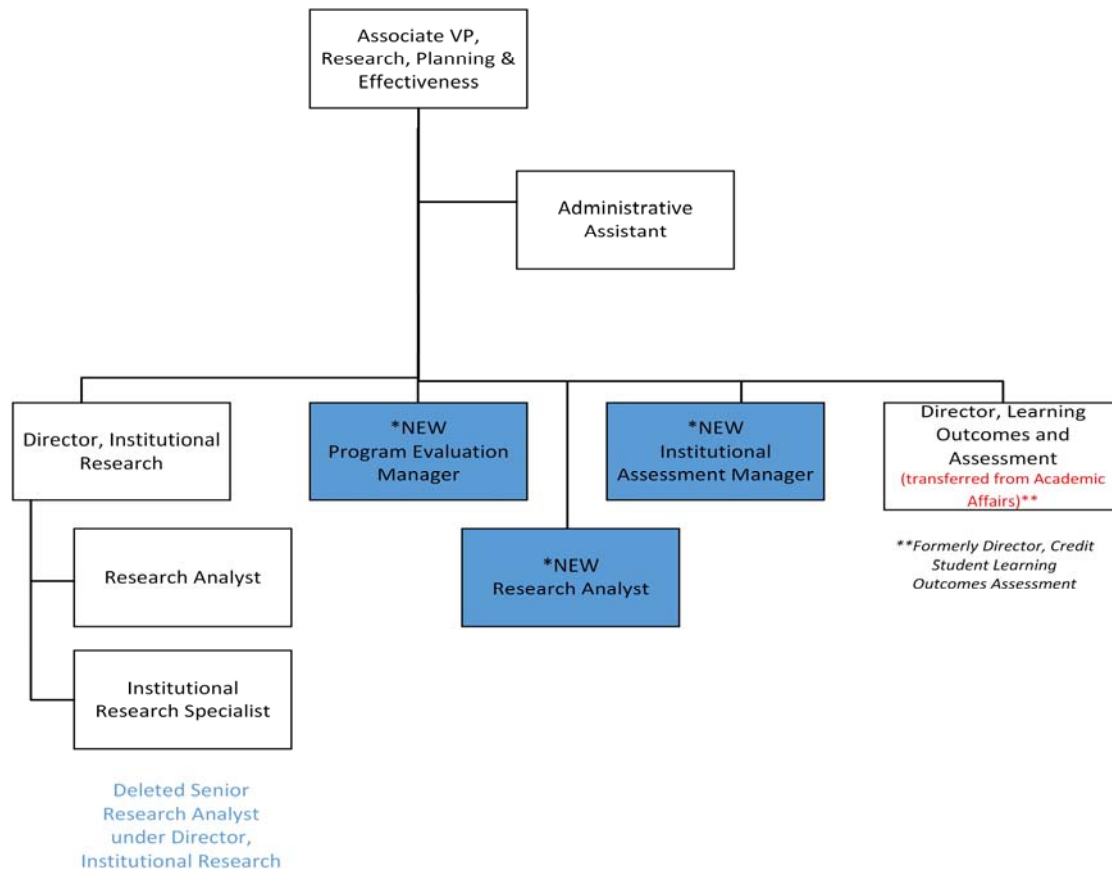
A Program Evaluation Manager has been added to design evaluations and research that have practical use. This capability is increasingly important, especially as the College implements new Realignment programs. Additionally, a new research analyst is recommended to work with and garner insight from data to share with constituencies.

A project manager to help oversee annual strategic planning processes can be brought in from the Project Management Office during the beginning of each planning cycle to manage and ensure effective planning processes.

It is recommended that Research, Planning and Effectiveness remain reporting directly to the President, under the leadership of an AVP.

Research, Planning & Effectiveness Organization Chart

Research, Planning & Effectiveness Division



H. Advancement and Communications

This office must be responsible for conceptualizing, developing, and executing marketing and communication strategies that support the College's highest goals. This goes beyond creative services functions. The focus is on shaping and strengthening the College's identity, increasing institutional visibility in the market and field, and building its reputation with internal and external audiences that contribute to the College's overall success.

Additionally, this department serves as brand champion and steward of the College's identity, branding standards and institutional core messaging.

It is recommended that Advancement and Communications focus on three key areas:

- **Brand and Reputation Management:** The primary purpose as a strategic communications office is to share the College's story in ways that showcase the value of a BCCC education and inspire and compel key audiences to act. The office is responsible for proactive media relations, internal communications, and crisis communications efforts; brand awareness advertising in regional and local outlets; management of the College's primary social media channels; digital strategy; and support for such signature events as Commencement.
- **Institutional Advancement:** Advancement communications efforts are aimed at building a strong culture of engagement and philanthropy and developing fundraising communications each year.
- **Recruitment:** The office collaborates with the Office of Admission in efforts to reach out to the community and recruit diverse students who will be successful at BCCC and beyond.

Recommendation: Grow the office of Advancement and Communications

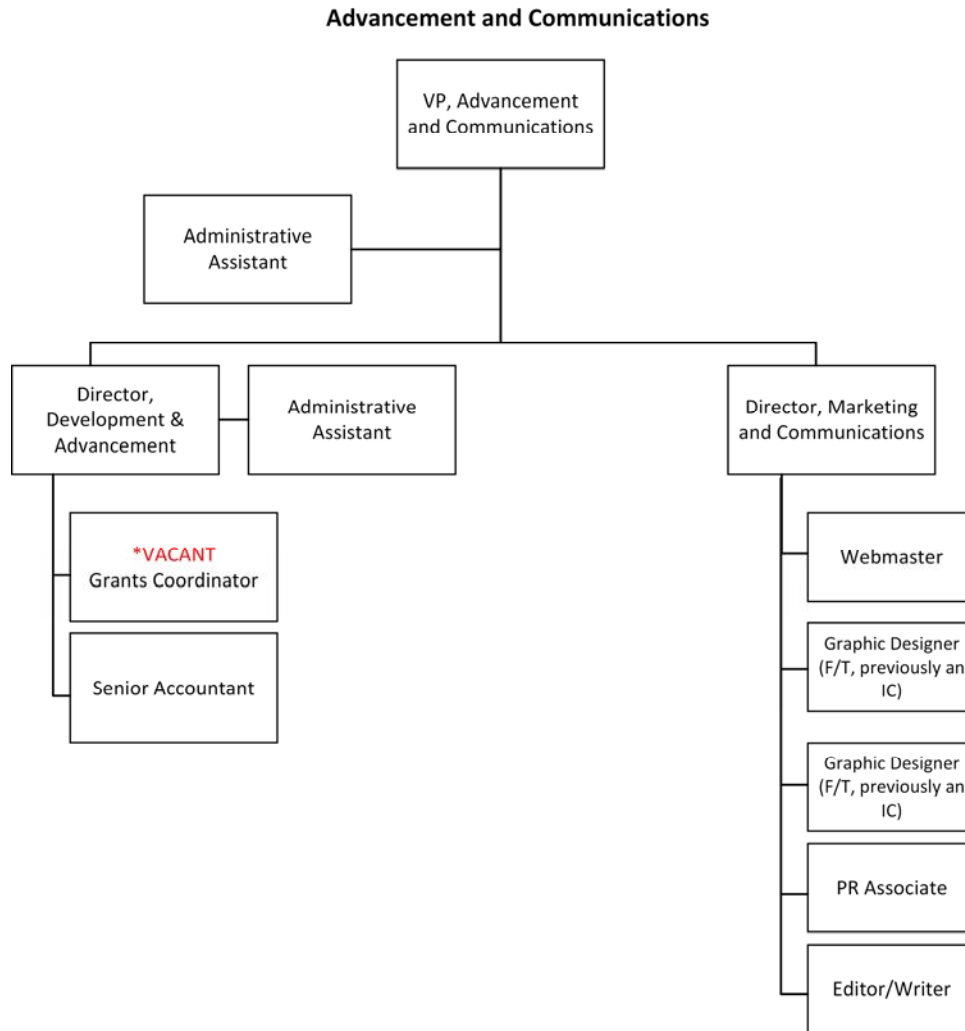
Realignment Task 8 calls for the development of a brand and marketing for BCCC. This will be important to increase awareness, enrollment and perceptions of the College. Much of the branding work will be outsourced to an agency.

The focus on stronger branding and improved marketing requires additional in-house resources and these capabilities. It is recommended that a director of marketing and communications oversee these functions, working with outside agencies and ICs, as needed. The new branding effort is critical. It will require the full attention of the VP and Director of MARCOM.

The area of Advancement will need to be built up. Creating the plan for growth and funding and relationship building need to be the primary responsibility of the AVP and Director of Advancement.

The Manager of Community Engagement will be eliminated as this role is best performed within WDCE, ACADEMIC AFFAIRS, and Student Affairs. This keeps the relationships and partnerships closest to the areas that, in the end, are responsible for implementing and making good on any partnerships or community services. It also ensures that the points of contact are clear and that any community engagements or partnerships are aligned to the strategic direction of these three areas.

[Advancement & Communication Organization Chart](#)



IV. CONCLUSION

In planning for the future, BCCC will need to balance the commitment to college access with the drive for student success and completion; lawmakers’ and funders’ attention to institutional performance and accountability; federal and state expectations regarding the College’s roles in the local and regional economy; and the burgeoning demand for more personalized student advising with an increasingly complex and overburdened system.

The College took a comprehensive approach to Realignment to dramatically improve institutional outcomes and is now in the action phase of the Realignment. The success of this work will depend on tightly coordinated and consistent communication, clear direction, and synchronized activities.

Realignment will require the College community to not only work differently, but also to retain a standard of excellence that will result in measurable improvements in student success. Leaders, in

addition to setting high expectations, will achieve excellence, in part through modeling of behavior and following through on ensuring those expectations are met at every level of the organization.

Composing an effective College team is not just a matter of replacing vacancies or selecting people by position, title or based on their individual relationship to the institution. Leadership, at all levels, requires a clear and compelling purpose and team members who have the knowledge, skills and experience to address the most critical institutional issues, strategies and initiatives. Team members must also bring the essential competencies necessary to work as a real team.

Below is a summary of the recommended position changes by area:

PRESIDENT'S OFFICE

- Director, Government Relations remains a direct report to the President

ACADEMIC AFFAIRS

- VP, Academic Affairs
 - Eliminate Director, Complete College Baltimore
 - Eliminate Administrative Assistant
- Director, Library Services
 - Eliminate Associate Director
 - Eliminate Catalog Management Specialist
 - Eliminate Administrative Assistant II (VACANT)
 - Eliminate Acquisitions Specialist
 - Eliminate Contractual Employee
 - Eliminate Contractual Employee
 - Eliminate Library Assistant
- Associate Dean of Academic Operations & Services >> **RENAME TO:** Associate Dean, Center for Academic Innovation
 - Eliminate Academic Services Coordinator
 - Eliminate Administrative Assistant III
 - Eliminate Intervention Specialist Coordinator, Learning Communities
 - Eliminate Student Success Specialist
 - Eliminate Lab Coordinator (INTERNAL TRANSFER FROM BSTEM)
 - Eliminate Retention Specialist
- Total Eliminated in ACADEMIC AFFAIRS: 15
 - Existing: 14
 - Vacant: 1

WDCE

- AVP, Workforce Development
 - Training Specialist (Contract & Customized) >> **MOVE TO:** under the Business Development Office
 - Director, Panther Center
 - Eliminate Community Liaison
 - Eliminate ACADEMIC AFFAIRS Credit Specialist (NEW)
 - Eliminate IT/Cyber Specialist
- Director, ESL
 - Eliminate Manager, Citizenship

- Eliminate AmeriCorps Immigration Integration Specialist
- Eliminate RYP Social Worker
- Eliminate Community ESL Specialist
- Eliminate ESL Transition Specialist (VACANT)
- Total Eliminated in WDCE: 8
 - Existing: 6
 - Vacant: 1
 - New: 1

STUDENT AFFAIRS: ENROLLMENT MANAGEMENT

- Director, Admissions
 - Eliminate ACADEMIC AFFAIRS & WDCE Recruitment Associate (F/T)(MOVED & RENAMED FROM LEAD CALL CENTER OUTREACH)
 - Eliminate Dual Enrollment WDCE-ACADEMIC AFFAIRS Recruitment & Admissions Advisor
 - Eliminate Coordinator, International Students Admissions
 - Eliminate Advisor, International Students Admissions (REQUESTED)
- Director, Financial Aid
 - Eliminate Associate Director, Financial Aid
 - Eliminate Financial Aid Specialist (VACANT)
- Director, Registrar
 - Eliminate Records & registration Specialist (REQUESTED)
 - Eliminate Records & registration Outreach Assistant/Degree Audit
 - Eliminate Registration Technician Credit/Non-Credit (MOVED FROM WDCE)
- Total Eliminated in Student Affairs-Enrollment Management: 9
 - Existing: 6
 - Vacant: 1
 - Requested: 2

STUDENT AFFAIRS: STUDENT DEVELOPMENT

- Associate Director, First Year Experience
 - Eliminate ACADEMIC AFFAIRS & WDCE Student Success Advisor
- Associate Director, Office of Academic & Career Advising
 - Eliminate ACADEMIC AFFAIRS & WDCE Student Success Advisor
 - Eliminate ACADEMIC AFFAIRS & WDCE Student Success Advisor
- Director, Intercollegiate Athletics
 - Eliminate Associate Director
 - Eliminate Game Day Operations >> **COMBINE ROLE** with Game Day Supervisor
- Total Eliminated in Student Affairs-Student Development: 5
 - Existing: 5

FINANCE & ADMINISTRATION

- Project Management Office
 - Eliminate Project Manager (IC) (NEW)
- Director of Human Resources
 - Eliminate HR Specialist II

- Eliminate Talent Acquisitions Coordinator
- Total Eliminated in Finance & Administration: 3
 - Existing: 2
 - New: 1

RESEARCH, PLANNING & EFFECTIVENESS

- Associate VP, Research, Planning & Effectiveness >> REMOVE CHIEF OF STAFF, REPORTS DIRECTLY TO PRESIDENT
 - Eliminate Strategic Planning Project Manager (IC) (NEW)
 - Applied Research Program Manager >> **RENAME TO** Program Evaluation Manager
- Total Eliminated in Research, Planning & Effectiveness: 1
 - New: 1

ADVANCEMENT & COMMUNICATIONS

- Director, Development & Advancement
 - Eliminate Scholarship Coordinator (NEW)
 - Eliminate Alumni Affairs Coordinator (NEW)
 - Eliminate Grants Associate (NEW)
- VP, Advancement and Communications
 - Eliminate Director, Communications (VACANT)
 - Director, Marketing >> **RENAME TO:** Director, Marketing and Communications
 - Eliminate Copywriter (NEW)
 - PR Associate >> **MOVE TO:** under Director, Marketing & Communications
 - Editor/Writer >> **MOVE TO:** under Director, Marketing & Communications
 - Eliminate Manager, Community Engagement
 - Director, Marketing and Communications
 - Eliminate Marketing Associate (REQUESTED)
 - Director, Government Relations >> **MOVE TO:** Presidents Office as a direct report
- Total Eliminated in Advancement & Communications: 7
 - Existing: 1
 - New: 4
 - Requested: 1
 - Vacant: 1

Grand Total Eliminated: 48

- **Existing: 34**
- **Vacant: 4**
- **Requested: 3**
- **New: 7**

In conclusion, big goals require big changes in *how people work* and *what work gets done*. It will mean changes in roles, responsibilities, and expectations – changes that support BCCC’s mission and the students it serves. BCCC’s Realignment is a tremendous opportunity and responsibility for the College. This is a chance for the entire College community to shape the future direction of

the College and actively contribute to a new way of working to improve the student experience and students' success.

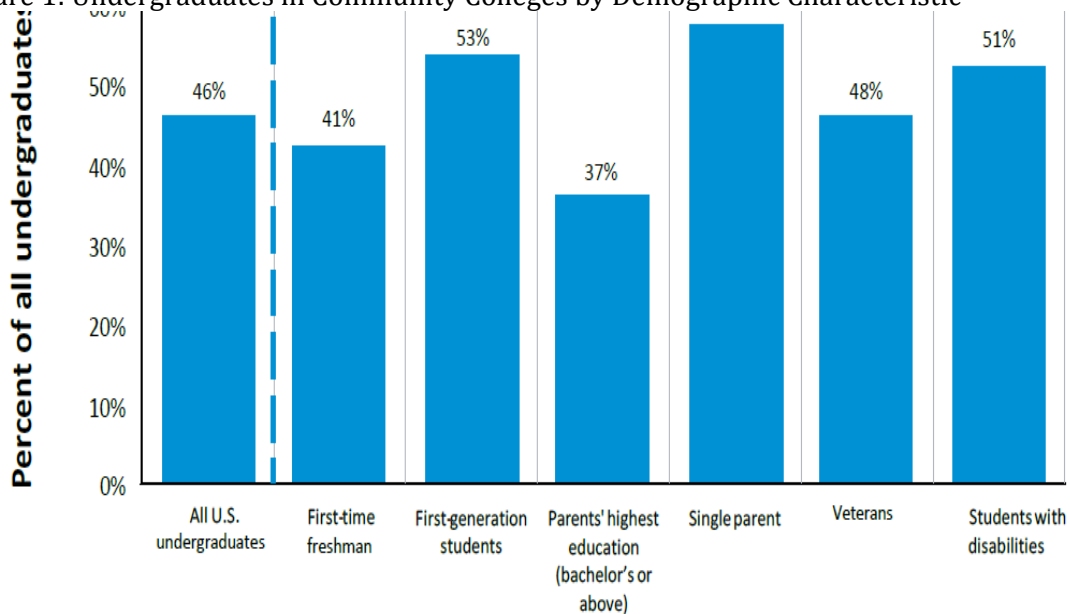
APPENDIX A: EXTERNAL LANDSCAPE REVIEW

A. Diversity of Students Served

Students at community colleges come from diverse backgrounds. Nearly half of all U.S. undergraduate students (46 percent) attend a community college, as do 41 percent of all freshmen.

Most of those students are nontraditional students. During the 2011-12 academic year, community college students represented more than half of all single-parent college students, first-generation students and students with disabilities. Community colleges also provide opportunities to high school students who want to take college-level classes.⁷

Figure 1: Undergraduates in Community Colleges by Demographic Characteristic

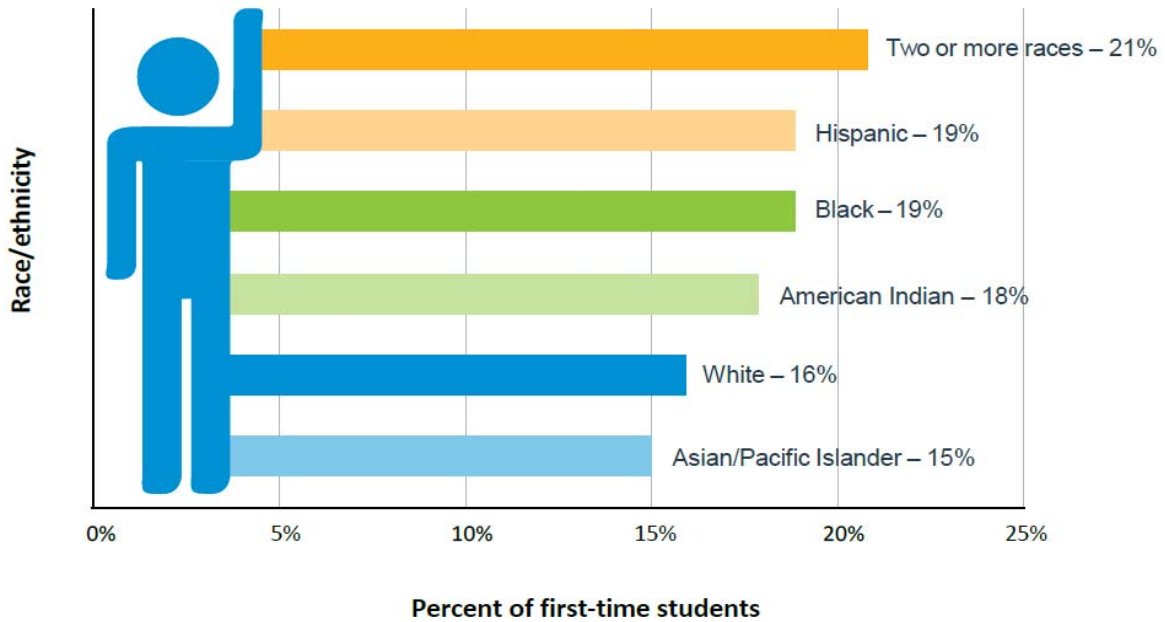


In addition, minorities now comprise a majority of first-time community college students. In fall 2013, approximately 7.4 million students attended community colleges for credit. Enrollment was equally divided between whites and minority students. First-time freshmen represented 17 percent of the total for-credit enrollment that year. According to these data, Hispanics, blacks, American Indian and students of two or more races enrolled at community colleges were more likely to be first-time students than white students.⁸

⁷ AACC's analysis of Integrated Postsecondary Education Data System (IPEDS) fall 2013 enrollment data and 2011-2012 National Postsecondary Student Aid Study (NPSAS: 12) data computed using PowerStats data tools, U.S. Department of Education, National Center for Education Statistics.

⁸ AACC analysis of Integrated Postsecondary Education Data System (IPEDS) fall 2013 enrollment data file, U.S. Department of Education, National Center for Education Statistics

Figure 2: Community College Students New to Higher Education



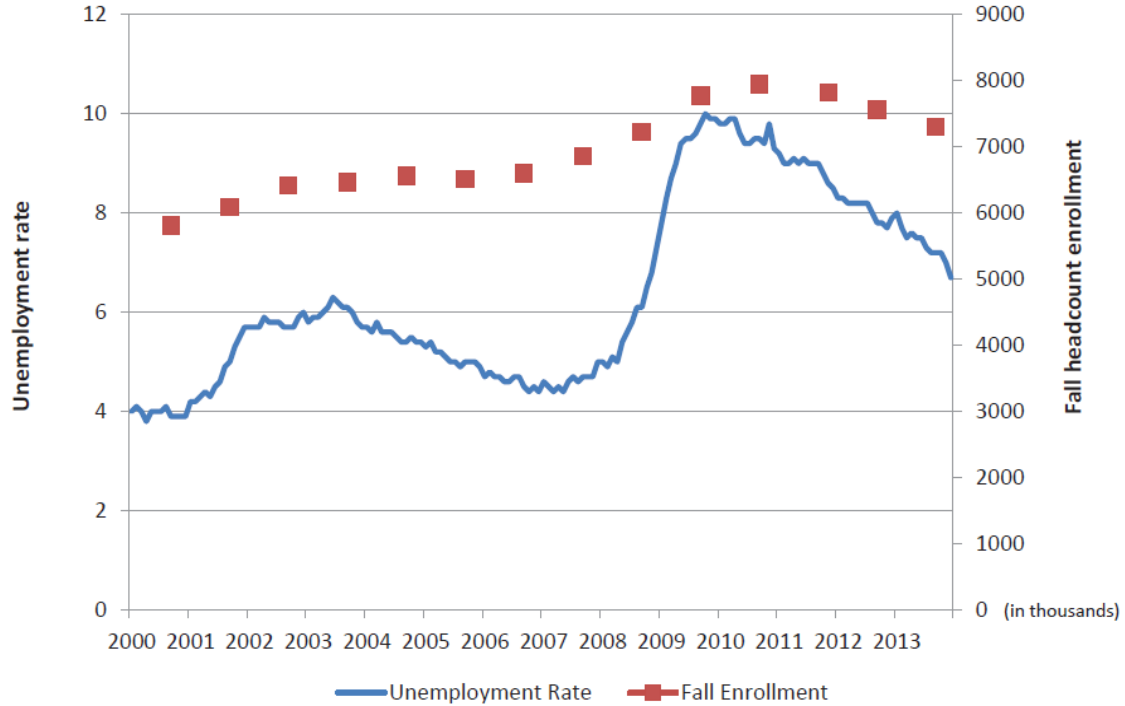
B. Strong Effect of Economy on Enrollment Trends

The demographic shifts and enrollment trends at community colleges have a lot to do with the economy. Enrollment data in the early part of the 21st century indicated an average of 2.2 percent increase per year, especially from 2000 to 2006. During the recent recession, community colleges saw a large spike, averaging a 5.6 percent increase, which led to a peak enrollment in fall 2010. This is partially a result of unemployed workers turning to college to obtain new skills or retraining. In addition, a jump in high school graduates during the same time contributed to the growth at community colleges.

Enrollment started to level off in fall 2011 as the economy strengthened; enrollment continues to decrease by 3.5 percent each year.⁹

⁹American Association of Community Colleges (April 2015). *Community College Completion: Progress Toward Goal of 50% Increase*.

Figure 3: National Unemployment Rate and Public Community College Fall Headcount Enrollment: 2000-2013

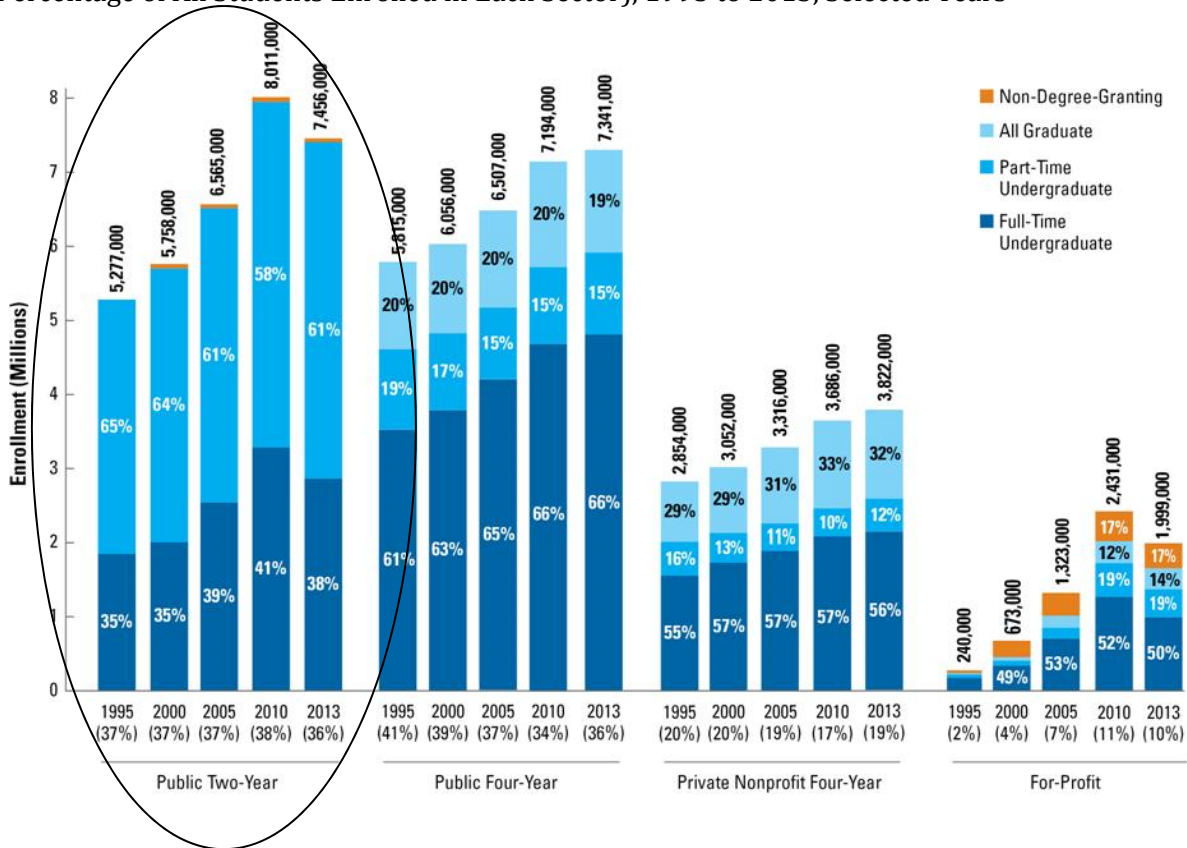


Total postsecondary enrollment, which increased by 20% between 2005 and 2010, declined by 3% between 2010 and 2013. There were nearly 1.5 million more full-time undergraduate students and 1.0 million more part-time undergraduate students in 2013 than in 2005.

The percentage of all undergraduate students who were enrolled full-time increased from 58% in 1995 to 63% in 2013.¹⁰

¹⁰ The College Board (2015). *Trends in College Pricing 2015*, Figure 23.

Figure 4: Postsecondary Fall Enrollment by Attendance Status and Level of Enrollment (with Percentage of All Students Enrolled in Each Sector), 1995 to 2013, Selected Years



C. Decreasing Public Investment in Higher Education

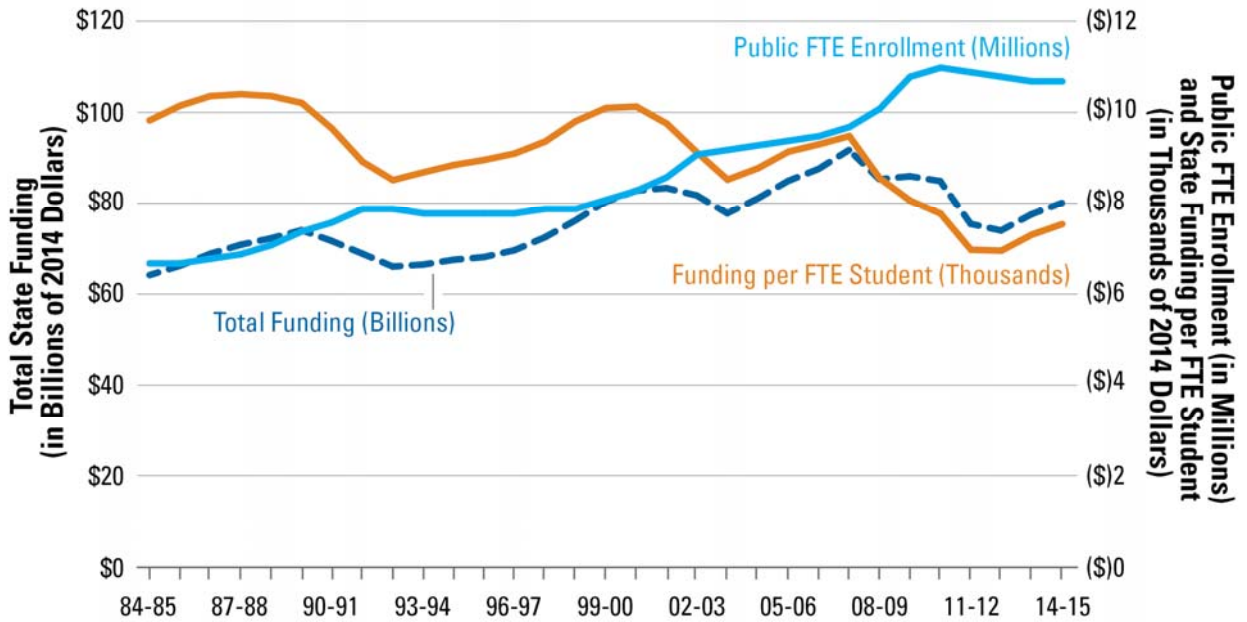
States appropriated \$81 billion for public higher education operations in 2014-15, 3% less (in 2014 dollars) than in 2000-01. Public full-time equivalent (FTE) enrollments rose 30% over these 14 years.

Although appropriations per student rose between 2012-13 and 2014-15, the \$7,540 in 2014-15 was 14% lower in 2014 dollars than the 2004-05 amount.

The sharp declines in per-student state funding in recent years were accompanied by rapid increases in public college tuition and fees. Since state funding started to recover in 2013-14, tuition increases have been much smaller.¹¹

¹¹ The College Board (2015). *Trends in College Pricing 2015*, Figure 16B.

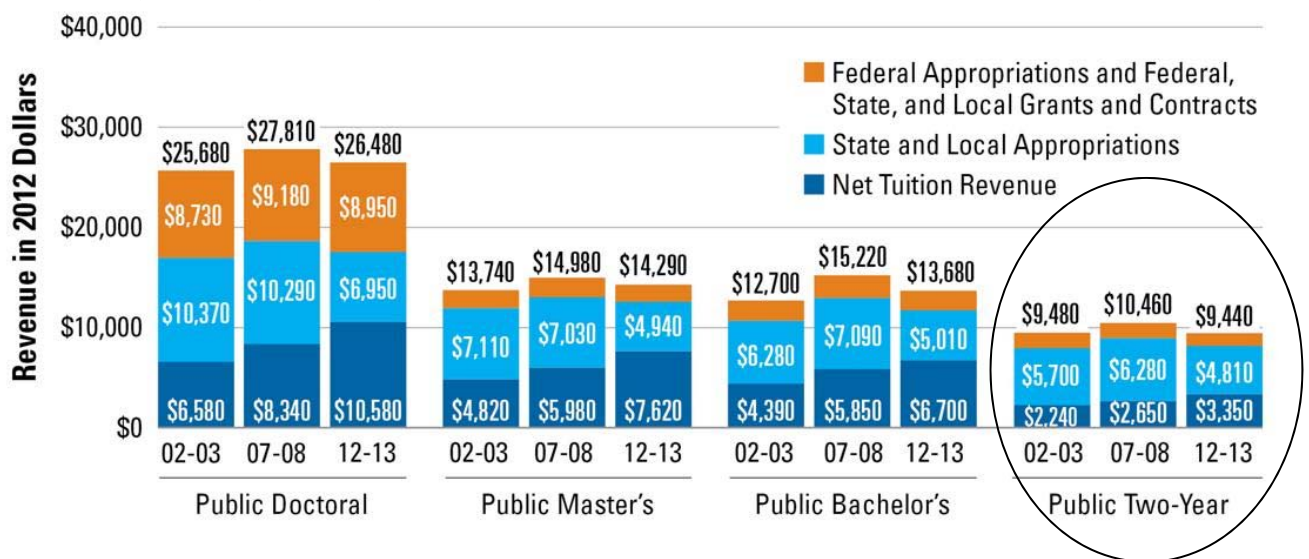
Figure 5: Total and Per-Student State Funding for Higher Education in 2014 Dollars, and Public FTE Enrollment, 1984-85 to 2014-15



In 2002-03, state and local appropriations covered 60% of revenue at public two-year colleges. By 2012-13, this source of revenue for public institutions had declined to 51% at two-year colleges. Federal investment has also declined, from 16% in 2002-03 to 14% in 2012-13.

All of this declining public support has led to colleges being forced to obtain a higher percentage of their revenue from tuition and fees, which for two-year colleges rose from 24% in 2002-03 to 35% in 2012-13 on average.¹²

Figure 6: Institutional Revenues per Full-Time Equivalent Student in 2012 Dollars at Public Institutions, 2002-03, 2007-08, and 2012-13

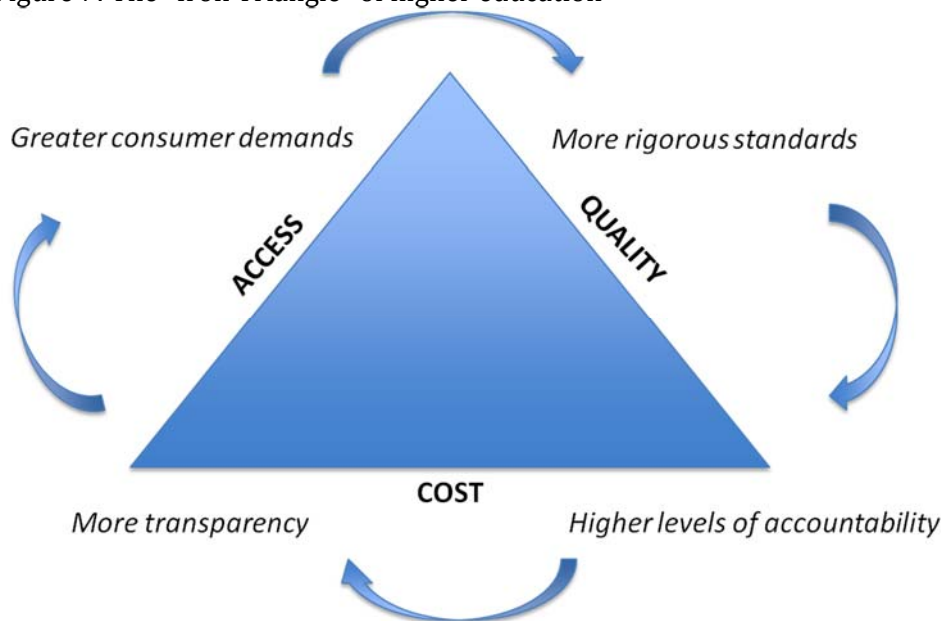


¹² The College Board. *Trends in College Pricing 2015*, Figure 18B.

D. *Conflicting Priorities*

Community colleges must contend with multiple missions in the service of their students. The shared commitment to keeping access open, cost low, and quality high can often conflict, and strategic initiatives aimed at affecting one priority may have unintended impact on another equally important priority.

Figure 7: The "Iron Triangle" of higher education



APPENDIX B: SELECTED RESEARCH REVIEW

BOOKS

Redesigning America's Community Colleges: A Clearer Path to Student Success (2015)

In this book, researchers from the Community College Research Center argue that in order to substantially increase student completion, community colleges must engage in fundamental redesign, and they outline research-based strategies to help colleges achieve this goal.

The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics (2014)

A great story of teamwork and how high-functioning teams succeed. Out of the depths of the Depression comes an irresistible story about beating the odds and finding hope in the most desperate of times—the improbable, intimate account of how nine working-class boys from the American West showed the world at the 1936 Olympics in Berlin what true grit really meant.

ARTICLES

Guided Pathways

What We Know About Guided Pathways (2015)

This three-part practitioner packet summarizes evidence supporting the guided pathways reform model, describes how Miami-Dade College implemented guided pathways, and offers tips for getting started on guided pathways reforms. The three parts are:

- *Implementing Guided Pathways at Miami Dade College: A Case Study* (April 2015)
- *Implementing Guided Pathways: Tips and Tools* (April 2015)
- *Planning Template* (October 2015)

Guided Pathways Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways (2015)

This report is designed for higher education leaders and explores ten commonly asked questions about implementing guided pathways. It addresses concern about compromising our higher education values, practical considerations about control and enrollment, and apprehensions about the impact on students' learning and development—all issues that will need to be addressed to successfully pursue a guided pathways effort.

Student Experience

Simplifying Complexity in the Student Experience (2014)

This practitioner packet, based on work CCRC conducted at and with Macomb Community College, is designed to help colleges identify areas where students struggle due to excessive complexity in the academic decision-making process, and to devise and implement relatively low-cost solutions that can improve the student experience.

Understanding the Student Experience Through the Loss/Momentum Framework: Clearing the Path to Completion (2013)

This publication introduces an approach to examining students' own experiences at community colleges, identifying factors that catalyze and impede student progress, and using these insights to address opportunities to improve student outcomes.

"I Came in Unsure of Everything": Community College Students' Shifts in Confidence (2012)

Using data from nearly 100 community college student interviews, this paper focuses on the academic confidence of students at the outset of their community college careers, the ways in which confidence impacts behaviors and persistence, and how student confidence is affected by experiences in college.

The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress (2011)

This report, sponsored by the College Board, identifies the research-based factors that contribute either to the persistence or to the attrition of young men of color within the education system. The author synthesizes the literature in context of the communities to find connections and intersections in the literature for each of these racial/ethnic groups.

Student Success and Completion

Redesigning a Student Success Course for Sustained Impact: Early Outcomes Findings (2015)

This paper examines the efforts of Bronx Community College in implementing a redesigned student success course called First Year Seminar (FYS), which is intended to better support

students than a typical student success course by incorporating academic content, skill building exercises, and applied teaching pedagogies, among other features, into the course.

College 101 Courses for Applied Learning and Student Success (2012)

College 101 courses—also called student success, introduction to college, orientation to college, or freshman experience courses—provide students with information about college and campus services, assistance with academic and career planning, and techniques to improve study habits and personal skills. This study investigated College 101 courses at three community colleges in Virginia through interviews with 169 college staff members, faculty members, and students combined with observations of 19 course sections. The authors found strong evidence of the worth and promise of College 101 courses and identified ways to optimize them and generate long-term results.

Developing a Community College Student Roadmap: Collected Campus Resources (2013)

Created by the Association of American Colleges & Universities, *Developing a Community College Student Roadmap* is designed to help community colleges create robust and proactive programs of academic support—tied to expected learning outcomes—that engage students at entrance and teach them, from the outset, how to become active partners in their own quest for educational success.

Nuances of Completion: Improving Student Outcomes by Unpacking the Numbers (2013)

This publication examines the hidden complexity of completion outcome data and offers an approach to teasing out the complex factors that affect student completion in order to boost student success.

Financial Aid: A Key to Community College Student Success (2010)

Although there are many barriers to success, a major impediment is cost. Researchers have long thought that financial aid is important to supporting college success. While financial aid has the potential to help community college students persist to their goals, it is clear that much could be done to improve student awareness and access to such resources. This paper examines the area of financial aid and persistence and college graduation in order to better understand how and what types of financial aid are most effective.

Learning from High-Performing and Fast-Gaining Institutions (2014)

With growing concern for postsecondary degree attainment sweeping public discourse in state and national circles, The Education Trust presents its top 10 analyses to provoke discussion and action on college completion.

Promoting Partnerships for Student Success: Lessons from the SSPIRE Initiative (2009)

This report describes how the Student Support Partnership Integrating Resources and Education (SSPIRE) colleges implemented four basic approaches to integrating student services with instruction: learning communities, a “drop-in” study center, a summer math program, and case management programs. Each college supplemented the SSPIRE funding with its own contributions, and all the colleges reached disadvantaged students on their campuses, an important goal of the initiative. The report also presents some of the colleges’ own data, which suggest that SSPIRE services may have led to modest improvements in students’ course pass rates and persistence in college.

Management and Leadership

Community College Leadership in the New Millennium (2015)

Community college leadership should seek to preserve the traits and skills that have already served to create, nurture, and place community colleges in a strategic position for further prominence in higher education in the United States. The issues that upcoming community college leaders will have to address will be different and more complex than those faced by community college leaders in the past.

What Makes an Effective Executive (2004)

An effective executive does not need to be a leader in the typical sense of the word. Peter Drucker, the author of more than two dozen *Harvard Business Journal* articles, says some of the best business and nonprofit CEOs he has worked with over his 65-year consulting career were not stereotypical leaders. They ranged from extroverted to nearly reclusive, from easygoing to controlling, from generous to parsimonious.

What Community College Management Practices Are Effective in Promoting Student Success? A Study of High- and Low-Impact Institutions (2006)

This study identifies community college management practices that promote student success. Using transcript-level data on over 150,000 Florida community college students, the study estimated the effect on the graduation, transfer, and persistence rates of minority students at each of the 28 Florida community colleges as a proxy for institutional effectiveness. The study ranked the colleges based on these estimated effects and selected six colleges for field research.

Developmental Education Reform

Designing Meaningful Developmental Reform (2014)

This practitioner packet is designed to help community college administrators implement reforms to developmental education at their colleges. It reviews common impediments to developmental reform and presents data that supports directions colleges can take to create a system of developmental education that might serve students more effectively.

Laying the Foundations: Early Findings from the New Mathways Project (2015)

Developmental math is too often an obstacle to community college students' success. By shifting the emphasis from "algebra for all" to math skills with broader career relevance — such as quantitative literacy and statistics — and revising course structure and sequence, this Texas-wide education reform is off to a promising start.

Should Students Assessed as Needing Remedial Mathematics Take College-Level Quantitative Courses Instead? A Randomized Controlled Trial (2016).

Many college students never take, or do not pass, required remedial mathematics courses theorized to increase college-level performance. Some colleges and states are therefore instituting policies allowing students to take college-level courses without first taking remedial courses. This study reviews data from a random control study comparing outcomes for students randomly assigned to (a) remedial elementary algebra, (b) the same course with workshops, or (c) college-level statistics with workshops (co-requisite remediation).

APPENDIX C: MEETING SCHEDULE

Date	Meeting Title
1.23.2018	BCCC + edBridge Kickoff Meeting
2.2.2018	BCCC + edBridge Weekly Touch Base
2.9.2018	BCCC + edBridge Weekly Touch Base
2.16.2018	BCCC + edBridge Weekly Touch Base
2.23.2018	Call with Michelle Williams
2.26.2018 - 2.27.2018	Phase I Interviews: In Person
2.26.2018	Phase I Interview: Calvin Harris, 9-10am
2.26.2018	Phase I Interview, Bryan Perry, 10-11am
2.26.2018	Phase I Interview, Lyllis Green, 11am-12pm
2.26.2018	Benita Smith, 1-2pm
2.26.2018	B-Power & BCCC Call
2.27.2018	Phase I Interview: Dr. Michael Thomas, 9-10am
2.27.2018	Phase I Interview: Dawn Kirstaetter, 11am - 12pm
2.27.2018	Phase I Interview: Michelle Williams, 12-1pm
2.27.2018	Phase I Interview: Gordon May, 2:30-3:30pm
2.27.2018	Phase I Interview: Tonja Ringgold, 3:30-4:30pm
2.27.2018	Phase I Interview: Ray Barghi, 4:30-5:30pm
3.2.2018	BCCC + edBridge Weekly Touch Base
3.2.2018	Follow Up Phone Call with Bryan Perry
3.2.2018	Follow-up Phone Call with Calvin Harris
3.9.2018	BCCC + edBridge Weekly Touch Base
3.9.2018	Phone call with Bryan Perry
3.12.2018 - 3.16.2018	Beginning of Phase II Interviews, Continuation of Phase I via phone calls
3.12.2018	Phase II Interview: Michelle Williams, 10-11am
3.12.2018	Phase II Interview: Calvin Harris, 11am - 12pm
3.12.2018	Phase II Interview: Lyllis Green, 1-2pm
3.12.2018	Phase II Interview: Dawn Kirstaetter, 3:30-4:30pm
3.13.2018	Phase I Interview, phone call: Sylvia Rochester, 9-10am
3.13.2018	Phase II Interview: Ray Barghi, 10am - 12pm
3.13.2018	Phase II Interview: Tonja Ringgold – CANCELLED
3.14.2018	Phase II Interview: Michael Thomas, 9-10am
3.14.2018	Phase I Interview: Nicole Cameron, 10-11am
3.14.2018	Phase I Interview: Nana Gyesie, 11am-12pm
3.14.2018	Phase I Interview: Vera Brooks, 2-3pm
3.14.2018	Phase I Interview: James Knighton, 3-4pm
3.14.2018	Dinner with Dr. Thomas
3.15.2018	Phase II Interview: Bryan Perry

3.16.2018	Phase II Interview: Dawn Kirstaetter
3.16.2018	BCCC + edBridge Weekly Touch Base
3.19.2018	Follow-Up Phone Call with Calvin Harris
3.23.2018	BCCC + edBridge Weekly Touch base
3.28.2018	Phone Call with Michelle Williams
3.29.2018	BCCC Training Day with Senior Leadership; The Radisson at the Cross Keys
3.29.2018	Facilitated Session: All Administration Work Group Meeting
3.30.2018	BCCC + edBridge Weekly Touch Base
4.2.2018	In-Person Meeting with Dr. Thomas
4.2.2018	In-Person Meeting with Bryan Perry
4.2.2018	edBridge & Dr. Thomas phone discussion
4.5.2018	Phone Call Discussion with Chanae Tynes & Deneen Dangerfield
4.6.2018	BCCC + edBridge Weekly Touch Base
4.6.2018	Phone Call Discussion with Union President Charlene Gray,
4.11.2018	Preliminary Report to President and Senior Leadership Team
4.13.2018	WDCED & ACADEMIC AFFAIRS Assessment Work Group Meeting
4.13.2018	ACADEMIC AFFAIRS Coordinators Work Group Session
4.18.2018	Report Out to BCCC Board
4.20.2018	Facilitated Session: Faculty Senate Work Group Meeting
4.25.2018	B-Power Meeting with BCCC, USM & NHS
5.4.2018	BCCC + edBridge Weekly Touch Base
5.7 - 5.8, 2018	Meetings with Senior Team & Hartman Advisors
5.10.2018	edBridge Presentation to the Senior Team and President
5.15.2018	Phone Call with John Frisch, Miles Stockbridge
5.15.2018	Phone Call with Bryan Perry and Barbara Pondexter Webb re: Mayor's Scholar Program
5.16.2018	Meeting with edBridge Partners Dr. Tonja Ringgold
5.18.2018	Phone Call follow up with Dr. Ringgold
5.23.2018	Meetings with Michelle Williams
5.23.2018	Phoenix/edBridge Project Meeting with BCCC; included edBridge Partners, Mary Lee, Anne McCormack, Bonnie Thomas, Bryan Perry & Christina Lopez
5.29.2018	Follow up phone call with Bryan Perry & Calvin Harris
5.30.2018	edBridge/BCCC MSP Pilot Conference Call
5.30.2018	Follow up phone call with Dr. Ringgold
6.4.2018	ATD Coaches Meet with edBridge: Dr. Christine McPhail & Leon Hil
6.8.2018	BCCC + edBridge Weekly Touch Base
6.15.2018	BCCC Realignment Final Report Due

6.20.2018	BCCC Board of Trustees Meeting - realignment presentation to the Board
6.30.2018	President May's Last Day

APPENDIX D: ASSESSEMENT OF COMMUNITY COLLEGE ORGANIZATIONAL STRUCTURES

Overview

Four community colleges in Baltimore City Community College's region were examined to assess the way they designate core functional areas of the school's operation, and how they organize areas of responsibility and reporting lines, especially those under the direct supervision of the president.

Selected area schools are: Anne Arundel (AA), Community College of Baltimore County (CCBC), Montgomery College (MC) and Prince George's Community College (PGCC), in addition to BCCC.

Core Functions & Nomenclature

It is not surprising to find similar nomenclature and organizational patterns for many core functions of the colleges under review. This includes the following functions with somewhat variable titles:

- Academic Affairs is the core function of the community colleges in this review but is sometimes referred to as "Learning" (AA) or "Instruction" (CCBC).
- Administrative Services is the essential business function and usually includes finance, sometimes IT and Human Resources, and always plant or facilities management
- Advancement is most often combined with Community Relations, Engagement or Strategic Partnerships
- Institutional Effectiveness is most often aligned with Assessment and Research functions, which may have separate directors but are managed by a single senior executive to ensure the functions work in tandem.
- Student Services are normally aligned with Enrollment Management and usually encompass advising and counseling.
- Marketing & Communications, sometimes called Public Relations, has many different homes, which suggests there are differences of opinion as to the role and value marketing can play in the community college universe. At BCCC, marketing reports up to Advancement & Partnerships. At Montgomery, it is a part of Advancement & Community Engagement. At Anne Arundel, it is aligned with business functions. At the other schools, marketing & communications are aligned with Student Services and Enrollment, which implies that student recruitment is the primary function.
- It is worth noting that Anne Arundel defines all three major areas of the school in terms of learning, which implies that student outcomes are the college's central mission:
 - VP Learning has responsibility for both the academic side and workforce and continuing education
 - VP Learner Support Services includes strategic planning & research, plus enrollment and advising
 - VP Learning Resource Management encompasses not only normal business and financial functions, but also HR, public relations and marketing

Reporting Relationships

Although they may have different names, most of the core functions of the college system report directly to the school's president. Leaders of the administrative, academic, student services and advancement functions report directly to the president at four of the colleges under review. At BCCC, which has a different organizational structure, there appear to be only 3 operating direct reports (Chief of Staff/GC; Academic Affairs; Internal Officer), along with dotted line reports from WFCED

and Finance/Administration. There are also some other differences or discrepancies among the colleges worth noting.

1. *Number of direct reports*

There are a few differences in the number of functions that report directly to the college presidents included in this review, from a low of 3 at BCCC to a high mark of 6 at PGCC.

College	Direct Reports
BCCC	3
CCBC	4
Anne Arundel	4
Montgomery	4
PGCC	6

The number of direct reports may reflect a president's leadership style. A hands-on leader, especially one that is new to the organization, often wants to be directly involved with departments or functions that he or she deems especially important to the success of the organization. On judgment, more than six areas of a college may be too many for a leader to manage equally well. On the other hand, three may be too few unless the president has a high degree of confidence in the ability of other senior executives to achieve their respective goals.

2. *Notable Differences*

When a president chooses to have a direct report, it may signal that he or she feels the function is crucial to the success of the institution, or conversely, does not have the right person in place to manage it. These choices are significant and worth discussion.

- **Strategic Planning/Assessment/Research**

All of the colleges under review have this combined function reporting directly to the president within a larger portfolio, with the exception of BCCC. As community colleges are facing enormous challenges in increasing graduation rates – often with less funding -- it makes intuitive sense to raise the profile of this combined function. Strategic planning charts the goals and pathways for future success. Research and assessments are vital in demonstrating the effectiveness of the school's learning environment. For this reason, edBridge recommended that PGCC raise the profile of this position and it now reports directly to President Dukes.

- **Continuing Education/Workforce Development**

Workforce Development, in particular, is undergoing a reassessment, as today's students will be required to have new skills and experiences to prepare them for the 21st Century workplace. For many reasons, Workforce studies have traditionally been separated from the Academic side of the community college, which may impact its perception and role within the institution. In rethinking Workforce Development, many colleges have aligned the two sides under one senior leader who reports to the president. Close collaboration between academic and workforce has the potential to benefit students by offering them seamless, objective advising and flexibility in moving credits from one side to the other. For the institution, alignment will often highlight course redundancies and potential cost savings. With the exception of BCCC, all the schools in this review have aligned Workforce and Academic Affairs, thus raising the profile of Workforce Development.

- **Student Affairs/Advising**

New scholarship suggests that student support services, such as academic and personal advising, counseling, tutoring, and financial aid, are critically important for promoting better academic outcomes for students. The challenge is to integrate these support services with instruction so students get on the right path early on and know what is required to attain their goals. Collaboration is important to any major organizational reform, but it is critical in efforts to implement guided pathways. To map out program pathways, faculty and advisors must consult with transfer institutions and employers to define learning outcomes. Moreover, they must also collaborate within and across departments to systematically build those outcomes across a sequence of courses. To help guide students into program pathways and to keep them on track, faculty and student services staff need to work together to monitor and support students as they enter and make progress. Unfortunately, the very way most community colleges are organized — with student services housed in one division and academic functions in another, each functioning in parallel but with little coordination — creates obstacles to successful integration. PGCC has moved toward aligning Advising and Academic Affairs, while the other schools maintain advising with Student Affairs and Enrollment.

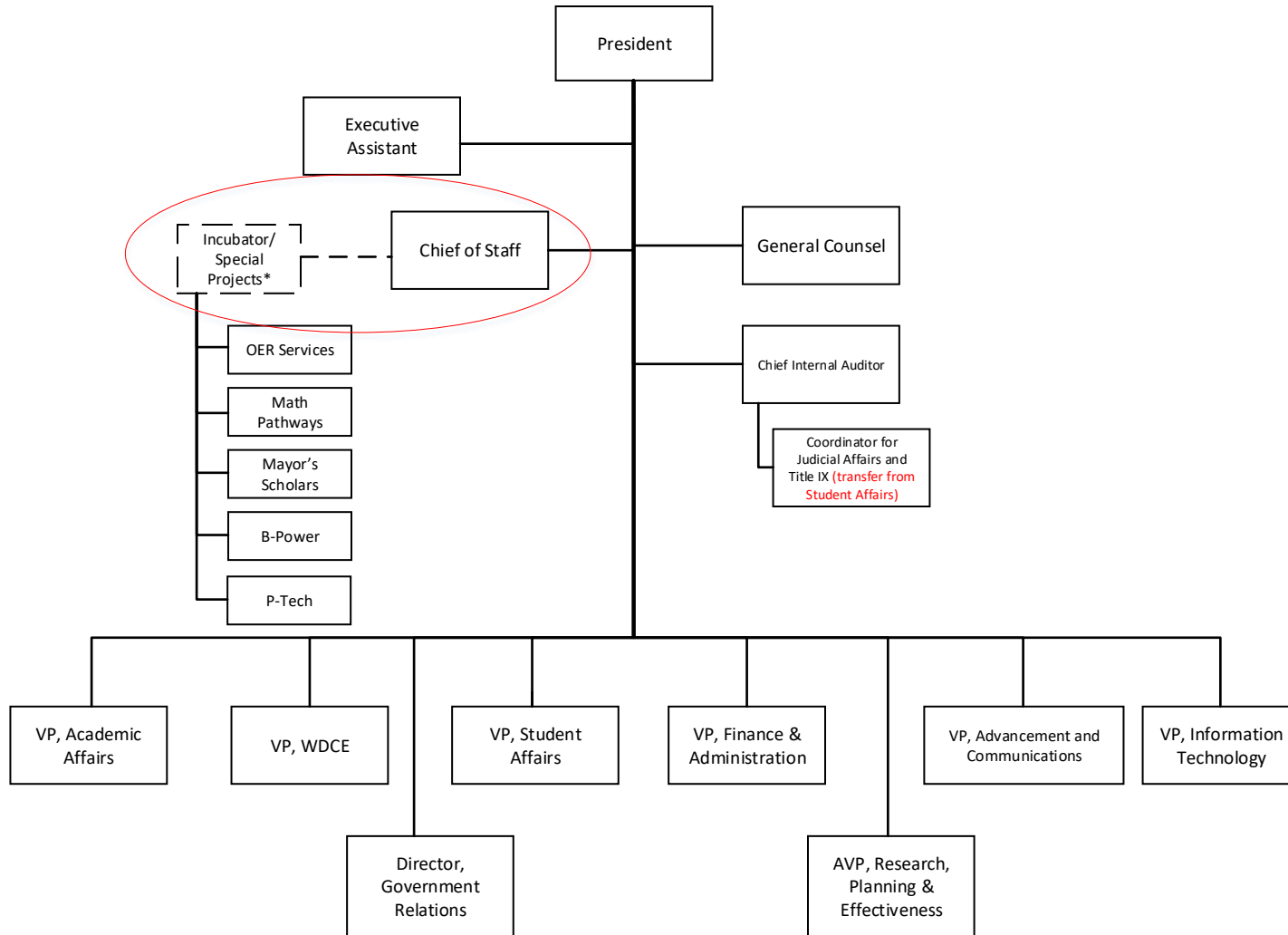
APPENDIX E: PROGRAM ENROLLMENT REVIEW

Degree and Certificate Programs	Type of Degree	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change Enrollment Fall 2012 - Fall 2017	Recommendation
Office Administration	AAS	19	11	10	8	1	4	-79%	Consider Phase Out
Fashion Design	Certificate	7	6	5	4	6	3	-57%	Consider Phase Out
Health Information Technology	AAS	38	41	30	16	3	3	-92%	Consider Phase Out
Construction Supervision	Certificate	3	4	2	5	4	2	-33%	Consider Phase Out
Practical Nursing	Certificate	1	2	1	2	4	1	0%	Consider Phase Out
Paramedic Bridge Certificate	Certificate	0	0	0	5	4	0	N/A	Consider Phase Out
Substitute Teacher	Certificate	0	1	1	0	1	0	N/A	Consider Phase Out
General Studies Transfer	AA	1034	946	901	818	683	627	-39%	Investigate / Significant Dropoff
Nursing	AS	242	232	166	128	145	135	-44%	Investigate / Significant Dropoff
Early Childhood Education	AAS	173	201	166	160	120	112	-35%	Investigate / Significant Dropoff
Engineering Transfer	AS	105	114	128	116	88	81	-23%	Investigate / Significant Dropoff
Accounting	AAS	116	98	107	97	80	76	-34%	Investigate / Significant Dropoff
Fashion Design	AAS	79	100	76	64	51	52	-34%	Investigate / Significant Dropoff
Law Enforcement and Correctional Administration - Law Enforcement	AAS	119	108	107	74	69	52	-56%	Investigate / Significant Dropoff
Arts and Science Transfer - Psychology Concentration	AA	71	65	35	25	39	50	-30%	Investigate / Significant Dropoff
Biotechnology	AAS	78	83	59	51	60	49	-37%	Investigate / Significant Dropoff
Dental Hygiene	AAS	52	52	49	38	32	37	-29%	Investigate / Significant Dropoff
Degree and Certificate Programs	Type of Degree	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% Change Enrollment Fall 2012 - Fall 2017	Recommendation
Legal Assistant	AAS	47	49	53	39	38	28	-40%	Investigate / Significant Dropoff
Teacher Education Transfer	AA	36	42	37	32	18	20	-44%	Investigate / Significant Dropoff
Phys Therapist Asst	AAS	38	44	36	42	39	14	-63%	Investigate / Significant Dropoff

Law Enforcement and Correctional Administration - Correctional Administration	AAS	23	34	27	22	19	12	-48%	Investigate / Significant Dropoff
Arts and Science Transfer - Art Concentration	AA	17	26	25	23	27	17	0%	Target for Growth to min 25 students/year
Arts and Science Transfer - Music Concentration	AA	11	4	3	3	15	17	55%	Target for Growth to min 25 students/year
Surgical Technologist	AAS	13	7	5	4	8	13	0%	Target for Growth to min 25 students/year
Business Degree - Marketing	AAS	4	1	5	6	6	11	175%	Target for Growth to min 25 students/year
Arts and Science Transfer - Math Concentration	AA	10	9	12	11	11	10	0%	Target for Growth to min 25 students/year
Arts and Science Transfer - Theatre Concentration	AA	5	4	6	3	8	8	60%	Target for Growth to min 25 students/year
Teacher Education Math/Science	AA	5	8	12	11	13	7	40%	Target for Growth to min 25 students/year

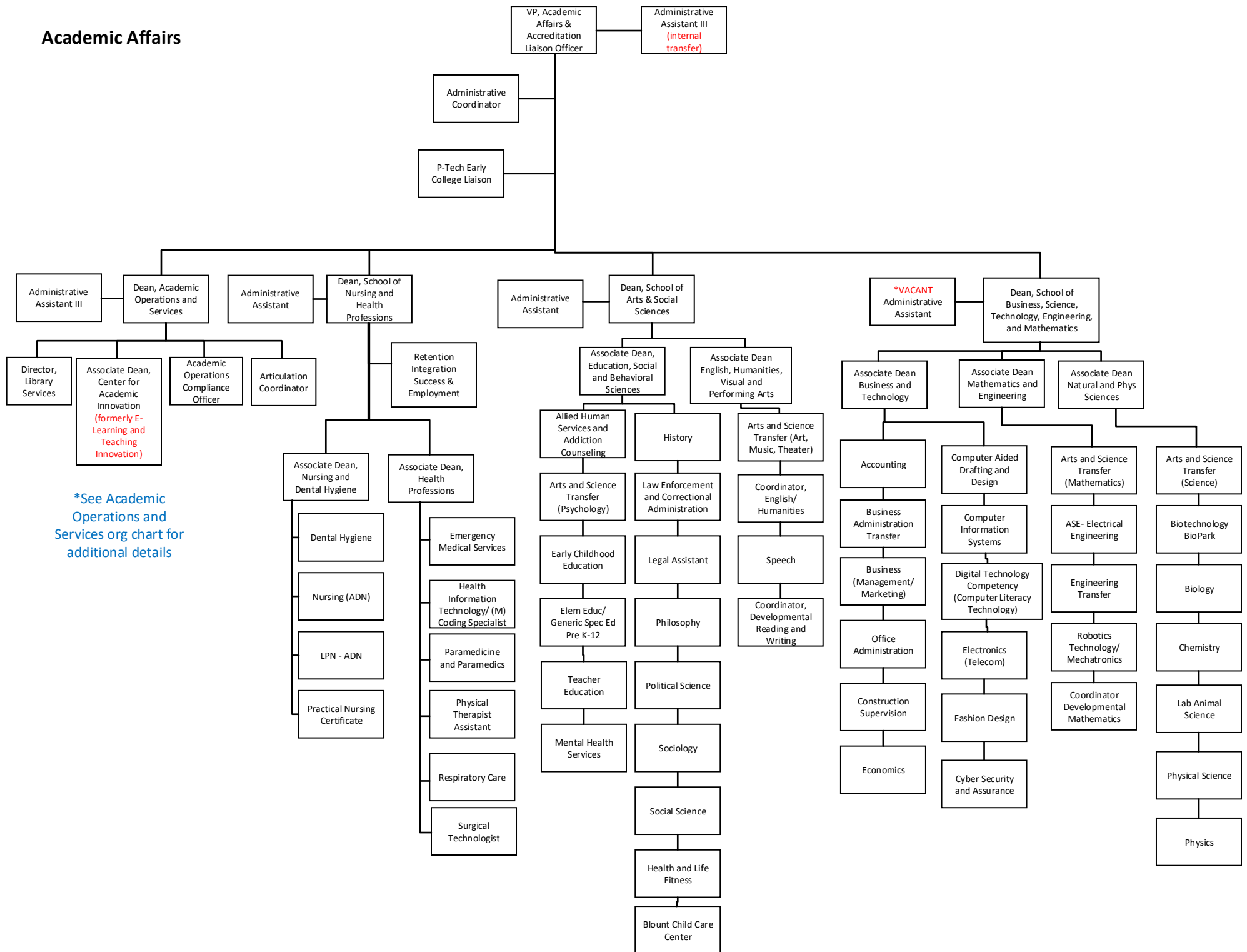
APPENDIX F: PROPOSED ORGANIZATION CHARTS

President's Office



*Governance remains with project leads/teams; chief of staff to monitor

Academic Affairs



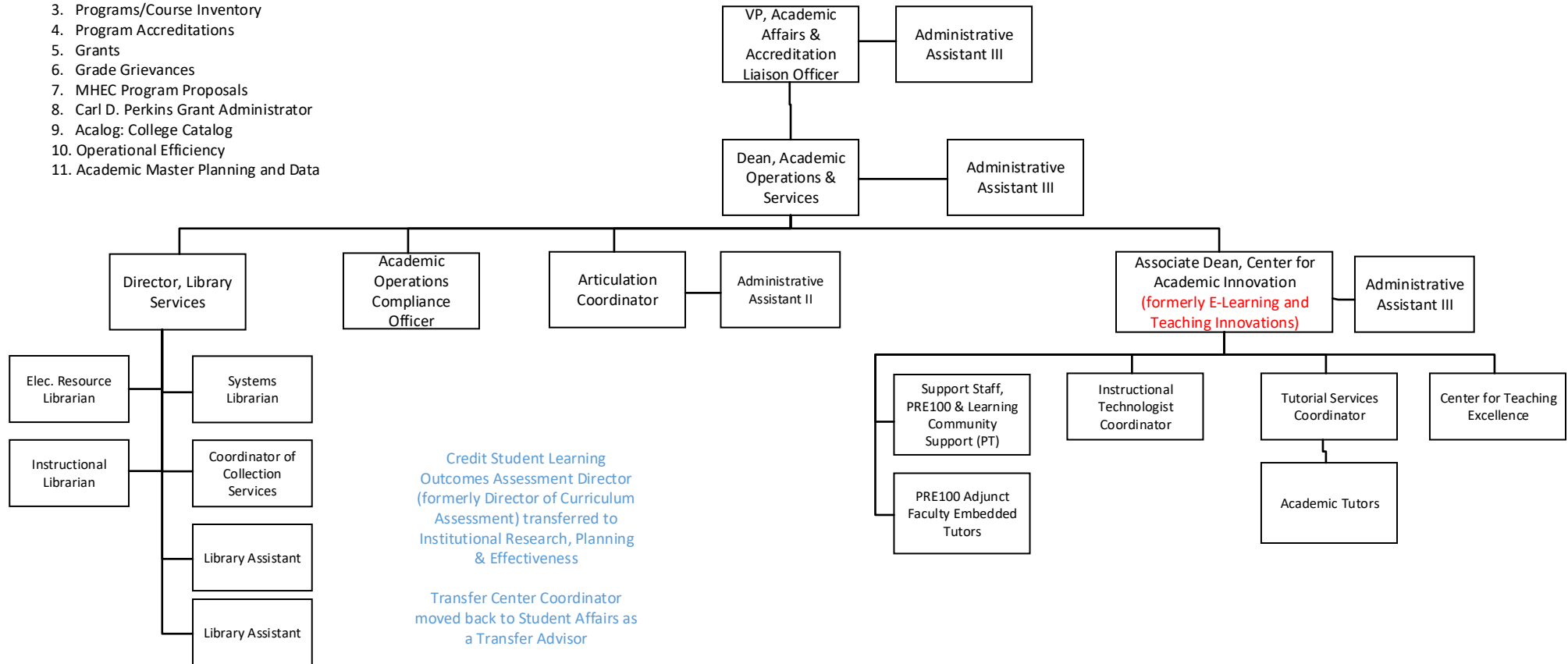
*See Academic Operations and Services org chart for additional details

Academic Operations & Services, Academic Affairs

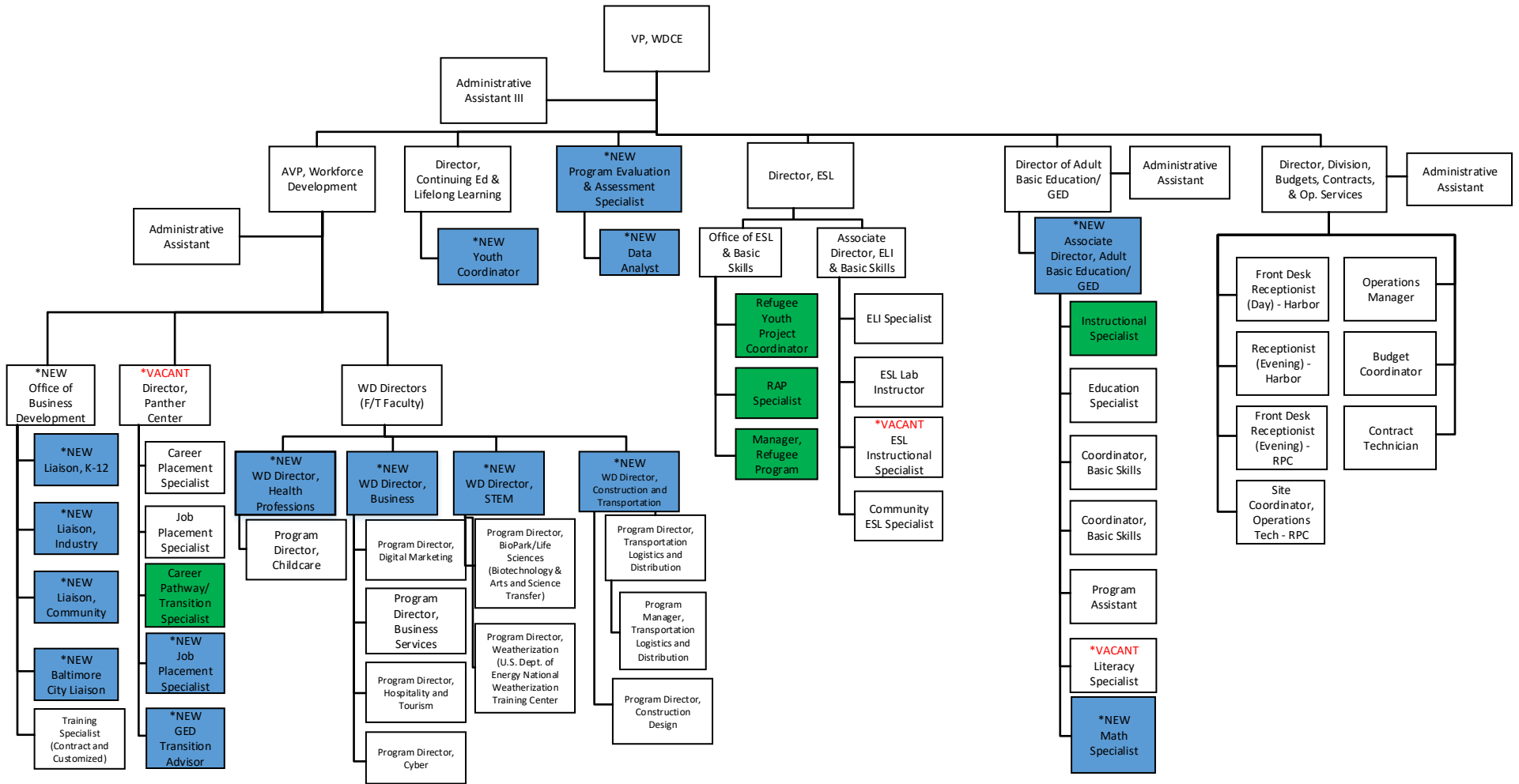
Dean, Academic Operations & Services

Responsibilities:

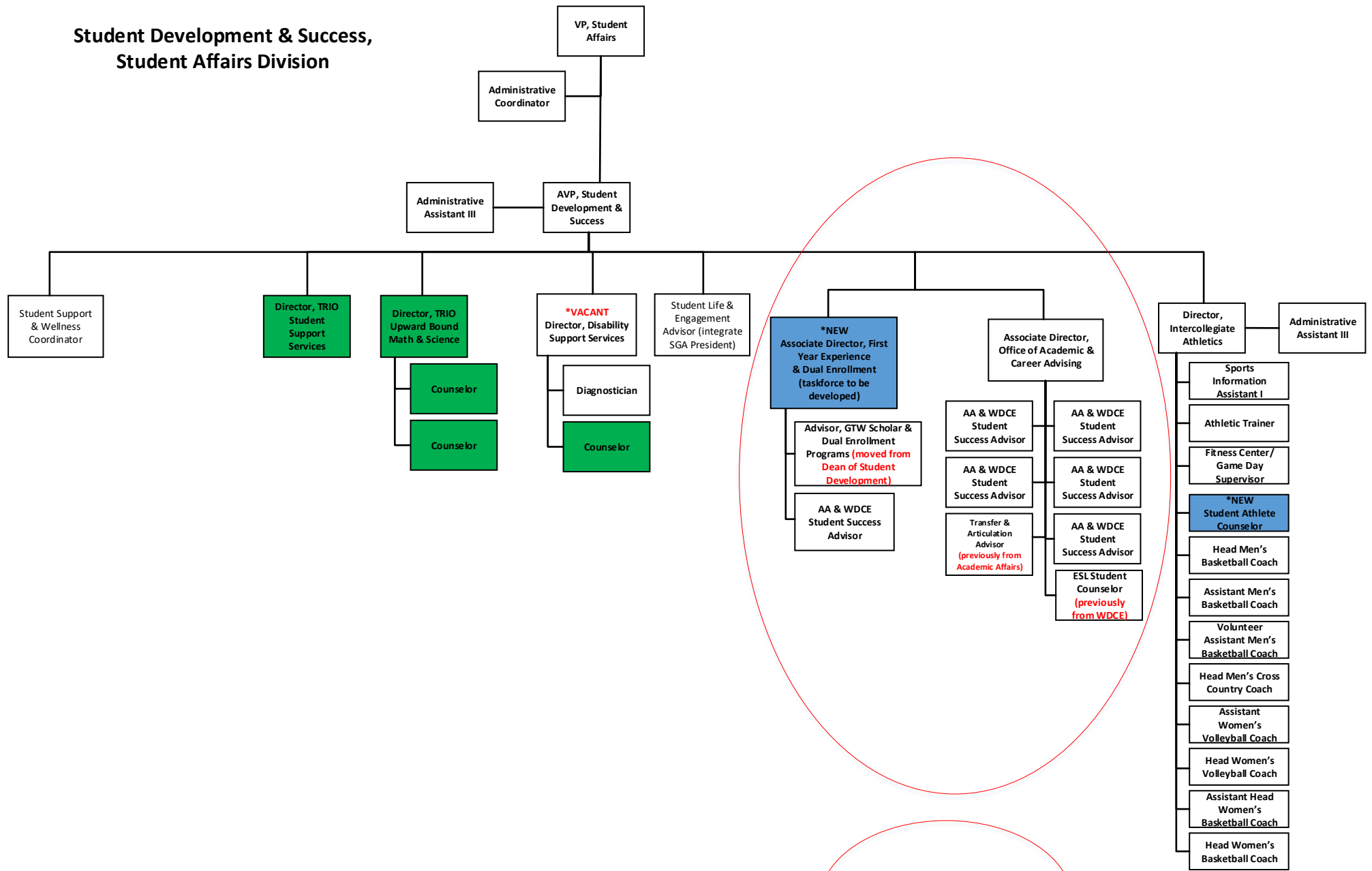
1. Policy/Procedures
2. Budgets
3. Programs/Course Inventory
4. Program Accreditations
5. Grants
6. Grade Grievances
7. MHEC Program Proposals
8. Carl D. Perkins Grant Administrator
9. Acalog: College Catalog
10. Operational Efficiency
11. Academic Master Planning and Data



WDCE Division

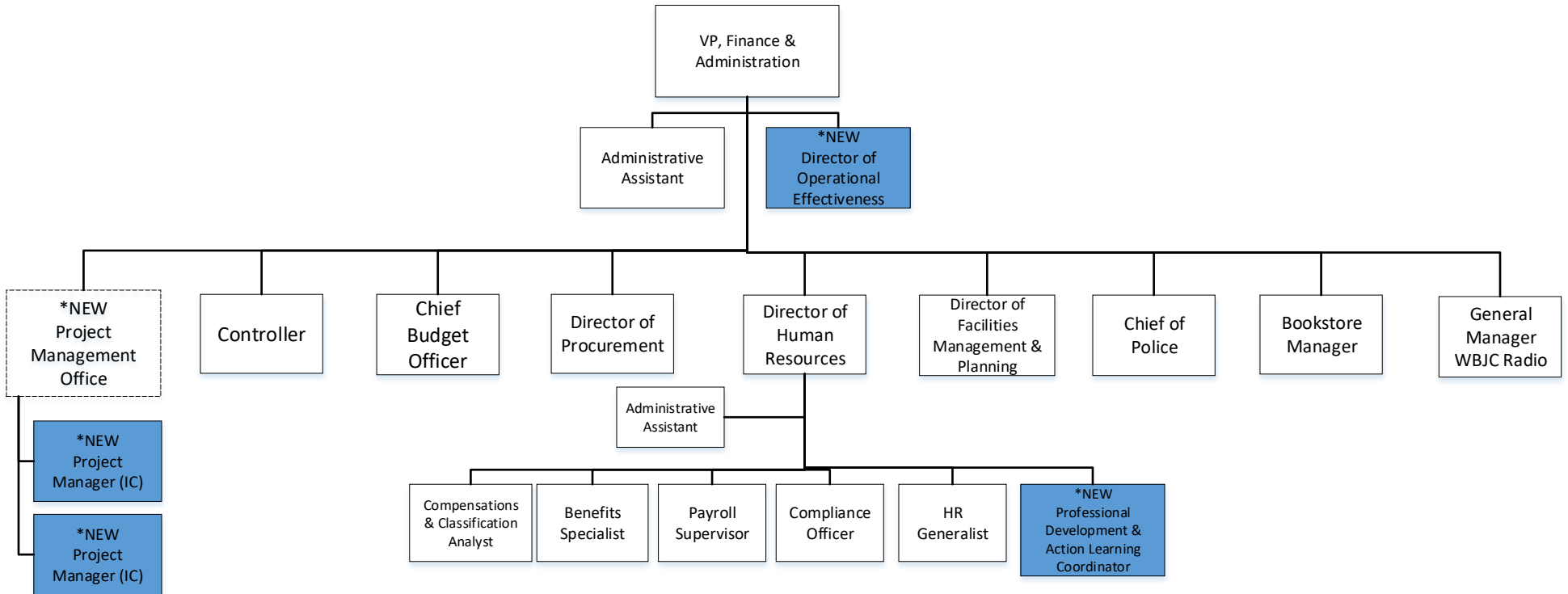


Student Development & Success, Student Affairs Division



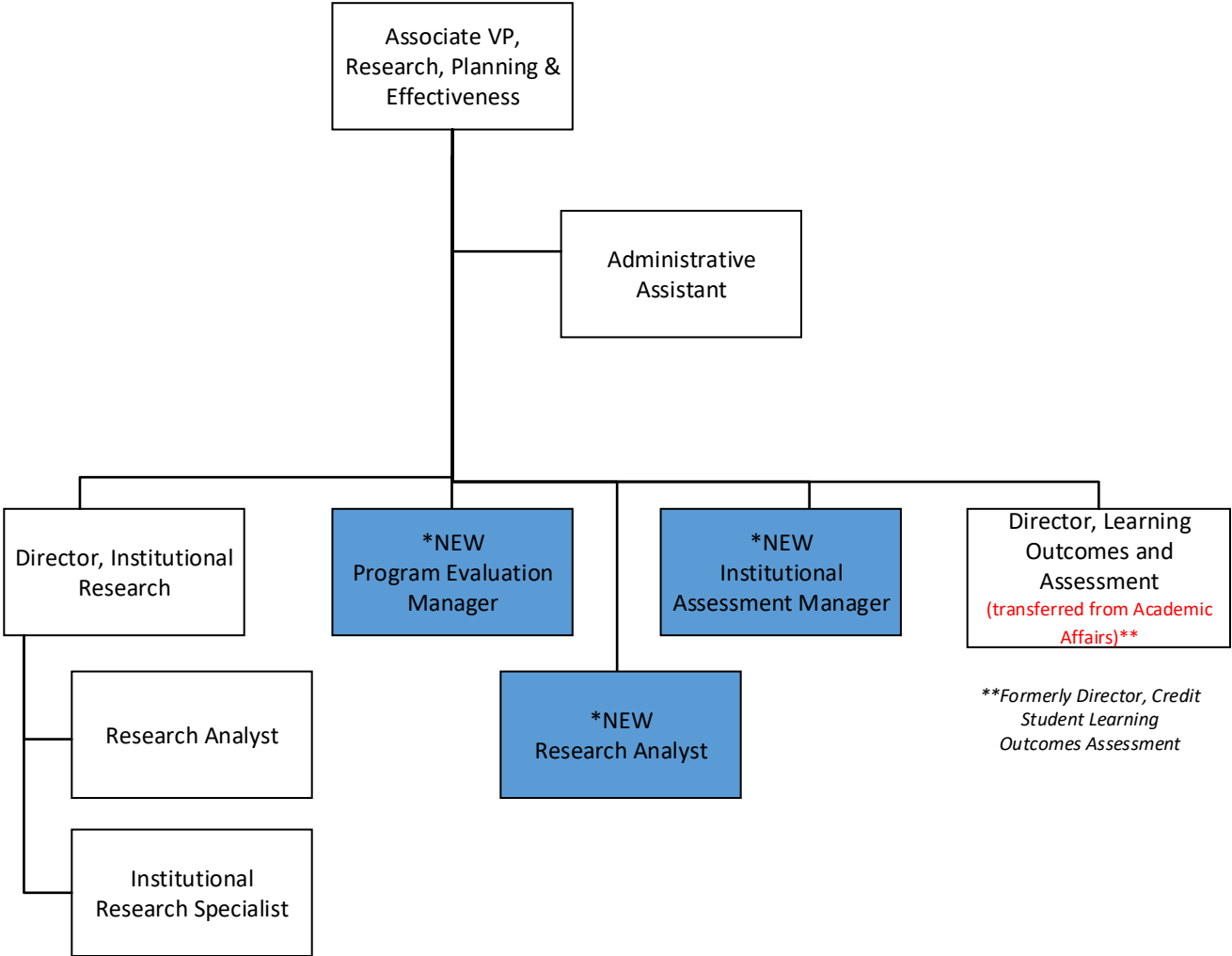
Roles to be redefined and office to be reconfigured

Finance & Administration Division



*Outsource PMs for specific projects and build out office over time

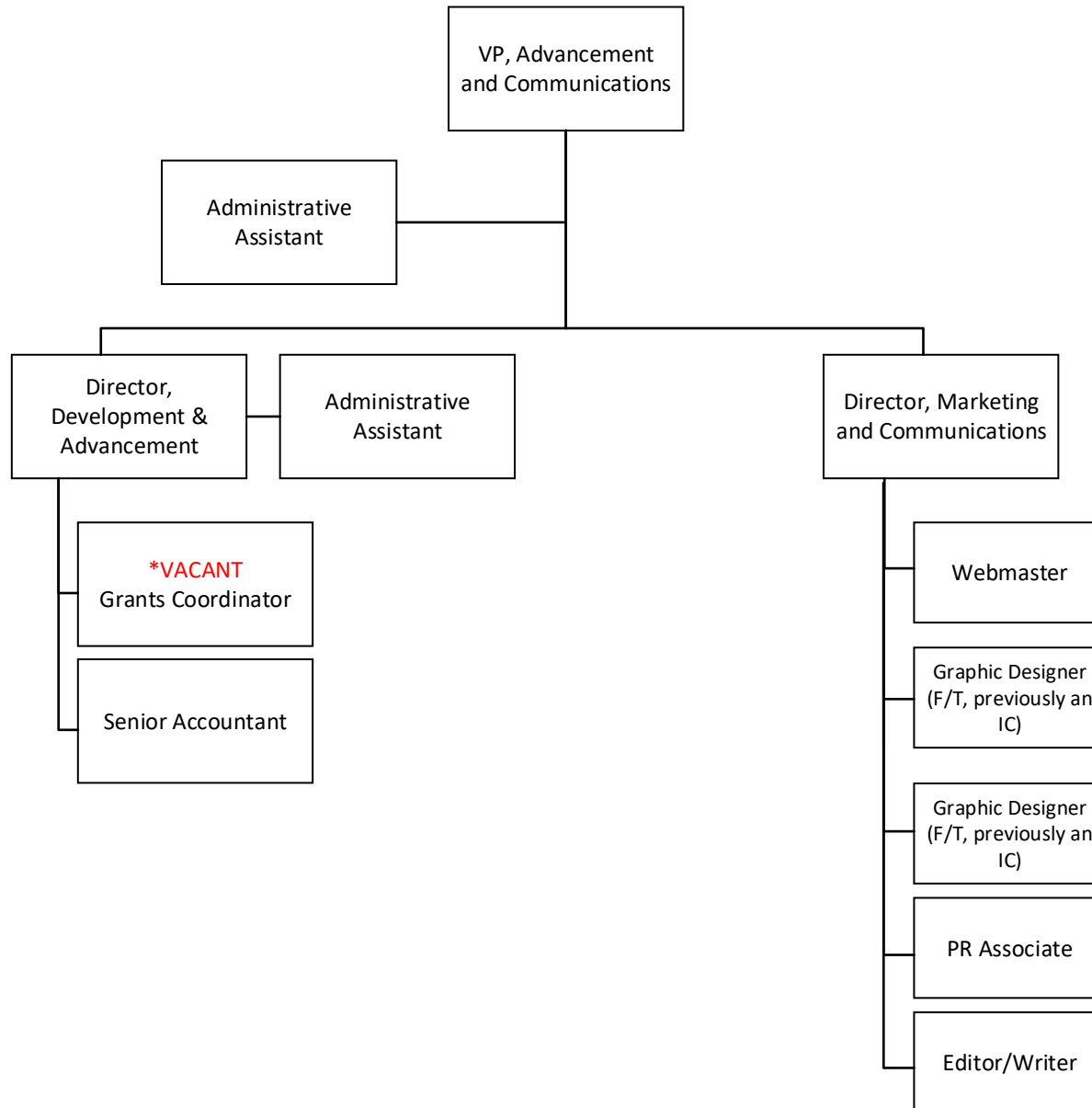
Research, Planning & Effectiveness Division



Deleted Senior
Research Analyst
under Director,
Institutional Research

***Formerly Director, Credit
Student Learning
Outcomes Assessment*

Advancement and Communications





BALTIMORE CITY COMMUNITY COLLEGE

Contract BCCC FY-2018-033
eMM#: MDR9531038235

Brand Repositioning & Integrated Services

July 12, 2018

SMALL BUSINESS RESERVE PROCUREMENT

This is a Small Business Reserve Procurement for which award will be limited to certified small business vendors. Only businesses that meet the statutory requirements set forth in State Finance and Procurement Article, §§ 14-501 — 14-505, Annotated Code of Maryland, and that are certified by the Department of General Services Small Business Reserve Program are eligible for award of a contract.

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SECTION 1 - GENERAL INFORMATION

1.1 Summary Statement

The Baltimore City Community College (BCCC) is issuing this Contract to provide services of a firm to conduct qualitative and quantitative market research to identify the attributes of the College in planning for a strategic market and brand position.

1.2 Abbreviations and Definitions

For purposes of this Contract, the following abbreviations or terms have the meanings indicated below:

1. **Business Day(s)** – The official working days’ of the week to include Monday through Friday. Official working days exclude State Holidays (see definition of “Normal State Business Hours” below).
2. **COMAR** – Code of Maryland Regulations available on-line at www.dsd.state.md.us.
3. **Contract** – This Contract award. The Contract will be in the form of **Attachment A**.
4. **Contract Commencement** - The date the Contract is signed by the Department following any required approvals of the Contract, including approval by the Board of Public Works, if such approval is required. See Section 1.4.
5. **Contract Monitor (CM)** – The State representative for this Contract who is primarily responsible for Contract administration functions, including issuing written direction, invoice approval, monitoring this Contract to ensure compliance with the terms and conditions of the Contract, monitoring MBE and VSBE compliance, and achieving completion of the Contract on budget, on time, and within scope. The Contract Monitor may authorize in writing one or more State representatives to act on behalf of the Contract Monitor in the performance of the Contract Monitor’s responsibilities.
6. **Contract Package** – The Specifications, Contract, and all accompanying Attachments.
7. **Contractor** – The vendor that is awarded a Contract by the State.
8. **Department** – Baltimore City Community College or BCCC.
9. **eMM** – eMaryland Marketplace (see Specifications Section 1.7).
10. **Go-Live Date** – The date, as specified in the Notice to Proceed, when the Contractor must begin providing all services required by these Specifications. See Section 1.4.
11. **Local Time** – Time in the Eastern Time Zone as observed by the State of Maryland. Unless otherwise specified, all stated times shall be Local Time, even if not expressly designated as such.
12. **Minority Business Enterprise (MBE)** – Any legal entity certified as defined at COMAR 21.01.02.01B(54) which is certified by the Maryland Department of Transportation under COMAR 21.11.03.
13. **Normal State Business Hours** - Normal State business hours are 8:00 a.m. – 5:00 p.m. Monday through Friday except State Holidays, which can be found at: www.dbm.maryland.gov – keyword: State Holidays.

14. **Notice to Proceed (NTP)** – A written notice from the Procurement Officer that, subject to the conditions of the Contract, work under the Contract is to begin as of a specified date. The start date listed in the NTP is the Go-Live Date, and is the official start date of the Contract for the actual delivery of services as described in these Specifications. After Contract Commencement, additional NTPs may be issued by either the Procurement Officer or the Department Contract Monitor regarding the start date for any service included within these Specifications with a delayed or non-specified implementation date.
15. **Procurement Officer** – Prior to the award of any Contract, the sole point of contact in the State for purposes of these Specifications. After Contract award, the Procurement Officer has responsibilities as detailed in the Contract (Attachment A), and is the only State representative who can authorize changes to the Contract. The Department may change the Procurement Officer at any time by written notice to the Contractor.
16. **Proposal** – The Contractor’s Technical and Financial Proposal for Brand Repositioning & Integrated Services is dated May 29, 2018.
17. **State** – The State of Maryland.
18. **Veteran-owned Small Business Enterprise (VSBE)** – a business that is verified by the Center for Verification and Evaluation (CVE) of the United States Department of Veterans Affairs as a veteran-owned small business. See Code of Maryland Regulations (COMAR) 21.11.13.

1.3 Contract Type

This Contract resulting from the Specifications shall be firm fixed rate with fixed unit price as defined in COMAR 21.06.03.06.A(1).

1.4 Contract Duration

- 1.4.1 The Contract that results from these Specifications shall commence as of the date the Contract is signed by the Department following any required approvals of the Contract, including approval by the Board of Public Works, if such approval is required (“Contract Commencement”).
- 1.4.2 The period of time from the date of Contract Commencement through the Go-Live Date (see Section 1.2 definition and Section 1.4.3) will be the Contract “Start-up Period.” During the Start-up Period the Contractor shall perform start-up activities such as are necessary to enable the Contractor to begin the successful performance of Contract activities as of the Go-Live Date. No compensation will be paid to the Contractor for any activities it performs during the Start-up Period.
- 1.4.3 As of the Go-Live Date contained in a Notice to Proceed (see Section 1.2 definition), anticipated to be on or about August 1, 2018, the Contractor shall perform all activities required by the Contract, including the requirements of these Specifications, for the agreed-upon compensation.
- 1.4.4 The duration of the Contract will be for the period of time from Contract Commencement to the Go-Live Date (the Start-Up Period as described in Section 1.4.2) plus 13 months from the Go-Live Date for the provision of all services required by the Contract and the requirements of these Specifications. The Term will be on or about August 1, 2018, to August 1, 2019. This Contract has no option years.
- 1.4.5 The Contractor’s obligations to pay invoices to subcontractors that provided services during the Contract term, as well as the audit, confidentiality, document retention, and indemnification obligations of the Contract (see Attachment A) shall survive expiration or termination of the Contract and continue in effect until all such obligations are satisfied.

1.5 Procurement Officer

The sole point of contact in the State for purposes of these Specifications prior to the award of any Contract is the Procurement Officer at the address listed below:

Corelethia Braxton, Procurement Specialist II
Procurement Officer
Baltimore City Community College
West Pavilion, 3100 Towanda Avenue, Suite 116
Baltimore, MD 21215
Phone Number: 410-209-6032
E-mail: cbraxton@bccc.edu

The Department may change the Procurement Officer at any time by written notice.

1.6 Contract Monitor

The Contract Monitor is:

Dawn Kirstaetter, VP of Strategic Partnerships
Contract Monitor
Baltimore City Community College
2901 Liberty Heights Avenue
Baltimore, MD 21215
Phone Number: 410-209-6034
E-mail: dkirstaetter@bccc.edu

The Department may change the Contract Monitor at any time by written notice.

1.7 eMarylandMarketplace

eMM is an electronic commerce system administered by the Maryland Department of General Services. In order to receive a Contract award, a vendor must be registered on eMM. Registration is free. Go to <https://emaryland.buyspeed.com/bsol/login.jsp>, click on "Register" to begin the process, and then follow the prompts.

1.8 Procurement Method

This Contract will be awarded in accordance with the Competitive Sealed Proposals method under COMAR 21.05.03.

1.9 Public Information Act Notice

A Contractor should give specific attention to the clear identification of those portions of its Proposal that it considers confidential and/or proprietary commercial information or trade secrets, and provide justification why such materials, upon request, should not be disclosed by the State under the Public Information Act, Md. Code Ann., General Provisions Article, Title 4. This confidential and/or proprietary information should be identified by page and section number and placed after the Title Page and before the Table of Contents in the Technical Proposal and if applicable, separately in the Financial Proposal.

Offerors are advised that, upon request for this information from a third party, the Procurement Officer is required to make an independent determination whether the information must be disclosed.

1.10 Protest/Disputes

Any protest or dispute related, respectively, to this resulting Contract shall be subject to the provisions of COMAR 21.10 (Administrative and Civil Remedies).

1.11 Substitution of Personnel

If the Contract requires that a particular individual or personnel be designated work on the Contract, any substitution of personnel after the Contract has commenced must be approved in writing by the Contract Monitor prior to the substitution. If the Contractor substitute's personnel without the prior written approval of the Contract Monitor, the Contract may be terminated for default which shall be in addition to, and not in lieu of, the State's remedies under the Contract or which otherwise may be available at law or in equity.

1.12 Mandatory Contractual Terms

The Contractor shall be deemed to have accepted the terms and conditions the Contract, attached herein as **Attachment A**.

1.13 Bid/Proposal Affidavit

The Contractor must submit a completed Bid/Proposal Affidavit. A copy of this Affidavit is included as **Attachment B**.

1.14 Contract Affidavit

The Contractor shall complete a Contract Affidavit as part of the Contract Package. A copy of this Affidavit is included as **Attachment C**. This Contract Affidavit is also required to be submitted by the Contractor with any Contract renewal, including the exercise of any options or modifications that may extend the Contract term. For purposes of completing Section "B" of this Affidavit (Certification of Registration or Qualification with the State Department of Assessments and Taxation), note that a business entity that is organized outside of the State of Maryland is considered to be a "foreign" business.

1.15 Compliance with Laws/Arrearages

The Contractor shall comply with all Federal, State, and local laws applicable to its activities and obligations under the Contract.

The Contractor represents that it is not in arrears in the payment of any obligations due and owing the State, including the payment of taxes and employee benefits, and that it shall not become so in arrears during the term of the Contract if selected for Contract award.

1.16 Verification of Registration and Tax Payment

Before a business entity can do business in the State it must be registered with the State Department of Assessments and Taxation (SDAT). SDAT is located at State Office Building, Room 803, 301 West Preston Street, Baltimore, Maryland 21201. The SDAT website is <http://sdatcert3.resiusa.org/ucc-charter/>.

The Contractor shall complete registration prior to the award date. A vendor's failure to complete registration with SDAT may disqualify an otherwise successful vendor from final consideration and recommendation for Contract award.

1.17 False Statements

Vendors are advised that Md. Code Ann., State Finance and Procurement Article, § 11-205.1 provides as follows:

1.29.1 In connection with a procurement contract a person may not willfully:

- (a) Falsify, conceal, or suppress a material fact by any scheme or device;
- (b) Make a false or fraudulent statement or representation of a material fact; or
- (c) Use a false writing or document that contains a false or fraudulent statement or entry of a material fact.

1.29.2 A person may not aid or conspire with another person to commit an act under subsection (1) of this section.

1.29.3 A person who violates any provision of this section is guilty of a felony and on conviction is subject to a fine not exceeding \$20,000 or imprisonment not exceeding five years or both.

1.18 Payments by Electronic Funds Transfer

Contractor agrees to accept payments by electronic funds transfer (EFT) unless the State Comptroller's Office grants an exemption. Payment by EFT is mandatory for contracts exceeding \$200,000. The Contractor shall register using the COT/GAD X-10 Vendor Electronic Funds (EFT) Registration Request Form. Any request for exemption must be submitted to the State Comptroller's Office for approval at the address specified on the COT/GAD X-10 form, must include the business identification information as stated on the form, and must include the reason for the exemption. The COT/GAD X-10 form may be downloaded from the Comptroller's website at: http://comptroller.marylandtaxes.com/Vendor_Services/Accounting_Information/Static_Files/GADX10Form20150615.pdf

1.19 Prompt Payment Policy

This procurement and the Contract(s) to be awarded pursuant to it are subject to the Prompt Payment Policy Directive issued by the Governor's Office of Small, Minority & Women Business Affairs (GOSBA) and dated August 1, 2008. Promulgated pursuant to Md. Code Ann., State Finance and Procurement Article, §§ 11-201, 13-205(a), and Title 14, Subtitle 3, and COMAR 21.01.01.03 and 21.11.03.01, the Directive seeks to ensure the prompt payment of all subcontractors on non-construction procurement contracts. The Contractor shall comply with the prompt payment requirements outlined in the Contract "Prompt Payment" clause (see **Attachment A**). Additional information is available on GOSBA's website at: <http://goma.maryland.gov/Documents/Legislation/PromptPaymentFAQs.pdf>.

1.20 Electronic Procurements Authorized

- A. Under COMAR 21.03.05, unless otherwise prohibited by law, the Department may conduct procurement transactions by electronic means, including the Specifications, bidding, award, execution, and administration of a contract, as provided in Md. Code Ann., Maryland Uniform Electronic Transactions Act, Commercial Law Article, Title 21.
- B. Participation in the contracting process on a procurement contract for which electronic means has been authorized shall constitute consent by the Contractor to conduct by electronic means all elements of the procurement of that Contract which are specifically authorized under the Specifications or the Contract.
- C. "Electronic means" refers to exchanges or communications using electronic, digital, magnetic, wireless, optical, electromagnetic, or other means of electronically conducting transactions. Electronic means includes facsimile, e-mail, internet-based communications, electronic funds transfer, specific electronic bidding platforms (e.g., <https://emaryland.buyspeed.com/bsol/>), and electronic data interchange.
- D. In addition to specific electronic transactions specifically authorized in other sections of these Specifications (e.g., § 1.30 "Payments by Electronic Funds Transfer") and subject to the exclusions noted in section E of this subsection, the following transactions are authorized to be conducted by electronic means on the terms described:
1. The Procurement Officer may conduct the procurement using eMM, e-mail, or facsimile to issue:
 - (a) the Specifications;
 - (b) any amendments to the Specifications or Contract;
 - (c) communications regarding the Specifications or Proposal to the Contractor; and
 - (d) the Procurement Officer's decision on any Contract claim.
 2. A Bidder/Offeror or potential Bidder/Offeror may use e-mail or facsimile to:
 - (a) ask questions regarding the Specifications; and
 - (b) reply to any material received from the Procurement Officer by electronic means that includes a Procurement Officer's request or direction to reply by e-mail or facsimile.
 3. The Procurement Officer, the Contract Monitor, and the Contractor may conduct day-to-day Contract administration, except as outlined in Section E of this subsection, utilizing e-mail, facsimile, or other electronic means if authorized by the Procurement Officer or Contract Monitor.
- E. The following transactions related to these Specifications and any Contract awarded pursuant to it are *not authorized* to be conducted by electronic means:
1. filing of Contract Claims;
 2. submission of documents determined by the Department to require original signatures (e.g., Contract execution, Contract modifications, etc.); or
 3. any transaction, submission, or communication where the Procurement Officer has specifically directed that a response from the Contractor be provided in writing or hard copy.
- F. Any facsimile or e-mail transmission is only authorized to the facsimile numbers or e-mail addresses for the identified person as provided in the Specifications, the Contract, or in the direction from the Procurement Officer or Contract Monitor.

1.21 Minority Business Enterprise Goals

There is no MBE subcontractor participation goal for this procurement.

1.22 Living Wage Requirements

Maryland law requires that Contractors meeting certain conditions pay a living wage to covered employees on State service contracts over \$100,000. Maryland Code, State Finance and Procurement, § 18-101 *et al.* The Commissioner of Labor and Industry at the Department of Labor, Licensing and Regulation requires that a Contractor subject to the Living Wage law submit payroll records for covered employees and a signed statement indicating that it paid a living wage to covered employees; or receive a waiver from Living Wage reporting requirements. *See* COMAR 21.11.10.05.

If subject to the Living Wage law, Contractor agrees that it will abide by all Living Wage law requirements, including but not limited to reporting requirements in COMAR 21.11.10.05. Contractor understands that failure of Contractor to provide such documents is a material breach of the terms and conditions and may result in Contract termination, disqualification by the State from participating in State contracts, and other sanctions. See the "Living Wage" clause in the Contract (**Attachment A**).

Additional information regarding the State's living wage requirement is contained in **Attachment G**. The Contractor shall complete and submit the Maryland Living Wage Requirements Affidavit of Agreement (**Attachment G-1**) with their Contract Package. If the Contractor fails to complete and submit the required documentation, the State may determine the Contractor to be not responsible under State law.

Contractors and subcontractors subject to the Living Wage Law shall pay each covered employee at least the minimum amount set by law for the applicable Tier area. The specific living wage rate is determined by whether a majority of services take place in a Tier 1 Area or Tier 2 Area of the State. The Tier 1 Area includes Montgomery, Prince George's, Howard, Anne Arundel and Baltimore Counties, and Baltimore City. The Tier 2 Area includes any county in the State not included in the Tier 1 Area. In the event that the employees who perform the services are not located in the State, the head of the unit responsible for a State Contract pursuant to §18-102(d) of the State Finance and Procurement Article shall assign the tier based upon where the recipients of the services are located.

The Contract resulting from these Specifications will be determined to be a Tier 1 Contract or a Tier 2 Contract depending on the location(s) from which the Contractor provides 50% or more of the services. The Contractor must identify in its Proposal the location(s) from which services will be provided, including the location(s) from which 50% or more of the Contract services will be provided.

- If the Contractor provides 50% or more of the services from a location(s) in a Tier 1 jurisdiction(s) the Contract will be a Tier 1 Contract.
- If the Contractor provides 50% or more of the services from a location(s) in a Tier 2 jurisdiction(s), the Contract will be a Tier 2 Contract.
- If the Contractor provides more than 50% of the services from an out-of-State location, the State agency determines the wage tier based on where the majority of the service recipients are located. In this circumstance, this Contract will be determined to be a Tier 1 Contract.

Information pertaining to reporting obligations may be found by going to the Maryland Department of Labor, Licensing and Regulation (DLLR) website <http://www.dllr.state.md.us/labor/prev/livingwage.shtml>.

NOTE: Whereas the Living Wage may change annually, the Contract price may not be changed because of a Living Wage change.

1.23 Federal Funding Acknowledgement

This Contract does not contain Federal funds.

1.24 Conflict of Interest Affidavit and Disclosure

Contractor shall complete and sign the Conflict of Interest Affidavit and Disclosure (**Attachment I**) and submit it with their Contract Package. Contractor is advised that the Contractor's personnel who perform or control work under this Contract and each of the participating subcontractor personnel who perform or control work under this Contract shall be required to complete agreements substantially similar to **Attachment I** Conflict of Interest Affidavit and Disclosure. For policies and procedures applying specifically to Conflict of Interests, the Contract is governed by COMAR 21.05.08.08.

1.25 Non-Disclosure Agreement

Contractor is advised that these Specifications and any resultant Contract(s) are subject to the terms of the Non-Disclosure Agreement (NDA) contained in these Specifications as **Attachment J**. Contractor shall provide an executed copy of the NDA with its Contract Package.

1.26 HIPAA - Business Associate Agreement

A HIPAA Business Associate Agreement is not required for this procurement.

1.27 Nonvisual Access

By submitting a Proposal, the Contractor warrants that the information technology offered under the Proposal: (1) provides equivalent access for effective use by both visual and nonvisual means; (2) will present information, including prompts used for interactive communications, in formats intended for both visual and nonvisual use; (3) if intended for use in a network, can be integrated into networks for obtaining, retrieving, and disseminating information used by individuals who are not blind or visually impaired; and (4) is available, whenever possible, without modification for compatibility with software and hardware for nonvisual access. The Contractor further warrants that the cost, if any, of modifying the information technology for compatibility with software and hardware used for nonvisual access will not increase the cost of the information technology by more than five percent (5%). For purposes of these Specifications and resulting Contract, the phrase "equivalent access" means the ability to receive, use, and manipulate information and to operate controls necessary to access and use information technology by nonvisual means. Examples of equivalent access include keyboard controls used for input and synthesized speech, Braille, or other audible or tactile means used for output.

The Maryland IT Nonvisual Access standards can be found at: www.doit.maryland.gov, keyword: NVA.

1.28 Mercury and Products That Contain Mercury

These Specifications do not include the procurement of products known to likely include mercury as a component.

1.29 Veteran-Owned Small Business Enterprise Goal

There is no Veteran-Owned Small Business Enterprise (VSBE) participation goal for this procurement.

1.30 Location of the Performance of Services Disclosure

The Specifications do not require a Location of the Performance of Services Disclosure.

1.31 Department of Human Resources (DHR) Hiring Agreement

The Specifications do not require a DHR Hiring Agreement.

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SECTION 2 – MINIMUM QUALIFICATIONS

2.1 Bidder Minimum Qualifications

There are no Contractor Minimum Qualifications for this Contract.

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SECTION 3 – SCOPE OF WORK

3.1 Background and Purpose

3.1 Summary Statement

3.1.1 The Baltimore City Community College (“BCCC” or “College”) is soliciting proposals for qualitative and quantitative market research, with the objective of identifying the attributes of the College in planning for a strategic market and brand position.

3.1.2 BCCC is issuing this Request for Proposals (RFP) to provide a Marketing Firm to assist with the College’s rebranding, repositioning and marketing efforts.

3.1.3 It is the State’s intention to obtain services, as specified in this RFP, from a Contract between the selected Offeror and the State. The anticipated duration of services to be provided under this Contract is One (1) year no option years.

3.1.4 The Department intends to make a single award as a result of this RFP. See RFP Section 4.9 for more Contract award information.

3.1.5 An Offeror, either directly or through its subcontractor(s), must be able to provide all services and meet all of the requirements requested in this solicitation and the successful Offeror (the Contractor) shall remain responsible for Contract performance regardless of subcontractor participation in the work.

3.2 Background and Purpose

Founded in 1947, Baltimore City Community College is Maryland’s only State-sponsored community college. In addition to its campus located at 2901 Liberty Heights Ave., BCCC has multiple learning sites across the city offering career training, English language services, adult literacy and GED preparation courses. Through its Workforce Development and Continuing Education Division (WDCE) located at 710 E. Lombard St., students receive training, certification, and licensure in such areas as multi-skilled medical technician, telecommunications, and pharmacy technician.

Much has changed since the welcoming of the inaugural class of 53 students to what was then Baltimore Junior College (BJC) in 1947. The young institution, where returning World War II veterans came to re-launch their lives, was situated on the third floor of Baltimore City College High School.

By 1951, the College had established an Evening Division and launched its very own radio station named WBJC-FM, which is still on the airwaves today. In 1955, BJC established a nursing program and formed what would become Maryland’s oldest chapter of Phi Theta Kappa, the international honor society for two-year colleges.

By 1959, BJC was at full capacity and required more space to accommodate its accelerated growth. Later that year, the College relocated to the 19-acre site of the former Park School at 2901 Liberty Heights Ave. and Dr. Harry Bard became its first president. After becoming a city government entity, the College was renamed Community College of Baltimore (CCB) in 1967. Between 1965 and 1969, 25 new academic programs were added.

As the years passed, state leaders, recognizing that a lack of city resources threatened to impede the progress of the institution, acted to make the College a state-funded institution. On July 1, 1990, the Maryland General Assembly established funding and CCB became New Community College of Baltimore. Two years later, the school was granted

permanent state status and renamed Baltimore City Community College (BCCC).

Today, BCCC is a comprehensive urban institution serving more than 15,000 students from Baltimore, hailing from nearly 100 countries. The College provides a broad range of high-quality credit and noncredit courses while offering affordable tuition and community-based services. Students can take classes, depending on the program, at the Liberty campus, the downtown Business and Continuing Education Division (BCED) located at the Inner Harbor, and more than 80 off-campus sites throughout the city. The College's 29 associate degree and 16 certificate programs align with five career pathways linked to fast-growing fields: Behavioral and Social Sciences; Business; Pre-Health Professions; Science, Technology, Engineering, and Mathematics (STEM); and Visual and Performing Arts. Nearly 20 student clubs and organizations help foster a vibrant cultural and social campus environment. Student-athletes are making the grade and excelling in basketball, volleyball, and cross country. And BCCC has stayed true to its roots, continuing to help veterans as well as reservists and active military members with their unique academic needs.

Students turn to BCCC for the affordable, accessible, quality programs they need for career preparation, technical/life skills training, and transfer to a four-year college or university. With the personal attention and support of a distinguished, dedicated faculty, BCCC meets students where they are – and guides them forward through credit and noncredit offerings. Under the leadership of Dr. James H. Johnson, Jr. the College's interim president, BCCC continues to forge strategic partnerships with local, State, and federal organizations that have expanded educational opportunities for adult learners and high school students seeking college education and career preparation. From supporting new immigrants to aiding jobseekers to reaching out to veterans, BCCC continues its legacy of changing lives and building communities.

The State is issuing this solicitation for the purposes of partnering with a marketing firm to:

- assess how the college and its programs and services, specifically Workforce Development are perceived currently by stakeholders;
- better understand how the College wishes to be perceived versus the realistic perception;
- build a framework to be used to unite varied units of the College under a well-defined core brand position to maximize awareness and impact;
- provide a competitive analysis to determine BCCC's position as related to key competitors and what existing or new programs or services could provide a competitive advantage;
- better understand the attributes that define and differentiate BCCC among its community college competitors in higher education, and in general, higher education institutions and which attributes it can better promote to improve its image among stakeholders; and
- focus results for the College to use in the development of brand reposition messages to better promote the College and help achieve its goals for recruitment and retention, revenue enhancement, donor relations, and enhanced brand awareness and image.

3.3 Scope of Work - Requirements

3.3.1 The Contractor shall contribute both strategically and tactically to the BCCC brand repositioning effort, through this comprehensive market research effort. Teamwork, collaboration and a "can-do" attitude will be important to BCCC. BCCC seeks to engage a partner who will be part of engaging key stakeholders to ascertain opinions, both qualitative and quantitative, with key stakeholders – students, alumni, businesses, City and State elected officials, community partners, non-profit organizations, philanthropic community, and other vital stakeholders to the College's mission. BCCC seeks to be at the forefront of transforming the City and State's workforce through higher education and being the college of choice for all Baltimore City Public School (BCPS) graduates, and is seeking a partner who enthusiastically shares the vision, and will demonstrate it in high quality work on a daily basis.

Key Stakeholders are: Elected Officials, Community Leaders, Baltimore City Public School Administrators, Maryland State Government, Philanthropic Organizations, Faith-based Organizations and Leaders, Prospective students, Business Leaders, BCCC Alumni, High School Students and Parents, Community Partners, Non-profit Organizations and Larger Maryland State Employers.

3.3.2 Market Research: Identify key internal audience (BCCC college community to include students, staff, faculty, Board of Trustees) perceptions, values, expectations, priorities and opinions about the College and its programs and services. Survey key external audiences (surrounding community, business community, public middle and high school guidance counselors and state officials) to measure public awareness of the College and identify public perceptions, opinions, expectations and gaps in knowledge about the College and its programs and services. Identify issues and themes, key messages and effective communication channels and tools to reach the key stakeholder groups surveyed. It is expected that all market research will include, as appropriate, a combination of focus groups, on-line, paper and phone surveys, personal interviews and a specialized full-day, brand positioning workshop. Both internal and external audiences are to be included in the research project.

3.3.2.2 Competitive Position Analysis: Conduct primary research with key stakeholders to prepare a conceptual map describing the College's placement against its competitors based on such criteria as reputation, affordability, program offerings, messaging/communication, and other key areas.

3.3.2.3 Other Deliverables/Report: The report on the results of the research will include an analysis and interpretation of the results of the surveys, broken down by audiences, a conceptual map of competitors and a distributable executive summary, and shall be due within twenty business days after completion of the research. Prior to submission, a draft of the final report shall be submitted to the Contract Monitor for review and approval. Upon acceptance by the Contract Monitor, the final report shall be submitted in electronic format via email to the Contract Monitor.

3.3.2.3.1 Research, market research, brand repositioning and branding including (but not limited to):

3.3.2.3.1.1 Brand repositioning planning and development, conducting brand positioning workshops and perceptual exercises and discovery activities, brand repositioning and enhancement.

3.3.2.3.1.2 Recommend and perform market research to support comprehensive recommendations and assistance for all aspects of marketing, planning and development

3.3.2.3.1.3 Measurement and optimization of overall marketing plans

3.3.2.3.1.4 Marketing strategy and project planning work

3.3.2.3.2: Provide ongoing communications and marketing support

3.3.3 Staffing: Contractor must present a plan for the management and staffing of the marketing services being offered to be provided to the College. The Plan shall delineate between full-time and part-time employees, as well as associated schedules and labor hours. Contractor shall provide an organizational chart showing the management structure of the firm with description of qualifications, credentials and the location of upper level management and regional management support staff, as well as those actually assigned and dedicated to manage the BCCC account. Information to be included should include the key personnel (account manager, marketing personnel, creative personnel): names, titles and role, area of expertise, and geographical location.

3.3.3.1 Key Personnel Resumes: Contractor shall provide a brief, informative resume or curriculum vitae for the person(s) who they propose to be the Executive-in-Charge and the Account Manager under this Contract.

3.3.3.2 Resumes should include:

3.3.3.2.1 Educational history, applicable training received, certifications earned including dates of attendance, dates of certifications earned;

3.3.3.2.2 Employment history, including dates of employment (start and ending dates) and positions held and dates applicable for each of these positions;

3.3.3.2.3 Experience on similar contracts, both with the current and prior firms. Give a brief description of the marketing project. Also indicate the role the person performed for the project.

3.4 Insurance Requirements

3.4.1 The Contractor shall maintain Commercial General Liability Insurance to cover losses resulting from, or arising out of, Contractor action or inaction in the performance of the Contract by the Contractor, its agents, servants, employees, or subcontractors, with a limit of \$1,000,000 per occurrence and \$2,000,000 aggregate.

3.4.2 The Contractor shall maintain Errors and Omissions/Professional Liability insurance with a minimum limit of \$1,000,000 per claim and annual aggregate

3.4.3 The Contractor shall maintain Automobile and/or Commercial Truck Insurance as appropriate with Liability, Collision, and PIP limits no less than those required by the State where the vehicle(s) is registered, but in no case less than those required by the State of Maryland.

3.4.4 The Contractor shall maintain Crime Insurance to cover employee theft with minimum single loss limit of \$1,000,000 per loss, and a single loss retention not to exceed \$10,000.

3.4.5 Within five (5) Business Days of recommendation for Contract award, and before any work begins, the Contractor shall provide the Procurement Officer with current certificates of insurance, and shall update such certificates periodically, but no less than annually in multi-year contracts, as directed by the Contract Monitor. Such copy of the Contractor's current certificate of insurance shall contain at minimum the following:

a. Workers' Compensation – The Contractor shall maintain such insurance as necessary and/or as required under Workers' Compensation Acts, the Longshore and Harbor Workers' Compensation Act, and the Federal Employers' Liability Act.

b. Commercial General Liability as required in Section 3.4.1.

c. Errors and Omissions/Professional Liability as required in Section 3.4.2.

d. Automobile and/or Commercial Truck Insurance as required in Section 3.4.3.

e. Crime Insurance as required in Section 3.4.4.

3.4.6 The State of Maryland shall be listed as an additional insured on any Commercial General Liability, Auto Liability, Professional/Cyber Liability, and excess liability or umbrella policies with the exception of Worker's Compensation Insurance, which is currently handled by the Chesapeake Employer's Insurance Company (formerly Injured Worker's Insurance Fund). This means the faces of the certificates of insurance for these policies must state, "The State of Maryland is an Additional insured." All insurance policies shall be endorsed to include a clause that requires that the insurance carrier provide the Contract Monitor, by certified mail, not less than 30 days' advance notice of any non-renewal, cancellation, or expiration. In the event the Contract Monitor receives a notice of non-renewal, the Contractor shall provide the Contract Monitor with an insurance policy from another carrier at least 15 days prior to the expiration of the insurance policy then in effect. All insurance policies shall be with a company licensed by the State to do business and to provide such policies.

3.4.7 The Contractor shall require that any subcontractors providing primary services (as opposed to non-critical, ancillary services) under this Contract obtain and maintain the same levels of insurance and shall provide the Contract Monitor with the same documentation as is required of the Contractor.

3.5 Problem Escalation Procedure

3.5.1 The Contractor must provide and maintain a Problem Escalation Procedure (PEP) for both routine and emergency situations. The PEP must state how the Contractor will address problem situations as they occur during the performance of the Contract, especially problems that are not resolved to the satisfaction of the State within appropriate timeframes.

The Contractor shall provide contact information to the Contract Monitor, as well as to other State personnel, as directed should the Contract Monitor not be available.

3.5.2 The Contractor must provide the PEP no later than ten (10) Business Days after Contract Commencement. The PEP, including any revisions thereto, must also be provided within ten (10) Business Days after the start of each Contract year and within ten (10) Business Days after any change in circumstance which changes the PEP. The PEP shall detail how problems with work under the Contract will be escalated in order to resolve any issues in a timely manner. The PEP shall include:

- The process for establishing the existence of a problem;
- Names, titles, and contact information for progressively higher levels of personnel in the Contractor's organization who would become involved in resolving a problem;
- For each individual listed in the Contractor's PEP, the maximum amount of time a problem will remain unresolved with that individual before the problem escalates to the next contact person listed in the Contractor's PEP;
- Expedited escalation procedures and any circumstances that would trigger expedited escalation procedures;
- The method of providing feedback on resolution progress, including the frequency of feedback to be provided to the State;
- Contact information for persons responsible for resolving issues after normal business hours (e.g., evenings, weekends, holidays, etc.) and on an emergency basis; and
- A process for updating and notifying the Contract Monitor of any changes to the PEP.

Nothing in this section shall be construed to limit any rights of the Contract Monitor or the State which may be allowed by the Contract or applicable law.

3.6 Invoicing

3.6.1 General

(a) All invoices for services shall be signed by the Contractor and submitted to the Contract Monitor. All invoices shall include the following information:

- Contractor name and address;
- Remittance address;
- Federal taxpayer identification number (or if sole proprietorship, the individual's social security number);
- Invoice period (i.e. time period during which services covered by invoice were performed);
- Invoice date;
- Invoice number;

- State assigned Contract number;
- State assigned (Blanket) Purchase Order number(s);
- Goods or services provided; and
- Amount due.

Invoices submitted without the required information cannot be processed for payment until the Contractor provides the required information.

- (b) The Department reserves the right to reduce or withhold Contract payment in the event the Contractor does not provide the Department with all required deliverables within the time frame specified in the Contract or in the event that the Contractor otherwise materially breaches the terms and conditions of the Contract until such time as the Contractor brings itself into full compliance with the Contract. Also see the “Living Wage” provision of the Contract, if applicable, which allows for withholding of payment under certain circumstances. Any action on the part of the Department, or dispute of action by the Contractor, shall be in accordance with the provisions of Md. Code Ann., State Finance and Procurement Article §§ 15-215 through 15-223 and with COMAR 21.10.02. This is a one year contract with no options.

3.6.2 Invoice Submission Schedule

Payments to the Contractor pursuant to this Contract shall be made no later than thirty (30) days after the College's receipt of a proper invoice from the Contractor. Each invoice for services rendered must reflect the Contractor's federal tax identification number. Charges for late payment of the invoices other than as prescribed by Title 15, Subtitle 1 of the State Finance and Procurement Article, Annotated Code of Maryland, or by the Public Service Commission of Maryland with respect to regulated public utilities, as applicable, are prohibited.

3.7 MBE Reports

If these Specifications include an MBE Goal, the Contractor and its MBE subcontractors shall provide the following MBE Monthly Reports based upon the commitment to the goal:

- Attachment D-4A**, the MBE Participation Prime Contractor Paid/Unpaid MBE Invoice Report by the 10th of the month following the reporting period to the Contract Monitor and the MBE Liaison Officer.
- Attachment D-4B** (*if applicable*), the MBE Prime Contractor Report by the 10th of the month following the reporting period to the Contract Monitor and the MBE Liaison Officer.
- Attachment D-5**, the MBE Participation Subcontractor Paid/Unpaid MBE Invoice Report by the 10th of the month following the reporting period to the Contract Monitor and the MBE Liaison Officer.

3.8 VSBE Reports

If these Specifications include a VSBE Goal, the Contractor and its VSBE subcontractors shall provide the following VSBE Monthly Reports based upon the commitment to the goal:

- Attachment M-3**, the VSBE Participation Prime Contractor Paid/Unpaid VSBE Invoice Report by the 10th of the month following the reporting period to the Contract Monitor and the VSBE Liaison Officer.

- (b) **Attachment M-4**, the VSBE Participation Subcontractor Paid/Unpaid VSBE Invoice Report by the 10th of the month following the reporting period to the Contract Monitor and the VSBE Liaison Officer.

3.9 SOC 2 Type 2 Audit Report

This section applies to the Contractor and any relevant subcontractor who provides services for the Department's identified critical functions, handles Sensitive Data [see RFP Section 3.3.3(c)], and/or hosts any related implemented system for the State under the Contract. For purposes of this section, "relevant subcontractor" includes any subcontractor that assists the Contractor in the critical functions of the Contract, handles Sensitive Data, and/or assists with any related implemented system, excluding subcontractors that provide secondary services that are not pertinent to assisting the Contractor in the critical functions of the Contract, handling Sensitive Data, and/or assisting with any related implemented system.

The Contractor shall have an annual audit performed, by an independent audit firm of the Contractor's choosing, of the Contractor's and any relevant subcontractor's handling of Sensitive Data and the Department's critical functions, which are identified as the Collection of Participating Student Information, and shall address all areas relating to Information Technology security and operational processes (see RFP Section 3.3.3.). These services provided by the Contractor and any relevant subcontractor that shall be covered by the audit will collectively be referred to as the "Information Functions and/or Processes." Such audits shall be performed in accordance with audit guidance: *Reporting on Controls at a Service Organization Relevant to Security, Availability, Processing Integrity, Confidentiality, or Privacy (SOC 2)* as published by the American Institute of Certified Public Accountants (AICPA) and as updated from time to time, or according to the most current audit guidance promulgated by the AICPA or similarly-recognized professional organization, as agreed to by the Department, to assess the security of outsourced client functions or data (collectively, the "Guidance") as follows:

- 3.9.1 The type of audit to be performed in accordance with the Guidance is a SOC 2 Type 2 Audit (referred to as the "SOC 2 Audit" or "SOC 2 Report"). The initial SOC 2 Audit shall be scheduled and completed within a timeframe to be specified by the Contract Monitor. All subsequent SOC 2 Audits that are arranged after this initial audit shall be performed on annual basis and submitted to the Contract Monitor by June 30 for the preceding calendar year.
- 3.9.2 The SOC 2 Audit shall report on the Contractor's and any relevant subcontractor's system(s) and the suitability of the design and operating effectiveness of controls of the Information Functions and/or Processes to meet the requirements of the Contract, including the Security Requirements identified in Section 3.3, relevant to the following trust principles: Confidentiality as defined in the aforementioned Guidance.
- 3.9.3 The audit scope of each year's SOC 2 Report may need to be adjusted (including the inclusion or omission of the relevant trust services principles of Security, Availability, Confidentiality, Processing Integrity, and/or Privacy) to accommodate any changes to the Contractor's and any relevant subcontractor's environment since the previous SOC 2 Report. Such changes may include but are not limited to the addition of Information Functions and/or Processes through modifications to the Contract, or due to changes in information technology or operational infrastructure implemented by the Contractor and/or subcontractor. The Contractor and any relevant subcontractor shall ensure that the audit scope of each year's SOC 2 Report engagement shall accommodate these changes by including in the SOC 2 Report all appropriate controls related to the current environment supporting the Information Functions and/or Processes, including those controls required by the Contract.
- 3.9.4 The scope of the SOC 2 Report shall include work performed by any subcontractors that provide essential support to the Contractor for the Information Functions and/or Processes for the services provided to the Department under the Contract. The Contractor shall ensure the audit includes all subcontractors operating in performance of the Contract.

- 3.9.5 All SOC 2 Audits, including those of the Contractor and any relevant subcontractor, shall be performed at no additional expense to the Department.
- 3.9.6 The Contractor and all relevant subcontractors shall promptly provide a complete copy of the final SOC 2 Report(s) to the Contract Monitor upon completion of each SOC 2 Audit engagement.
- 3.9.7 The Contractor shall provide to the Contract Monitor, within 30 calendar days of the issuance of each SOC 2 Report, a documented corrective action plan which addresses each audit finding or exception contained in a SOC 2 Report. The corrective action plan shall identify in detail the remedial action to be taken by the Contractor and/or subcontractor(s) along with the date(s) when each remedial action is to be implemented.
- 3.9.8 If the Contractor, including any relevant subcontract, currently has an annual information security assessment performed that includes the operations, systems, and repositories of the Information Functions and/or Processes being provided to the Department under the Contract, and if that assessment generally conforms to the content and objective of the Guidance, the Department will determine in consultation with appropriate State government technology and audit authorities whether the Contractor's and any relevant subcontractor's current information security assessments are acceptable in lieu of the SOC 2 Report(s).
- 3.9.9 If the Contractor and any relevant subcontractor fails during the Contract term to obtain an annual SOC 2 Report by the date specified in RFP Section 3.9.1, the Department shall have the right to retain an independent audit firm to perform an audit engagement of a SOC 2 Report of the Information Functions and/or Processes utilized or provided by the Contractor and any relevant subcontractor under the Contract. The Contractor and any relevant subcontractor agrees to allow the independent audit firm to access its facility/s for purposes of conducting this audit engagement(s), and will provide the necessary support and cooperation to the independent audit firm that is required to perform the audit engagement of the SOC 2 Report . The Department will invoice the Contractor for the expense of the SOC 2 Report(s), or deduct the cost from future payments to the Contractor.

3.10 Liquidated Damages

This is not a requirement for this contract.

3.11 End of Contract Transition

This is not a requirement for this contract.

(End of Scope of Work)

ATTACHMENTS

For purposes of construing the following Attachments and forms, "Bid/Proposal" shall refer to the Contractor's Proposal, and "Bidder/Offeror" refers to the Contractor unless the context otherwise requires. Any attachment that is stated to be required "within 'x' days of notification of Contract award" shall be submitted by the Contractor as part of its Contract Package for RFP Contracts.

ATTACHMENT A – CONTRACT

Brand Repositioning & Integrated Services

THIS CONTRACT (the “Contract”) is made this 12th day of July, 2018, by and between The Hatcher Group, and the STATE OF MARYLAND, acting through the Baltimore City Community College.

In consideration of the promises and the covenants herein contained, the adequacy and sufficiency of which is duly acknowledged by the parties, the parties agree as follows:

1. Definitions

In this Contract, the following words have the meanings indicated:

- 1.1 “COMAR” means Code of Maryland Regulations.
- 1.2 “Contract” means this agreement between BridgeEdU, Inc. and the State of Maryland, acting through the Baltimore City Community College.
- 1.3 “Contract Monitor” means the Baltimore City Community College employee identified in Section 1.6 of the Specifications as the Contract Monitor.
- 1.4 “Contractor” means The Hatcher Group whose principal business address is 1501 St. Paul St., Suite 123, Baltimore, MD 21202 and whose principal office in Maryland is the same.
- 1.5 “Department” means the Baltimore City Community College.
- 1.6 “Procurement Officer” means the Department employee identified in Section 1.5 of the Specifications as the Procurement Officer.
- 1.7 “Proposal” means the Contractor’s Technical and Financial Proposal for The hatcher Group dated May 29, 2018.
- 1.8 “Specifications” (or “solicitation”) means the RFP Contract Specifications, Contract Number: BCCC-FY2018-033 issued by the Baltimore City Community College for The Hatcher Group to College.
- 1.9 “State” means the State of Maryland.

2. Scope of Contract

- 2.1 The Contractor shall provide deliverables, programs, goods, and services specific to the Contract for The Hatcher Group to College awarded in accordance with Exhibits A-C listed in this section and incorporated as part of this Contract. If there is any conflict between this Contract and the Exhibits, the terms of the Contract shall govern. If there is any conflict among the Exhibits, the following order of precedence shall determine the prevailing provision:
 - Exhibit A – The Specifications
 - Exhibit B – State Contract Affidavit, executed by the Contractor and dated _____ (date of Attachment C)
 - Exhibit C – The Proposal

- 2.2 The Procurement Officer may, at any time, by written order, make changes in the work within the general scope of the Contract. No other order, statement, or conduct of the Procurement Officer or any other person

shall be treated as a change or entitle the Contractor to an equitable adjustment under this section. Except as otherwise provided in this Contract, if any change under this section causes an increase or decrease in the Contractor's cost of, or the time required for, the performance of any part of the work, whether or not changed by the order, an equitable adjustment in the Contract price shall be made and the Contract modified in writing accordingly. The Contractor must assert in writing its right to an adjustment under this section within thirty (30) days of receipt of written change order and shall include a written statement setting forth the nature and cost of such claim. No claim by the Contractor shall be allowed if asserted after final payment under this Contract. Failure to agree to an adjustment under this section shall be a dispute under the Disputes clause. Nothing in this section shall excuse the Contractor from proceeding with the Contract as changed.

- 2.3 While the Procurement Officer may, at any time, by written change order, make unilateral changes in the work within the general scope of the Contract as provided in Section 2.2 above, the Contract may be modified by mutual agreement of the parties, provided: (a) the modification is made in writing; (b) all parties sign the modification; and (c) all approvals by the required agencies as described in COMAR Title 21, are obtained.

3. Period of Performance.

- 3.1 The term of this Contract begins on the date the Contract is signed by the Department following any required approvals of the Contract, including approval by the Board of Public Works, if such approval is required. The Contractor shall provide services under this Contract as of the Go-Live date contained in the written Notice to Proceed. From this Go-Live date, the Contract shall be for a period of approximately 12 months beginning on or about August 15, 2018, and ending on August 14, 2019.

- 3.2 The State, at its sole option, has the unilateral right to extend the term of the Contract for 2 additional successive one-year terms at the prices quoted in the Bid/Offer for Option Years. (If applicable)

- 3.3 Audit, confidentiality, document retention, and indemnification obligations under this Contract shall survive expiration or termination of the Contract.

4. Consideration and Payment

- 4.1 In consideration of the satisfactory performance of the work set forth in this Contract, the Department shall pay the Contractor in accordance with the terms of this Contract and at the prices quoted in Financial Proposal. Unless properly modified (see above Section 2.3), payment to the Contractor pursuant to this Contract, including the base term and any option exercised by the State, shall not exceed \$197,500.

- 4.2 Unless a payment is unauthorized, deferred, delayed, or set off under COMAR 21.02.07, payments to the Contractor pursuant to this Contract shall be made no later than 30 days after the State's receipt of a proper invoice from the Contractor. The Contractor may be eligible to receive late payment interest at a rate of 9% per annum if: (1) The Contractor submits an invoice for the late payment interest within 30 days after the date of the State's payment of the amount on which the interest accrued; and (2) A Contract claim has not been filed under State Finance and Procurement Article, Title 15, Subtitle 2, Annotated Code of Maryland. The State is not liable for interest: (1) accruing more than one year after the 31st day after the agency receives the proper invoice; or (2) on any amount representing unpaid interest. Charges for late payment of invoices are authorized only as prescribed by Title 15, Subtitle 1, of the State Finance and Procurement Article, Annotated Code of Maryland, or by the Public Service Commission of Maryland with respect to regulated public utilities, as applicable. Each invoice for services rendered must include the Contractor's Federal Tax Identification or Social Security Number for a Contractor who is an individual, which is 47-1118997. Charges for late payment of invoices other than as prescribed at Md. Code Ann., State Finance and Procurement Article, §15-104 are prohibited. Invoices shall be submitted to the Contract Monitor. Electronic funds transfer shall be used by the State to pay the Contractor pursuant to this Contract and any other State payments due the Contractor unless the State Comptroller's Office grants the Contractor an exemption.

- 4.3 In addition to any other available remedies, if, in the opinion of the Procurement Officer, the Contractor fails to perform in a satisfactory and timely manner, the Procurement Officer may refuse or limit approval of any invoice for payment, and may cause payments to the Contractor to be reduced or withheld until such time as the Contractor meets performance standards as established by the Procurement Officer.
- 4.4 Payment of an invoice by the Department is not evidence that services were rendered as required under this Contract.
- 4.5 Contractor's eMarylandMarketplace vendor ID number is 00043851.

5. Rights to Records

- 5.1 The Contractor agrees that all documents and materials including, but not limited to, software, reports, drawings, studies, specifications, estimates, tests, maps, photographs, designs, graphics, mechanical, artwork, computations, and data prepared by the Contractor for purposes of this Contract shall be the sole property of the State and shall be available to the State at any time. The State shall have the right to use the same without restriction and without compensation to the Contractor other than that specifically provided by this Contract.
- 5.2 The Contractor agrees that at all times during the term of this Contract and thereafter, works created as a deliverable under this Contract, and services performed under this Contract shall be "works made for hire" as that term is interpreted under U.S. copyright law. To the extent that any products created as a deliverable under this Contract are not works made for hire for the State, the Contractor hereby relinquishes, transfers, and assigns to the State all of its rights, title, and interest (including all intellectual property rights) to all such products created under this Contract, and will cooperate reasonably with the State in effectuating and registering any necessary assignments.
- 5.3 The Contractor shall report to the Contract Monitor, promptly and in written detail, each notice or claim of copyright infringement received by the Contractor with respect to all data delivered under this Contract.
- 5.4 The Contractor shall not affix any restrictive markings upon any data, documentation, or other materials provided to the State hereunder and if such markings are affixed, the State shall have the right at any time to modify, remove, obliterate, or ignore such warnings.
- 5.5 Upon termination of the Contract, the Contractor, at its own expense, shall deliver any equipment, software or other property provided by the State to the place designated by the Procurement Officer.

6. Exclusive Use

- 6.1 The State shall have the exclusive right to use, duplicate, and disclose any data, information, documents, records, or results, in whole or in part, in any manner for any purpose whatsoever, that may be created or generated by the Contractor in connection with this Contract. If any material, including software, is capable of being copyrighted, the State shall be the copyright owner and Contractor may copyright material connected with this project only with the express written approval of the State.
- 6.2 Except as may otherwise be set forth in this Contract, Contractor shall not use, sell, sub-lease, assign, give, or otherwise transfer to any third party any other information or material provided to Contractor by the Department or developed by Contractor relating to the Contract, except that Contractor may provide said information to any of its officers, employees and subcontractors who Contractor requires to have said information for fulfillment of Contractor's obligations hereunder. Each officer, employee and/or subcontractor to whom any of the Department's confidential information is to be disclosed shall be advised by Contractor of and bound by confidentiality and intellectual property terms substantively equivalent to those of this Contract.

7. Patents, Copyrights, and Intellectual Property

- 7.1 If the Contractor furnishes any design, device, material, process, or other item, which is covered by a patent, trademark or service mark, or copyright or which is proprietary to, or a trade secret of, another, the Contractor shall obtain the necessary permission or license to permit the State to use such item or items.
- 7.2 The Contractor will defend or settle, at its own expense, any claim or suit against the State alleging that any such item furnished by the Contractor infringes any patent, trademark, service mark, copyright, or trade secret. If a third party claims that a product infringes that party's patent, trademark, service mark, trade secret, or copyright, the Contractor will defend the State against that claim at Contractor's expense and will pay all damages, costs, and attorneys' fees that a court finally awards, provided the State: (a) promptly notifies the Contractor in writing of the claim; and (b) allows Contractor to control and cooperates with Contractor in, the defense and any related settlement negotiations. The obligations of this paragraph are in addition to those stated in Section 7.3 below.
- 7.3 If any products furnished by the Contractor become, or in the Contractor's opinion are likely to become, the subject of a claim of infringement, the Contractor will, at its option and expense: (a) procure for the State the right to continue using the applicable item; (b) replace the product with a non-infringing product substantially complying with the item's specifications; or (c) modify the item so that it becomes non-infringing and performs in a substantially similar manner to the original item.

8. Confidential or Proprietary Information and Documentation

- 8.1 Subject to the Maryland Public Information Act and any other applicable laws including, without limitation, HIPAA, the HI-TECH ACT, and the Maryland Medical Records Act and the implementation of regulations promulgated pursuant thereto, all confidential or proprietary information and documentation relating to either party (including without limitation, any information or data stored within the Contractor's computer systems) shall be held in absolute confidence by the other party. Each party shall, however, be permitted to disclose relevant confidential information to its officers, agents, and employees to the extent that such disclosure is necessary for the performance of their duties under this Contract, provided that the data may be collected, used, disclosed, stored, and disseminated only as provided by and consistent with the law. The provisions of this section shall not apply to information that: (a) is lawfully in the public domain; (b) has been independently developed by the other party without violation of this Contract; (c) was already in the possession of such party; (d) was supplied to such party by a third party lawfully in possession thereof and legally permitted to further disclose the information; or (e) which such party is required to disclose by law.
- 8.2 This Section 8 shall survive expiration or termination of this Contract.

9. Loss of Data

In the event of loss of any State data or records where such loss is due to the intentional act or omission or negligence of the Contractor or any of its subcontractors or agents, the Contractor shall be responsible for recreating such lost data in the manner and on the schedule set by the Contract Monitor. The Contractor shall ensure that all data is backed up and recoverable by the Contractor. Contractor shall use its best efforts to assure that at no time shall any actions undertaken by the Contractor under this Contract (or any failures to act when Contractor has a duty to act) damage or create any vulnerabilities in data bases, systems, platforms, and/or applications with which the Contractor is working hereunder.

10. Indemnification

- 10.1 The Contractor shall hold harmless and indemnify the State from and against any and all losses, damages, claims, suits, actions, liabilities, and/or expenses, including, without limitation, attorneys' fees and disbursements of any character that arise from, are in connection with or are attributable to the performance or nonperformance of the Contractor or its subcontractors under this Contract.
- 10.2 This indemnification clause shall not be construed to mean that the Contractor shall indemnify the State against liability for any losses, damages, claims, suits, actions, liabilities, and/or expenses that are attributable to the sole negligence of the State or the State's employees.
- 10.3 The State has no obligation to provide legal counsel or defense to the Contractor or its subcontractors in the event that a suit, claim, or action of any character is brought by any person not party to this Contract against the Contractor or its subcontractors as a result of or relating to the Contractor's performance under this Contract.
- 10.4 The State has no obligation for the payment of any judgments or the settlement of any claims against the Contractor or its subcontractors as a result of or relating to the Contractor's performance under this Contract.
- 10.5 The Contractor shall immediately notify the Procurement Officer of any claim or suit made or filed against the Contractor or its subcontractors regarding any matter resulting from, or relating to, the Contractor's obligations under the Contract, and will cooperate, assist, and consult with the State in the defense or investigation of any claim, suit, or action made or filed against the State as a result of, or relating to, the Contractor's performance under this Contract.
- 10.6 This Section 10 shall survive termination of this Contract.

11. Non-Hiring of Employees

No official or employee of the State, as defined under Md. Code Ann., General Provisions Article, § 5-101, whose duties as such official or employee include matters relating to or affecting the subject matter of this Contract, shall, during the pendency and term of this Contract and while serving as an official or employee of the State, become or be an employee of the Contractor or any entity that is a subcontractor on this Contract.

12. Disputes

This Contract shall be subject to the provisions of Md. Code Ann., State Finance and Procurement Article, Title 15, Subtitle 2, and COMAR 21.10 (Administrative and Civil Remedies). Pending resolution of a claim, the Contractor shall proceed diligently with the performance of the Contract in accordance with the Procurement Officer's decision. Unless a lesser period is provided by applicable statute, regulation, or the Contract, the Contractor must file a written notice of claim with the Procurement Officer within thirty (30) days after the basis for the claim is known or should have been known, whichever is earlier. Contemporaneously with or within thirty (30) days of the filing of a notice of claim, but no later than the date of final payment under the Contract, the Contractor must submit to the Procurement Officer its written claim containing the information specified in COMAR 21.10.04.02.

13. Maryland Law

- 13.1 This Contract shall be construed, interpreted, and enforced according to the laws of the State of Maryland.
- 13.2 The Maryland Uniform Computer Information Transactions Act (Commercial Law Article, Title 22 of the Annotated Code of Maryland), does not apply to this Contract or to any purchase order or Notice to Proceed issued under this Contract, or any software, or any software license required hereunder.

13.3 Any and all references to the Maryland Code, Annotated contained in this Contract shall be construed to refer to such Code sections as are from time to time amended.

14. Nondiscrimination in Employment

The Contractor agrees: (a) not to discriminate in any manner against an employee or applicant for employment because of race, color, religion, creed, age, sex, sexual orientation, gender identification, marital status, national origin, ancestry, genetic information, or any otherwise unlawful use of characteristics, or disability of a qualified individual with a disability unrelated in nature and extent so as to reasonably preclude the performance of the employment, or the individual's refusal to submit to a genetic test or make available the results of a genetic test; (b) to include a provision similar to that contained in subsection (a), above, in any underlying subcontract except a subcontract for standard commercial supplies or raw materials; and (c) to post and to cause subcontractors to post in conspicuous places available to employees and applicants for employment, notices setting forth the substance of this clause.

15. Contingent Fee Prohibition

The Contractor warrants that it has not employed or retained any person, partnership, corporation, or other entity, other than a bona fide employee, bona fide agent, bona fide salesperson, or commercial selling agency working for the business, to solicit or secure the Contract, and that the business has not paid or agreed to pay any person, partnership, corporation, or other entity, other than a bona fide employee, bona fide agent, bona fide salesperson, or commercial selling agency, any fee or any other consideration contingent on the making of this Contract.

16. Non-availability of Funding

If the General Assembly fails to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this Contract succeeding the first fiscal period, this Contract shall be canceled automatically as of the beginning of the fiscal year for which funds were not appropriated or otherwise made available; provided, however, that this will not affect either the State's rights or the Contractor's rights under any termination clause in this Contract. The effect of termination of the Contract hereunder will be to discharge both the Contractor and the State from future performance of the Contract, but not from their rights and obligations existing at the time of termination. The Contractor shall be reimbursed for the reasonable value of any nonrecurring costs incurred but not amortized in the price of the Contract. The State shall notify the Contractor as soon as it has knowledge that funds may not be available for the continuation of this Contract for each succeeding fiscal period beyond the first.

17. Termination for Cause

If the Contractor fails to fulfill its obligations under this Contract properly and on time, or otherwise violates any provision of the Contract, the State may terminate the Contract by written notice to the Contractor. The notice shall specify the acts or omissions relied upon as cause for termination. All finished or unfinished work provided by the Contractor shall, at the State's option, become the State's property. The State shall pay the Contractor fair and equitable compensation for satisfactory performance prior to receipt of notice of termination, less the amount of damages caused by the Contractor's breach. If the damages are more than the compensation payable to the Contractor, the Contractor will remain liable after termination and the State can affirmatively collect damages. Termination hereunder, including the termination of the rights and obligations of the parties, shall be governed by the provisions of COMAR 21.07.01.11B.

18. Termination for Convenience

The performance of work under this Contract may be terminated by the State in accordance with this clause in whole, or from time to time in part, whenever the State shall determine that such termination is in the best interest of the State. The State will pay all reasonable costs associated with this Contract that the Contractor has incurred up to the

date of termination, and all reasonable costs associated with termination of the Contract; provided, however, the Contractor shall not be reimbursed for any anticipatory profits that have not been earned up to the date of termination. Termination hereunder, including the determination of the rights and obligations of the parties, shall be governed by the provisions of COMAR 21.07.01.12A(2).

19. Delays and Extensions of Time

The Contractor agrees to prosecute the work continuously and diligently and no charges or claims for damages shall be made by it for any delays, interruptions, interferences, or hindrances from any cause whatsoever during the progress of any portion of the work specified in this Contract.

Time extensions will be granted only for excusable delays that arise from unforeseeable causes beyond the control and without the fault or negligence of the Contractor, including but not restricted to, acts of God, acts of the public enemy, acts of the State in either its sovereign or contractual capacity, acts of another Contractor in the performance of a contract with the State, fires, floods, epidemics, quarantine restrictions, strikes, freight embargoes, or delays of subcontractors or suppliers arising from unforeseeable causes beyond the control and without the fault or negligence of either the Contractor or the subcontractors or suppliers.

20. Suspension of Work

The State unilaterally may order the Contractor in writing to suspend, delay, or interrupt all or any part of its performance for such period of time as the Procurement Officer may determine to be appropriate for the convenience of the State.

21. Pre-Existing Regulations

In accordance with the provisions of Md. Code Ann., State Finance and Procurement Article, § 11-206, the regulations set forth in Title 21 of the Code of Maryland Regulations (COMAR 21) in effect on the date of execution of this Contract are applicable to this Contract.

22. Financial Disclosure

The Contractor shall comply with the provisions of Md. Code Ann., State Finance and Procurement Article, § 13-221, which requires that every person that enters into contracts, leases, or other agreements with the State or its agencies during a calendar year under which the business is to receive in the aggregate, \$100,000 or more, shall within thirty (30) days of the time when the aggregate value of these contracts, leases or other agreements reaches \$100,000, file with the Secretary of the State certain specified information to include disclosure of beneficial ownership of the business.

23. Political Contribution Disclosure

The Contractor shall comply with Md. Code Ann., Election Law Article, Title 14, which requires that every person that enters into a contract for a procurement with the State, a county, or a municipal corporation, or other political subdivision of the State, during a calendar year in which the person receives a contract with a governmental entity in the amount of \$200,000 or more, shall, file with the State Board of Elections statements disclosing: (a) any contributions made during the reporting period to a candidate for elective office in any primary or general election; and (b) the name of each candidate to whom one or more contributions in a cumulative amount of \$500 or more were made during the reporting period. The statement shall be filed with the State Board of Elections: (a) before execution of a contract by the State, a county, a municipal corporation, or other political subdivision of the State, and shall cover the 24 months prior to when a contract was awarded; and (b) if the contribution is made after the execution of a contract, then twice a year, throughout the contract term, on: (i) May 31, to cover the six (6) month period ending April 30; and (ii) November 30, to cover the six (6) month period ending October 31. Additional information is available on the State Board of Elections website: http://www.elections.state.md.us/campaign_finance/index.html.

24. Documents Retention and Inspection Clause

The Contractor and subcontractors shall retain and maintain all records and documents relating to this Contract for a period of five (5) years after final payment by the State hereunder or any applicable statute of limitations or federal retention requirements (such as HIPAA), whichever is longer, and shall make them available for inspection and audit by authorized representatives of the State, including the Procurement Officer or designee, at all reasonable times. All records related in any way to the Contract are to be retained for the entire time provided under this section. In the event of any audit, the Contractor shall provide assistance to the State, without additional compensation, to identify, investigate, and reconcile any audit discrepancies and/or variances. This Section 24 shall survive expiration or termination of the Contract.

25. Right to Audit

- 25.1 The State reserves the right, at its sole discretion and at any time, to perform an audit of the Contractor's and/or subcontractor's performance under this Contract. An audit is defined as a planned and documented independent activity performed by qualified personnel including but not limited to State and federal auditors, to determine by investigation, examination, or evaluation of objective evidence from data, statements, records, operations and performance practices (financial or otherwise) the Contractor's compliance with the Contract, including but not limited to adequacy and compliance with established procedures and internal controls over the Contract services being performed for the State.
- 25.2 Upon three (3) Business Days' notice, the Contractor and/or any subcontractors shall provide the State reasonable access to their respective records to verify conformance to the terms of the Contract. The Department may conduct these audits with any or all of its own internal resources or by securing the services of a third party accounting or audit firm, solely at the Department's election. The Department may copy, at its own expense, any record related to the services performed and provided under this Contract.
- 25.3 The right to audit shall include any of the Contractor's subcontractors including but not limited to any lower tier subcontractor(s) that provide essential support to the Contract services. The Contractor and/or subcontractor(s) shall ensure the Department has the right to audit such subcontractor(s).
- 25.4 The Contractor and/or subcontractors shall cooperate with Department and Department's designated accountant or auditor and shall provide the necessary assistance for the Department or Department's designated accountant or auditor to conduct the audit.
- 25.5 This Section shall survive expiration or termination of the Contract.

26. Compliance with Laws

The Contractor hereby represents and warrants that:

- 26.1 It is qualified to do business in the State and that it will take such action as, from time to time hereafter, may be necessary to remain so qualified;
- 26.2 It is not in arrears with respect to the payment of any monies due and owing the State, or any department or unit thereof, including but not limited to the payment of taxes and employee benefits, and that it shall not become so in arrears during the term of this Contract;

- 26.3 It shall comply with all federal, State and local laws, regulations, and ordinances applicable to its activities and obligations under this Contract; and
- 26.4 It shall obtain, at its expense, all licenses, permits, insurance, and governmental approvals, if any, necessary to the performance of its obligations under this Contract.

27. Cost and Price Certification

By submitting cost or price information, the Contractor certifies to the best of its knowledge that the information submitted is accurate, complete, and current as of the date of its Bid/Proposal.

The price under this Contract and any change order or modification hereunder, including profit or fee, shall be adjusted to exclude any significant price increases occurring because the Contractor furnished cost or price information which, as of the date of its Bid/Proposal, was inaccurate, incomplete, or not current.

28. Subcontracting; Assignment

The Contractor may not subcontract any portion of the services provided under this Contract without obtaining the prior written approval of the Procurement Officer, nor may the Contractor assign this Contract or any of its rights or obligations hereunder, without the prior written approval of the Procurement Officer provided, however, that a Contractor may assign monies receivable under a contract after due notice to the State. Any subcontracts shall include such language as may be required in various clauses contained within this Contract, exhibits, and attachments. The Contract shall not be assigned until all approvals, documents, and affidavits are completed and properly registered. The State shall not be responsible for fulfillment of the Contractor's obligations to its subcontractors.

29. Liability

For breach of this Contract, negligence, misrepresentation, or any other contract or tort claim, Contractor shall be liable as follows:

- 29.1 For infringement of patents, copyrights, trademarks, service marks, and/or trade secrets, as provided in Section 7 of this Contract;
- 29.2 Without limitation for damages for bodily injury (including death) and damage to real property and tangible personal property; and
- 29.3 For all other claims, damages, losses, costs, expenses, suits, or actions in any way related to this Contract, regardless of the form Contractor's liability for third party claims arising under Section 10 of this Contract shall be unlimited if the State is not immune from liability for claims arising under Section 10.

30. Commercial Nondiscrimination

- 30.1 As a condition of entering into this Contract, Contractor represents and warrants that it will comply with the State's Commercial Nondiscrimination Policy, as described at Md. Code Ann., State Finance and Procurement Article, Title 19. As part of such compliance, Contractor may not discriminate on the basis of race, color, religion, ancestry or national origin, sex, age, marital status, sexual orientation, sexual identity, genetic information or an individual's refusal to submit to a genetic test or make available the results of a genetic test or on the basis of disability or other unlawful forms of discrimination in the solicitation, selection, hiring, or commercial treatment of subcontractors, vendors, suppliers, or commercial customers, nor shall Contractor retaliate against any person for reporting instances of such discrimination. Contractor shall provide equal opportunity for subcontractors, vendors, and suppliers to participate in all of its public sector and private sector subcontracting and supply opportunities, provided that this clause does not prohibit or limit lawful efforts to remedy the effects of marketplace discrimination that have occurred or are occurring in the

marketplace. Contractor understands that a material violation of this clause shall be considered a material breach of this Contract and may result in termination of this Contract, disqualification of Contractor from participating in State contracts, or other sanctions. This clause is not enforceable by or for the benefit of, and creates no obligation to, any third party.

30.2 The Contractor shall include the above Commercial Nondiscrimination clause, or similar clause approved by the Department, in all subcontracts.

30.3 As a condition of entering into this Contract, upon the request of the Commission on Civil Rights, and only after the filing of a complaint against Contractor under Md. Code Ann., State Finance and Procurement Article, Title 19, as amended from time to time, Contractor agrees to provide within sixty (60) days after the request a complete list of the names of all subcontractors, vendors, and suppliers that Contractor has used in the past four (4) years on any of its contracts that were undertaken within the State of Maryland, including the total dollar amount paid by Contractor on each subcontract or supply contract. Contractor further agrees to cooperate in any investigation conducted by the State pursuant to the State's Commercial Nondiscrimination Policy as set forth at Md. Code Ann., State Finance and Procurement Article, Title 19, and to provide any documents relevant to any investigation that are requested by the State. Contractor understands that violation of this clause is a material breach of this Contract and may result in contract termination, disqualification by the State from participating in State contracts, and other sanctions.

31. Prompt Pay Requirements

31.1 If the Contractor withholds payment of an undisputed amount to its subcontractor, the Department, at its option and in its sole discretion, may take one or more of the following actions:

- a. Not process further payments to the contractor until payment to the subcontractor is verified;
- b. Suspend all or some of the contract work without affecting the completion date(s) for the contract work;
- c. Pay or cause payment of the undisputed amount to the subcontractor from monies otherwise due or that may become due;
- d. Place a payment for an undisputed amount in an interest-bearing escrow account; or
- e. Take other or further actions as appropriate to resolve the withheld payment.

31.2 An "undisputed amount" means an amount owed by the Contractor to a subcontractor for which there is no good faith dispute. Such "undisputed amounts" include, without limitation:

- a. Retainage which had been withheld and is, by the terms of the Contract between the Contractor and subcontractor, due to be distributed to the subcontractor; and
- b. An amount withheld because of issues arising out of a Contract or occurrence unrelated to the Contract under which the amount is withheld.

31.3 An act, failure to act, or decision of a Procurement Officer or a representative of the Department, concerning a withheld payment between the Contractor and a subcontractor under this provision, may not:

- a. Affect the rights of the contracting parties under any other provision of law;
- b. Be used as evidence on the merits of a dispute between the Department and the contractor in any other proceeding; or
- c. Result in liability against or prejudice the rights of the Department.

31.4 The remedies enumerated above are in addition to those provided under COMAR 21.11.03.13 with respect to subcontractors that have contracted pursuant to the Minority Business Enterprise (MBE) program.

31.5 To ensure compliance with certified MBE subcontract participation goals, the Department may, consistent with COMAR 21.11.03.13, take the following measures:

- a. Verify that the certified MBEs listed in the MBE participation schedule actually are performing work and receiving compensation as set forth in the MBE participation schedule.
- b. This verification may include, as appropriate:
 - i. Inspecting any relevant records of the Contractor;
 - ii. Inspecting the jobsite; and
 - iii. Interviewing subcontractors and workers.
 - iv. Verification shall include a review of:
 - (a) The Contractor's monthly report listing unpaid invoices over thirty (30) days old from certified MBE subcontractors and the reason for nonpayment; and
 - (b) The monthly report of each certified MBE subcontractor, which lists payments received from the Contractor in the preceding thirty (30) days and invoices for which the subcontractor has not been paid.
- c. If the Department determines that the Contractor is not in compliance with certified MBE participation goals, then the Department will notify the Contractor in writing of its findings, and will require the Contractor to take appropriate corrective action. Corrective action may include, but is not limited to, requiring the Contractor to compensate the MBE for work performed as set forth in the MBE participation schedule.
- d. If the Department determines that the Contractor is in material noncompliance with MBE contract provisions and refuses or fails to take the corrective action that the Department requires, then the Department may:
 - i. Terminate the contract;
 - ii. Refer the matter to the Office of the Attorney General for appropriate action; or
 - iii. Initiate any other specific remedy identified by the contract, including the contractual remedies required by any applicable laws, regulations, and directives regarding the payment of undisputed amounts.
- e. Upon completion of the Contract, but before final payment or release of retainage or both, the Contractor shall submit a final report, in affidavit form under the penalty of perjury, of all payments made to, or withheld from, MBE subcontractors.

32. Living Wage

If a Contractor subject to the Living Wage law fails to submit all records required under COMAR 21.11.10.05 to the Commissioner of Labor and Industry at the Department of Labor, Licensing and Regulation, the agency may withhold payment of any invoice or retainage. The agency may require certification from the Commissioner on a quarterly basis that such records were properly submitted.

33. Use of Estimated Quantities

Unless specifically indicated otherwise in the State's Specifications or other controlling documents related to the Scope of Work, any sample amounts provided are estimates only and the Department does not guarantee a minimum or maximum number of units or usage in the performance of this Contract.

34. Contract Monitor and Procurement Officer

The work to be accomplished under this Contract shall be performed under the direction of the Contract Monitor. All matters relating to the interpretation of this Contract shall be referred to the Procurement Officer for determination.

35. Notices

All notices hereunder shall be in writing and either delivered personally or sent by certified or registered mail, postage prepaid, as follows:

If to the State: Corelethia Braxton, Procurement Specialist II
Procurement Officer
3100 Towanda Avenue, Suite 116, Baltimore, MD 21215

If to the Contractor: Tom Waldron
Hatcher Group
1501 St. Paul St. Suite #123
Baltimore, MD 21202

36. Limited English Proficiency

The Contractor shall provide equal access to public services to individuals with limited English proficiency in compliance with Md. Code Ann., State Government Article, §§ 10-1101 et seq., and Policy Guidance issued by the Office of Civil Rights, Department of Health and Human Services, and DHMH Policy 02.06.07.

37. Miscellaneous

37.1 Any provision of this Contract which contemplates performance or observance subsequent to any termination or expiration of this Contract shall survive termination or expiration of this Contract and continue in full force and effect.

37.2 If any term contained in this Contract is held or finally determined to be invalid, illegal, or unenforceable in any respect, in whole or in part, such term shall be severed from this Contract, and the remaining terms contained herein shall continue in full force and effect, and shall in no way be affected, prejudiced, or disturbed thereby.

IN WITNESS THEREOF, the parties have executed this Contract as of the date hereinabove set forth.

CONTRACTOR

STATE OF MARYLAND
BALTIMORE CITY COMMUNITY
COLLEGE



By: _____
(name and title of Baltimore City
Community College Head)
Or designee:

By: _____
Date 7/25/2018

Date

Approved for form and legal sufficiency
this ___ day of _____, 20__.

Assistant Attorney General

APPROVED BY BPW: _____
(Date) (BPW Item #)

ATTACHMENT B – BID/PROPOSAL AFFIDAVIT

A. AUTHORITY

I hereby affirm that I, Edgar Hatcher (name of affiant) am the President (title) and duly authorized representative of The Hatcher Group (name of business entity) and that I possess the legal authority to make this affidavit on behalf of the business for which I am acting.

B. CERTIFICATION REGARDING COMMERCIAL NONDISCRIMINATION

The undersigned Bidder/Offeror hereby certifies and agrees that the following information is correct: In preparing its Bid/proposal on this project, the Bidder/Offeror has considered all Bid/proposals submitted from qualified, potential subcontractors and suppliers, and has not engaged in “discrimination” as defined in § 19-103 of the State Finance and Procurement Article of the Annotated Code of Maryland. “Discrimination” means any disadvantage, difference, distinction, or preference in the solicitation, selection, hiring, or commercial treatment of a vendor, subcontractor, or commercial customer on the basis of race, color, religion, ancestry, or national origin, sex, age, marital status, sexual orientation, sexual identity, genetic information or an individual’s refusal to submit to a genetic test or make available the results of a genetic test, disability, or any otherwise unlawful use of characteristics regarding the vendor’s, supplier’s, or commercial customer’s employees or owners. “Discrimination” also includes retaliating against any person or other entity for reporting any incident of “discrimination”. Without limiting any other provision of the solicitation on this project, it is understood that, if the certification is false, such false certification constitutes grounds for the State to reject the Bid/proposal submitted by the Bidder/Offeror on this project, and terminate any contract awarded based on the Bid/proposal. As part of its Bid/proposal, the Bidder/Offeror herewith submits a list of all instances within the past four (4) years where there has been a final adjudicated determination in a legal or administrative proceeding in the State of Maryland that the Bidder/Offeror discriminated against subcontractors, vendors, suppliers, or commercial customers, and a description of the status or resolution of that determination, including any remedial action taken. Bidder/Offeror agrees to comply in all respects with the State’s Commercial Nondiscrimination Policy as described under Title 19 of the State Finance and Procurement Article of the Annotated Code of Maryland.

B-1. CERTIFICATION REGARDING MINORITY BUSINESS ENTERPRISES.

The undersigned Bidder/Offeror hereby certifies and agrees that it has fully complied with the State Minority Business Enterprise Law, State Finance and Procurement Article, § 14-308(a)(2), Annotated Code of Maryland, which provides that, except as otherwise provided by law, a contractor may not identify a certified minority business enterprise in a Bid/proposal and:

- (1) Fail to request, receive, or otherwise obtain authorization from the certified minority business enterprise to identify the certified minority bid/proposal;
- (2) Fail to notify the certified minority business enterprise before execution of the contract of its inclusion in the Bid/proposal;
- (3) Fail to use the certified minority business enterprise in the performance of the contract; or
- (4) Pay the certified minority business enterprise solely for the use of its name in the Bid/proposal.

Without limiting any other provision of the solicitation on this project, it is understood that if the certification is false, such false certification constitutes grounds for the State to reject the Bid/proposal submitted by the Bidder/Offeror on this project, and terminate any contract awarded based on the Bid/proposal.

B-2. CERTIFICATION REGARDING VETERAN-OWNED SMALL BUSINESS ENTERPRISES.

The undersigned Bidder/Offeror hereby certifies and agrees that it has fully complied with the State veteran-owned small business enterprise law, State Finance and Procurement Article, § 14-605, Annotated Code of Maryland, which provides that a person may not:

- (1) Knowingly and with intent to defraud, fraudulently obtain, attempt to obtain, or aid another person in fraudulently obtaining or attempting to obtain public money, procurement contracts, or funds expended under a procurement contract to which the person is not entitled under this title;
- (2) Knowingly and with intent to defraud, fraudulently represent participation of a veteran-owned small business enterprise in order to obtain or retain a Bid/proposal preference or a procurement contract;
- (3) Willfully and knowingly make or subscribe to any statement, declaration, or other document that is fraudulent or false as to any material matter, whether or not that falsity or fraud is committed with the knowledge or consent of the person authorized or required to present the declaration, statement, or document;
- (4) Willfully and knowingly aid, assist in, procure, counsel, or advise the preparation or presentation of a declaration, statement, or other document that is fraudulent or false as to any material matter, regardless of whether that falsity or fraud is committed with the knowledge or consent of the person authorized or required to present the declaration, statement, or document;
- (5) Willfully and knowingly fail to file any declaration or notice with the unit that is required by COMAR 21.11.13; or
- (6) Establish, knowingly aid in the establishment of, or exercise control over a business found to have violated a provision of § B-2(1) -(5) of this regulation.

C. AFFIRMATION REGARDING BRIBERY CONVICTIONS

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business (as is defined in Section 16-101(b) of the State Finance and Procurement Article of the Annotated Code of Maryland), or any of its officers, directors, partners, controlling stockholders, or any of its employees directly involved in the business's contracting activities including obtaining or performing contracts with public bodies has been convicted of, or has had probation before judgment imposed pursuant to Criminal Procedure Article, § 6-220, Annotated Code of Maryland, or has pleaded nolo contendere to a charge of, bribery, attempted bribery, or conspiracy to bribe in violation of Maryland law, or of the law of any other state or federal law, except as follows (indicate the reasons why the affirmation cannot be given and list any conviction, plea, or imposition of probation before judgment with the date, court, official or administrative body, the sentence or disposition, the name(s) of person(s) involved, and their current positions and responsibilities with the business):

D. AFFIRMATION REGARDING OTHER CONVICTIONS

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business, or any of its officers, directors, partners, controlling stockholders, or any of its employees directly involved in the business's contracting activities including obtaining or performing contracts with public bodies, has:

- (1) Been convicted under state or federal statute of:
 - (a) A criminal offense incident to obtaining, attempting to obtain, or performing a public or private contract; or
 - (b) Fraud, embezzlement, theft, forgery, falsification or destruction of records or receiving stolen property;

- (2) Been convicted of any criminal violation of a state or federal antitrust statute;
- (3) Been convicted under the provisions of Title 18 of the United States Code for violation of the Racketeer Influenced and Corrupt Organization Act, 18 U.S.C. § 1961 et seq., or the Mail Fraud Act, 18 U.S.C. § 1341 et seq., for acts in connection with the submission of Bids/Proposals for a public or private contract;
- (4) Been convicted of a violation of the State Minority Business Enterprise Law, § 14-308 of the State Finance and Procurement Article of the Annotated Code of Maryland;
- (5) Been convicted of a violation of § 11-205.1 of the State Finance and Procurement Article of the Annotated Code of Maryland;
- (6) Been convicted of conspiracy to commit any act or omission that would constitute grounds for conviction or liability under any law or statute described in subsections (1)— (5) above;
- (7) Been found civilly liable under a state or federal antitrust statute for acts or omissions in connection with the submission of Bids/Proposals for a public or private contract;
- (8) Been found in a final adjudicated decision to have violated the Commercial Nondiscrimination Policy under Title 19 of the State Finance and Procurement Article of the Annotated Code of Maryland with regard to a public or private contract;
- (9) Been convicted of a violation of one or more of the following provisions of the Internal Revenue Code:
 - (a) §7201, Attempt to Evade or Defeat Tax;
 - (b) §7203, Willful Failure to File Return, Supply Information, or Pay Tax,
 - (c) §7205, Fraudulent Withholding Exemption Certificate or Failure to Supply Information;
 - (d) §7206, Fraud and False Statements, or
 - (e) §7207 Fraudulent Returns, Statements, or Other Documents;
- (10) Been convicted of a violation of 18 U.S.C. §286 Conspiracy to Defraud the Government with Respect to Claims, 18 U.S.C. §287, False, Fictitious, or Fraudulent Claims, or 18 U.S.C. §371, Conspiracy to Defraud the United States;
- (11) Been convicted of a violation of the Tax-General Article, Title 13, Subtitle 7 or Subtitle 10, Annotated Code of Maryland;
- (12) Been found to have willfully or knowingly violated State Prevailing Wage Laws as provided in the State Finance and Procurement Article, Title 17, Subtitle 2, Annotated Code of Maryland, if:
 - (a) A court:
 - (i) Made the finding; and
 - (ii) Decision became final; or
 - (b) The finding was:
 - (i) Made in a contested case under the Maryland Administrative Procedure act; and
 - (ii) Not overturned on judicial review;
- (13) Been found to have willfully or knowingly violated State Living Wage Laws as provided in the State Finance and Procurement Article, Title 18, Annotated Code of Maryland, if:
 - (a) A court:
 - (i) Made the finding; and
 - (ii) Decision became final; or
 - (b) The finding was:

- (i) Made in a contested case under the Maryland Administrative Procedure act; and
 - (ii) Not overturned on judicial review;
- (14) Been found to have willfully or knowingly violated the Labor and Employment Article, Title 3, Subtitles 3, 4, or 5, or Title 5, Annotated Code of Maryland, if:
- (a) A court:
 - (i) Made the finding; and
 - (ii) Decision became final; or
 - (b) The finding was:
 - (i) Made in a contested case under the Maryland Administrative Procedure act; and
 - (ii) Not overturned on judicial review; or
- (15) Admitted in writing or under oath, during the course of an official investigation or other proceedings, acts or omissions that would constitute grounds for conviction or liability under any law or statute described in §§ B and C and subsections D(1)—(14) above, except as follows (indicate reasons why the affirmations cannot be given, and list any conviction, plea, or imposition of probation before judgment with the date, court, official or administrative body, the sentence or disposition, the name(s) of the person(s) involved and their current positions and responsibilities with the business, and the status of any debarment):
-

E. AFFIRMATION REGARDING DEBARMENT

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business, or any of its officers, directors, partners, controlling stockholders, or any of its employees directly involved in the business's contracting activities, including obtaining or performing contracts with public bodies, has ever been suspended or debarred (including being issued a limited denial of participation) by any public entity, except as follows (list each debarment or suspension providing the dates of the suspension or debarment, the name of the public entity and the status of the proceedings, the name(s) of the person(s) involved and their current positions and responsibilities with the business, the grounds of the debarment or suspension, and the details of each person's involvement in any activity that formed the grounds of the debarment or suspension).

F. AFFIRMATION REGARDING DEBARMENT OF RELATED ENTITIES

I FURTHER AFFIRM THAT:

- (1) The business was not established and does not operate in a manner designed to evade the application of or defeat the purpose of debarment pursuant to Sections 16-101, et seq., of the State Finance and Procurement Article of the Annotated Code of Maryland; and
 - (2) The business is not a successor, assignee, subsidiary, or affiliate of a suspended or debarred business, except as follows (you must indicate the reasons why the affirmations cannot be given without qualification):
-

G. SUBCONTRACT AFFIRMATION

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business, has knowingly entered into a contract with a public body under which a person debarred or suspended under Title 16 of the State Finance and Procurement Article of the Annotated Code of Maryland will provide, directly or indirectly, supplies, services, architectural services, construction related services, leases of real property, or construction.

H. AFFIRMATION REGARDING COLLUSION

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business has:

- (1) Agreed, conspired, connived, or colluded to produce a deceptive show of competition in the compilation of the accompanying Bid/proposal that is being submitted; or
- (2) In any manner, directly or indirectly, entered into any agreement of any kind to fix the Bid/proposal price of the Bidder/Offeror or of any competitor, or otherwise taken any action in restraint of free competitive bidding in connection with the contract for which the accompanying Bid/proposal is submitted.

I. CERTIFICATION OF TAX PAYMENT

I FURTHER AFFIRM THAT:

Except as validly contested, the business has paid, or has arranged for payment of, all taxes due the State of Maryland and has filed all required returns and reports with the Comptroller of the Treasury, State Department of Assessments and Taxation, and Department of Labor, Licensing, and Regulation, as applicable, and will have paid all withholding taxes due the State of Maryland prior to final settlement.

J. CONTINGENT FEES

I FURTHER AFFIRM THAT:

The business has not employed or retained any person, partnership, corporation, or other entity, other than a bona fide employee, bona fide agent, bona fide salesperson, or commercial selling agency working for the business, to solicit or secure the Contract, and that the business has not paid or agreed to pay any person, partnership, corporation, or other entity, other than a bona fide employee, bona fide agent, bona fide salesperson, or commercial selling agency, any fee or any other consideration contingent on the making of the Contract.

K. CERTIFICATION REGARDING INVESTMENTS IN IRAN

- (1) The undersigned certifies that, in accordance with State Finance and Procurement Article, §17-705, Annotated Code of Maryland:
 - (a) It is not identified on the list created by the Board of Public Works as a person engaging in investment activities in Iran as described in State Finance and Procurement Article, §17-702, Annotated Code of Maryland; and
 - (b) It is not engaging in investment activities in Iran as described in State Finance and Procurement Article, §17-702, Annotated Code of Maryland.
- (2) The undersigned is unable to make the above certification regarding its investment activities in Iran due to the following activities:

L. CONFLICT MINERALS ORIGINATED IN THE DEMOCRATIC REPUBLIC OF CONGO (FOR SUPPLIES AND SERVICES CONTRACTS)

I FURTHER AFFIRM THAT:

The business has complied with the provisions of State Finance and Procurement Article, §14-413, Annotated Code of Maryland governing proper disclosure of certain information regarding conflict minerals originating in the Democratic Republic of Congo or its neighboring countries as required by federal law.

M. PROHIBITING DISCRIMINATORY BOYCOTTS OF ISRAEL

I FURTHER AFFIRM THAT:

In preparing its bid/proposal on this project, the Bidder/Offeror has considered all bid/proposals submitted from qualified, potential subcontractors and suppliers, and has not, in the solicitation, selection, or commercial treatment of any subcontractor, vendor, or supplier, refused to transact or terminated business activities, or taken other actions intended to limit commercial relations, with a person or entity on the basis of Israeli national origin, or residence or incorporation in Israel and its territories. The Bidder/Offeror also has not retaliated against any person or other entity for reporting such refusal, termination, or commercially limiting actions. Without limiting any other provision of the solicitation for bid/proposals for this project, it is understood and agreed that, if this certification is false, such false certification will constitute grounds for the State to reject the bid/proposal submitted by the Bidder/Offeror on this project, and terminate any contract awarded based on the bid/proposal.

N. I FURTHER AFFIRM THAT:

Any claims of environmental attributes made relating to a product or service included in the bid or bid/proposal are consistent with the Federal Trade Commission's Guides for the Use of Environmental Marketing Claims as provided in 16 C.F.R. §260, that apply to claims about the environmental attributes of a product, package or service in connection with the marketing, offering for sale, or sale of such item or service.

O. ACKNOWLEDGEMENT

I ACKNOWLEDGE THAT this Affidavit is to be furnished to the Procurement Officer and may be distributed to units of: (1) the State of Maryland; (2) counties or other subdivisions of the State of Maryland; (3) other states; and (4) the federal government. I further acknowledge that this Affidavit is subject to applicable laws of the United States and the State of Maryland, both criminal and civil, and that nothing in this Affidavit or any contract resulting from the submission of this Bid/proposal shall be construed to supersede, amend, modify or waive, on behalf of the State of Maryland, or any unit of the State of Maryland having jurisdiction, the exercise of any statutory right or remedy conferred by the Constitution and the laws of Maryland with respect to any misrepresentation made or any violation of the obligations, terms and covenants undertaken by the above business with respect to (1) this Affidavit, (2) the contract, and (3) other Affidavits comprising part of the contract.

I DO SOLEMNLY DECLARE AND AFFIRM UNDER THE PENALTIES OF PERJURY THAT THE CONTENTS OF THIS AFFIDAVIT ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, INFORMATION, AND BELIEF.

By: 

Signature of Authorized Representative and Affiant

Printed Name:

Printed Name of Authorized Representative and Affiant

Title: President

Title

Date: 7/25/2018

Date

SUBMIT THIS AFFIDAVIT WITH BID/PROPOSAL

ATTACHMENT C – CONTRACT AFFIDAVIT

A. AUTHORITY

I hereby affirm that I, Edgar Hatcher (name of affiant) am the President (title) and duly authorized representative of The Hatcher Group (name of business entity) and that I possess the legal authority to make this affidavit on behalf of the business for which I am acting.

B. CERTIFICATION OF REGISTRATION OR QUALIFICATION WITH THE STATE DEPARTMENT OF ASSESSMENTS AND TAXATION

I FURTHER AFFIRM THAT:

The business named above is a (check applicable box):

- (1) Corporation - domestic or foreign;
- (2) Limited Liability Company - domestic or foreign;
- (3) Partnership - domestic or foreign;
- (4) Statutory Trust - domestic or foreign;
- (5) Sole Proprietorship.

and is registered or qualified as required under Maryland Law. I further affirm that the above business is in good standing both in Maryland and (IF APPLICABLE) in the jurisdiction where it is presently organized, and has filed all of its annual reports, together with filing fees, with the Maryland State Department of Assessments and Taxation. The name and address of its resident agent (IF APPLICABLE) filed with the State Department of Assessments and Taxation is:

Name and Department ID Number: _____

Address: _____

and that if it does business under a trade name, it has filed a certificate with the State Department of Assessments and Taxation that correctly identifies that true name and address of the principal or owner as:

Name and Department ID Number: _____

Address: _____

C. FINANCIAL DISCLOSURE AFFIRMATION

I FURTHER AFFIRM THAT:

I am aware of, and the above business will comply with, the provisions of State Finance and Procurement Article, §13-221, Annotated Code of Maryland, which require that every business that enters into contracts, leases, or other agreements with the State of Maryland or its agencies during a calendar year under which the business is to receive in the aggregate \$100,000 or more shall, within 30 days of the time when the aggregate value of the contracts, leases, or other agreements reaches \$100,000, file with the Secretary of State of Maryland certain specified information to include disclosure of beneficial ownership of the business.

D. POLITICAL CONTRIBUTION DISCLOSURE AFFIRMATION

I FURTHER AFFIRM THAT:

I am aware of, and the above business will comply with, Election Law Article, Title 14, Annotated Code of Maryland, which requires that every person that enters into a procurement contract with the State, a county, or a municipal corporation, or other political subdivision of the State, during a calendar year in which the person receives a contract with a governmental entity in the amount of \$200,000 or more, shall file with the State Board of Elections statements disclosing: (a) any contributions made during the reporting period to a candidate for

elective office in any primary or general election; and (b) the name of each candidate to whom one or more contributions in a cumulative amount of \$500 or more were made during the reporting period. The statement shall be filed with the State Board of Elections: (a) before execution of a contract by the State, a county, a municipal corporation, or other political subdivision of the State, and shall cover the 24 months prior to when a contract was awarded; and (b) if the contribution is made after the execution of a contract, then twice a year, throughout the contract term, on or before: (i) May 31, to cover the six (6) month period ending April 30; and (ii) November 30, to cover the six (6) month period ending October 31.

E. DRUG AND ALCOHOL FREE WORKPLACE

(Applicable to all contracts unless the contract is for a law enforcement agency and the agency head or the agency head's designee has determined that application of COMAR 21.11.08 and this certification would be inappropriate in connection with the law enforcement agency's undercover operations.)

I CERTIFY THAT:

- (1) Terms defined in COMAR 21.11.08 shall have the same meanings when used in this certification.
- (2) By submission of its Proposal, the business, if other than an individual, certifies and agrees that, with respect to its employees to be employed under a contract resulting from this solicitation, the business shall:
 - (a) Maintain a workplace free of drug and alcohol abuse during the term of the contract;
 - (b) Publish a statement notifying its employees that the unlawful manufacture, distribution, dispensing, possession, or use of drugs, and the abuse of drugs or alcohol is prohibited in the business' workplace and specifying the actions that will be taken against employees for violation of these prohibitions;
 - (c) Prohibit its employees from working under the influence of drugs or alcohol;
 - (d) Not hire or assign to work on the contract anyone who the business knows, or in the exercise of due diligence should know, currently abuses drugs or alcohol and is not actively engaged in a bona fide drug or alcohol abuse assistance or rehabilitation program;
 - (e) Promptly inform the appropriate law enforcement agency of every drug-related crime that occurs in its workplace if the business has observed the violation or otherwise has reliable information that a violation has occurred;
 - (f) Establish drug and alcohol abuse awareness programs to inform its employees about:
 - (i) The dangers of drug and alcohol abuse in the workplace;
 - (ii) The business's policy of maintaining a drug and alcohol free workplace;
 - (iii) Any available drug and alcohol counseling, rehabilitation, and employee assistance programs; and
 - (iv) The penalties that may be imposed upon employees who abuse drugs and alcohol in the workplace;
 - (g) Provide all employees engaged in the performance of the contract with a copy of the statement required by §E(2)(b), above;
 - (h) Notify its employees in the statement required by §E(2)(b), above, that as a condition of continued employment on the contract, the employee shall:
 - (i) Abide by the terms of the statement; and
 - (ii) Notify the employer of any criminal drug or alcohol abuse conviction for an offense occurring in the workplace not later than 5 days after a conviction;
 - (i) Notify the procurement officer within 10 days after receiving notice under §E(2)(h)(ii), above, or otherwise receiving actual notice of a conviction;

- (j) Within 30 days after receiving notice under §E(2)(h)(ii), above, or otherwise receiving actual notice of a conviction, impose either of the following sanctions or remedial measures on any employee who is convicted of a drug or alcohol abuse offense occurring in the workplace:
 - (i) Take appropriate personnel action against an employee, up to and including termination; or
 - (ii) Require an employee to satisfactorily participate in a bona fide drug or alcohol abuse assistance or rehabilitation program; and
- (k) Make a good faith effort to maintain a drug and alcohol free workplace through implementation of §E(2)(a)—(j), above.
- (3) If the business is an individual, the individual shall certify and agree as set forth in §E(4), below, that the individual shall not engage in the unlawful manufacture, distribution, dispensing, possession, or use of drugs or the abuse of drugs or alcohol in the performance of the contract.
- (4) I acknowledge and agree that:
 - (a) The award of the contract is conditional upon compliance with COMAR 21.11.08 and this certification;
 - (b) The violation of the provisions of COMAR 21.11.08 or this certification shall be cause to suspend payments under, or terminate the contract for default under COMAR 21.07.01.11 or 21.07.03.15, as applicable; and
 - (c) The violation of the provisions of COMAR 21.11.08 or this certification in connection with the contract may, in the exercise of the discretion of the Board of Public Works, result in suspension and debarment of the business under COMAR 21.08.03.

F. CERTAIN AFFIRMATIONS VALID

I FURTHER AFFIRM THAT:

To the best of my knowledge, information, and belief, each of the affirmations, certifications, or acknowledgements contained in that certain Proposal Affidavit dated _____, 201____, and executed by me for the purpose of obtaining the contract to which this Exhibit is attached remains true and correct in all respects as if made as of the date of this Contract Affidavit and as if fully set forth herein.

I DO SOLEMNLY DECLARE AND AFFIRM UNDER THE PENALTIES OF PERJURY THAT THE CONTENTS OF THIS AFFIDAVIT ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, INFORMATION, AND BELIEF.

Date: 7/25/2018

By: Edison Hatcher (print name of Authorized Representative and Affiant)

[Signature] (signature of Authorized Representative and Affiant)

ATTACHMENTS D – MINORITY BUSINESS ENTERPRISE FORMS

This solicitation does not include a Minority Business Enterprise (MBE) subcontractor participation goal.

ATTACHMENT G – LIVING WAGE REQUIREMENTS FOR SERVICE CONTRACTS

Living Wage Requirements for Service Contracts

- A. This contract is subject to the Living Wage requirements under Md. Code Ann., State Finance and Procurement Article, Title 18, and the regulations proposed by the Commissioner of Labor and Industry (Commissioner). The Living Wage generally applies to a Contractor or Subcontractor who performs work on a State contract for services that is valued at \$100,000 or more. An employee is subject to the Living Wage if he/she is at least 18 years old or will turn 18 during the duration of the contract; works at least 13 consecutive weeks on the State Contract and spends at least one-half of the employee's time during any work week on the State Contract.
- B. The Living Wage Law does not apply to:
- (1) A Contractor who:
 - (a) Has a State contract for services valued at less than \$100,000, or
 - (b) Employs 10 or fewer employees and has a State contract for services valued at less than \$500,000.
 - (2) A Subcontractor who:
 - (a) Performs work on a State contract for services valued at less than \$100,000,
 - (b) Employs 10 or fewer employees and performs work on a State contract for services valued at less than \$500,000, or
 - (c) Performs work for a Contractor not covered by the Living Wage Law as defined in B(1)(b) above, or B(3) or C below.
 - (3) Service contracts for the following:
 - (a) Services with a Public Service Company;
 - (b) Services with a nonprofit organization;
 - (c) Services with an officer or other entity that is in the Executive Branch of the State government and is authorized by law to enter into a procurement ("Unit"); or
 - (d) Services between a Unit and a County or Baltimore City.
- C. If the Unit responsible for the State contract for services determines that application of the Living Wage would conflict with any applicable Federal program, the Living Wage does not apply to the contract or program.

- D. A Contractor must not split or subdivide a State contract for services, pay an employee through a third party, or treat an employee as an independent Contractor or assign work to employees to avoid the imposition of any of the requirements of Md. Code Ann., State Finance and Procurement Article, Title 18.
- E. Each Contractor/Subcontractor, subject to the Living Wage Law, shall post in a prominent and easily accessible place at the work site(s) of covered employees a notice of the Living Wage Rates, employee rights under the law, and the name, address, and telephone number of the Commissioner.
- F. The Commissioner shall adjust the wage rates by the annual average increase or decrease, if any, in the Consumer Price Index for all urban consumers for the Washington/Baltimore metropolitan area, or any successor index, for the previous calendar year, not later than 90 days after the start of each fiscal year. The Commissioner shall publish any adjustments to the wage rates on the Division of Labor and Industry's website. An employer subject to the Living Wage Law must comply with the rate requirements during the initial term of the contract and all subsequent renewal periods, including any increases in the wage rate, required by the Commissioner, automatically upon the effective date of the revised wage rate.
- G. A Contractor/Subcontractor who reduces the wages paid to an employee based on the employer's share of the health insurance premium, as provided in Md. Code Ann., State Finance and Procurement Article, §18-103(c), shall not lower an employee's wage rate below the minimum wage as set in Md. Code Ann., Labor and Employment Article, §3-413. A Contractor/Subcontractor who reduces the wages paid to an employee based on the employer's share of health insurance premium shall comply with any record reporting requirements established by the Commissioner.
- H. A Contractor/Subcontractor may reduce the wage rates paid under Md. Code Ann., State Finance and Procurement Article, §18-103(a), by no more than 50 cents of the hourly cost of the employer's contribution to an employee's deferred compensation plan. A Contractor/Subcontractor who reduces the wages paid to an employee based on the employer's contribution to an employee's deferred compensation plan shall not lower the employee's wage rate below the minimum wage as set in Md. Code Ann., Labor and Employment Article, §3-413.
- I. Under Md. Code Ann., State Finance and Procurement Article, Title 18, if the Commissioner determines that the Contractor/Subcontractor violated a provision of this title or regulations of the Commissioner, the Contractor/Subcontractor shall pay restitution to each affected employee, and the State may assess liquidated damages of \$20 per day for each employee paid less than the Living Wage.
- J. Information pertaining to reporting obligations may be found by going to the Division of Labor and Industry website <http://www.dllr.state.md.us/labor/> and clicking on Living Wage for State Service Contracts.

Maryland Living Wage Requirements Affidavit of Agreement

(submit with Bid/Proposal)

Contract No. BCCC FY2018-033
Name of Contractor The Hatcher Group
Address 4340 East West Highway
City Bethesda State MD Zip Code 20815

If the Contract Is Exempt from the Living Wage Law

The Undersigned, being an authorized representative of the above named Contractor, hereby affirms that the Contract is exempt from Maryland's Living Wage Law for the following reasons (check all that apply):

- Four checkboxes for exemption reasons: nonprofit organization, public service company, 10 or fewer employees, and more than 10 employees with contract value less than \$100,000.

If the Contract Is a Living Wage Contract

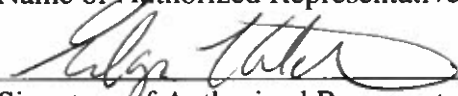
A. The Undersigned, being an authorized representative of the above-named Contractor, hereby affirms its commitment to comply with Title 18, State Finance and Procurement Article, Annotated Code of Maryland and, if required, to submit all payroll reports to the Commissioner of Labor and Industry with regard to the above stated contract.

B. (initial here if applicable) The Bidder/Offeror affirms it has no covered employees for the following reasons: (check all that apply):

- One checked checkbox: The employee(s) proposed to work on the contract will spend less than one-half of the employee's time during any work week on the contract

- The employee(s) proposed to work on the contract is 17 years of age or younger during the duration of the contract; or
- The employee(s) proposed to work on the contract will work less than 13 consecutive weeks on the State contract.

The Commissioner of Labor and Industry reserves the right to request payroll records and other data that the Commissioner deems sufficient to confirm these affirmations at any time.

Name of Authorized Representative: Edgar Hatchey
 7/25/2018
Signature of Authorized Representative Date

President
Title

Gaelle Seide
Witness Name (Typed or Printed)

 7/25/2018
Witness Signature Date

SUBMIT THIS AFFIDAVIT WITH BID/PROPOSAL

ATTACHMENT H - FEDERAL FUNDS ATTACHMENT

This solicitation does not include a Federal Funds Attachment.

ATTACHMENT I – CONFLICT OF INTEREST AFFIDAVIT AND DISCLOSURE

Reference COMAR 21.05.08.08

A. "Conflict of interest" means that because of other activities or relationships with other persons, a person is unable or potentially unable to render impartial assistance or advice to the State, or the person's objectivity in performing the contract work is or might be otherwise impaired, or a person has an unfair competitive advantage.

B. "Person" has the meaning stated in COMAR 21.01.02.01B(64) and includes a Bidder/Offeror, Contractor, consultant, or subcontractor or sub-consultant at any tier, and also includes an employee or agent of any of them if the employee or agent has or will have the authority to control or supervise all or a portion of the work for which a Bid/Proposal is made.

C. The Bidder/Offeror warrants that, except as disclosed in §D, below, there are no relevant facts or circumstances now giving rise or which could, in the future, give rise to a conflict of interest.


D. The following facts or circumstances give rise or could in the future give rise to a conflict of interest (explain in detail—attach additional sheets if necessary):

E. The Bidder/Offeror agrees that if an actual or potential conflict of interest arises after the date of this affidavit, the Bidder/Offeror shall immediately make a full disclosure in writing to the procurement officer of all relevant facts and circumstances. This disclosure shall include a description of actions which the Bidder/Offeror has taken and proposes to take to avoid, mitigate, or neutralize the actual or potential conflict of interest. If the contract has been awarded and performance of the contract has begun, the Contractor shall continue performance until notified by the procurement officer of any contrary action to be taken.

I DO SOLEMNLY DECLARE AND AFFIRM UNDER THE PENALTIES OF PERJURY THAT THE CONTENTS OF THIS AFFIDAVIT ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, INFORMATION, AND BELIEF.

Date: 7/25/2018

By: _____



(Authorized Representative and Affiant)

SUBMIT THIS AFFIDAVIT WITH BID/PROPOSAL

ATTACHMENT J – NON-DISCLOSURE AGREEMENT

THIS NON-DISCLOSURE AGREEMENT (“Agreement”) is made by and between the State of Maryland (the “State”), acting by and through the Baltimore City Community College (the “Department”), and The Hatcher Group (the “Contractor”).

RECITALS

WHEREAS, the Contractor has been awarded a contract (the “Contract”) following the solicitation for Brand Repositioning & Integrated Services to College Solicitation # BCCC-RY-2018-033; and

WHEREAS, in order for the Contractor to perform the work required under the Contract, it will be necessary for the State at times to provide the Contractor and the Contractor’s employees, agents, and subcontractors (collectively the “Contractor’s Personnel”) with access to certain information the State deems confidential information (the “Confidential Information”).

NOW, THEREFORE, in consideration of being given access to the Confidential Information in connection with the solicitation and the Contract, and for other good and valuable consideration, the receipt and sufficiency of which the parties acknowledge, the parties do hereby agree as follows:

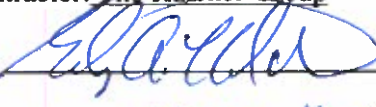
1. Regardless of the form, format, or media on or in which the Confidential Information is provided and regardless of whether any such Confidential Information is marked as such, Confidential Information means (1) any and all information provided by or made available by the State to the Contractor in connection with the Contract and (2) any and all Personally Identifiable Information (PII) (including but not limited to personal information as defined in Md. Ann. Code, State Govt. §10-1301) and Protected Health Information (PHI) that is provided by a person or entity to the Contractor in connection with this Contract. Confidential Information includes, by way of example only, information that the Contractor views, takes notes from, copies (if the State agrees in writing to permit copying), possesses or is otherwise provided access to and use of by the State in relation to the Contract.
2. Contractor shall not, without the State’s prior written consent, copy, disclose, publish, release, transfer, disseminate, use, or allow access for any purpose or in any form, any Confidential Information except for the sole and exclusive purpose of performing under the Contract. Contractor shall limit access to the Confidential Information to the Contractor’s Personnel who have a demonstrable need to know such Confidential Information in order to perform under the Contract and who have agreed in writing to be bound by the disclosure and use limitations pertaining to the Confidential Information. The names of the Contractor’s Personnel are attached hereto and made a part hereof as ATTACHMENT J-1. Contractor shall update ATTACHMENT J-1 by adding additional names (whether Contractor’s personnel or a subcontractor’s personnel) as needed, from time to time.
3. If the Contractor intends to disseminate any portion of the Confidential Information to non-employee agents who are assisting in the Contractor’s performance of the Contract or who will otherwise have a role in performing any aspect of the Contract, the Contractor shall first obtain the written consent of the State to any such dissemination. The State may grant, deny, or condition any such consent, as it may deem appropriate in its sole and absolute subjective discretion.
4. Contractor hereby agrees to hold the Confidential Information in trust and in strictest confidence, to adopt or establish operating procedures and physical security measures, and to take all other measures necessary to protect the Confidential Information from inadvertent release or disclosure to unauthorized third parties and to prevent all or any portion of the Confidential Information from falling into the public domain or into the possession of persons not bound to maintain the confidentiality of the Confidential Information.

5. Contractor shall promptly advise the State in writing if it learns of any unauthorized use, misappropriation, or disclosure of the Confidential Information by any of the Contractor's Personnel or the Contractor's former Personnel. Contractor shall, at its own expense, cooperate with the State in seeking injunctive or other equitable relief against any such person(s).
6. Contractor shall, at its own expense, return to the Department all copies of the Confidential Information in its care, custody, control or possession upon request of the Department or on termination of the Contract. Contractor shall complete and submit ATTACHMENT J-2 when returning the Confidential Information to the Department. At such time, Contractor shall also permanently delete any Confidential Information stored electronically by the Contractor.
7. A breach of this Agreement by the Contractor or by the Contractor's Personnel shall constitute a breach of the Contract between the Contractor and the State.
8. Contractor acknowledges that any failure by the Contractor or the Contractor's Personnel to abide by the terms and conditions of use of the Confidential Information may cause irreparable harm to the State and that monetary damages may be inadequate to compensate the State for such breach. Accordingly, the Contractor agrees that the State may obtain an injunction to prevent the disclosure, copying or improper use of the Confidential Information. The Contractor consents to personal jurisdiction in the Maryland State Courts. The State's rights and remedies hereunder are cumulative and the State expressly reserves any and all rights, remedies, claims and actions that it may have now or in the future to protect the Confidential Information and to seek damages from the Contractor and the Contractor's Personnel for a failure to comply with the requirements of this Agreement. In the event the State suffers any losses, damages, liabilities, expenses, or costs (including, by way of example only, attorneys' fees and disbursements) that are attributable, in whole or in part to any failure by the Contractor or any of the Contractor's Personnel to comply with the requirements of this Agreement, the Contractor shall hold harmless and indemnify the State from and against any such losses, damages, liabilities, expenses, and costs.
9. Contractor and each of the Contractor's Personnel who receive or have access to any Confidential Information shall execute a copy of an agreement substantially similar to this Agreement, in no event less restrictive than as set forth in this Agreement, and the Contractor shall provide originals of such executed Agreements to the State.
10. The parties further agree that:
 - a. This Agreement shall be governed by the laws of the State of Maryland;
 - b. The rights and obligations of the Contractor under this Agreement may not be assigned or delegated, by operation of law or otherwise, without the prior written consent of the State;
 - c. The State makes no representations or warranties as to the accuracy or completeness of any Confidential Information;
 - d. The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement;
 - e. Signatures exchanged by facsimile are effective for all purposes hereunder to the same extent as original signatures;
 - f. The Recitals are not merely prefatory but are an integral part hereof; and
 - g. The effective date of this Agreement shall be the same as the effective date of the Contract entered into by the parties.

IN WITNESS WHEREOF, the parties have, by their duly authorized representatives, executed this Agreement as of the day and year first above written.

Contractor: The Hatcher Group

Baltimore City Community College

By:  (SEAL)

By: _____

Printed Name: Edgar Hatcher

Printed Name: _____

Title: President





Title: _____

Date: 7/25/2018

Date: _____

NON-DISCLOSURE AGREEMENT - ATTACHMENT J-1

LIST OF CONTRACTOR'S EMPLOYEES AND AGENTS WHO WILL BE GIVEN ACCESS TO THE CONFIDENTIAL INFORMATION

Printed Name and Address of Individual/Agent	Employee (E) or Agent (A)	Signature	Date
Edgar Hatcher	E		7/25/2018
Tom Waldron	E		7/25/2018
Gaelle Seide	E		7/25/2018
Angela Cannon	E		7/25/2018

NON-DISCLOSURE AGREEMENT – ATTACHMENT J-2

CERTIFICATION TO ACCOMPANY RETURN OR DELETION OF CONFIDENTIAL INFORMATION

I AFFIRM THAT:

To the best of my knowledge, information, and belief, and upon due inquiry, I hereby certify that: (i) all Confidential Information which is the subject matter of that certain Non-Disclosure Agreement by and between the State of Maryland and The Hatcher Group (“Contractor”) dated July 25, 2018 (“Agreement”) is attached hereto and is hereby returned to the State in accordance with the terms and conditions of the Agreement; and (ii) I am legally authorized to bind the Contractor to this affirmation. Any and all Confidential Information that was stored electronically by me has been permanently deleted from all of my systems or electronic storage devices where such Confidential Information may have been stored.

I DO SOLEMNLY DECLARE AND AFFIRM UNDER THE PENALTIES OF PERJURY THAT THE CONTENTS OF THIS AFFIDAVIT ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, INFORMATION, AND BELIEF, HAVING MADE DUE INQUIRY.

DATE: 7/25/2018

NAME OF CONTRACTOR: _____

BY: [Signature]
(Signature)

TITLE: President
(Authorized Representative and Affiant)

ATTACHMENT K -- HIPAA BUSINESS ASSOCIATE AGREEMENT

This solicitation does not require a HIPAA Business Associate Agreement.

ATTACHMENT L – MERCURY AFFIDAVIT

This solicitation does not include the procurement of products known to likely include mercury as a component.

ATTACHMENTS M – VETERAN-OWNED SMALL BUSINESS ENTERPRISE

This solicitation does not include a Veteran-Owned Small Business Enterprise goal.

ATTACHMENT N – LOCATION OF THE PERFORMANCE OF SERVICES DISCLOSURE

This solicitation does not require a Location of the Performance of Services Disclosure.

Baltimore City Community College

October 17, 2018



Where technology gets down to business.

Realignment Task #9

- “[A]ddress the information technology (IT) and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable.”

(Source: HB 1595, “Baltimore City Community College – Realignment, 2017 Session)

Legislative Charge

- “BCCC should provide to the budget committees a five-year IT infrastructure plan, including the IT infrastructure that it will upgrade or replace, its timeline for replacing and upgrading, when it will be able to support a new ERP system, and all associated costs. BCCC should work with the Department of Information Technology in creating its five-year plan. This plan shall be submitted to the budget committees by November 1, 2018.”

(Source: Report on the Fiscal 2019 State Operating Budget (SB 185) and the State Capital Budget (SB 186) and Related Recommendations [“Joint Chairmen’s Report”], April 2018)

- Improve the student experience
- Improve faculty, staff, administrative work experience
- Address the IT and infrastructure needs of BCCC, including whether oversight by the Department of Information Technology is advisable as captured by Realignment Task #9 in the JCR Report
- Provide core infrastructure and core business systems that addresses current operational needs and provides for future growth and innovation.
- Maximize health, security and support of systems at lowest cost, and with lowest operational management requirement.

Executive Summary

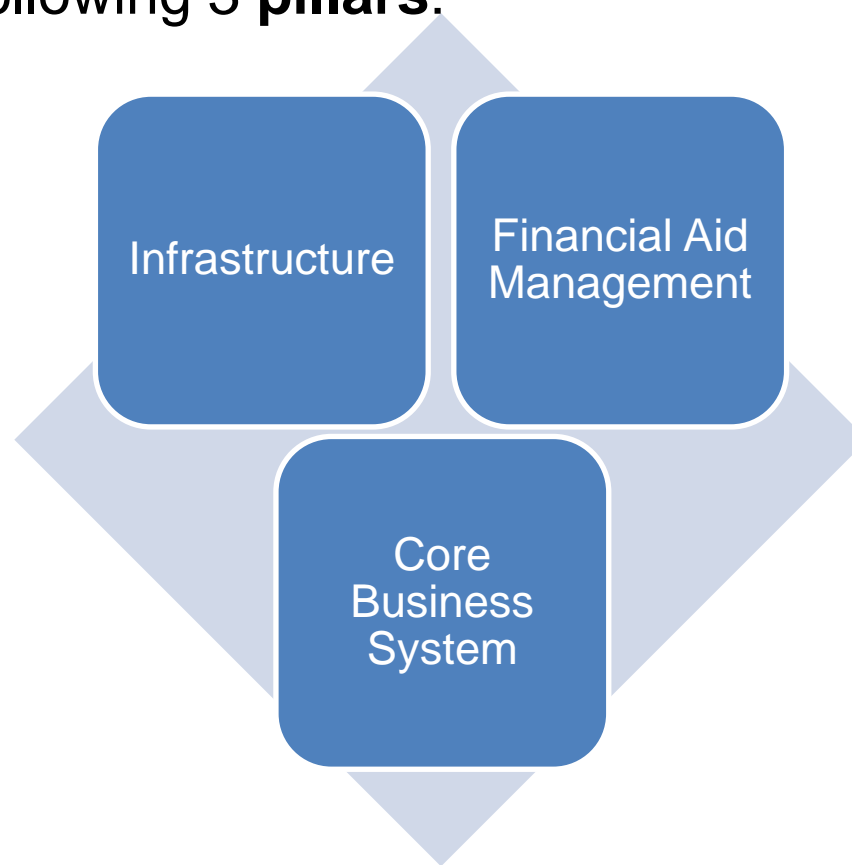
In order to achieve BCCCs organizational goals, core IT challenges need to be addressed. Over a number of years BCCC has been held back by aging solutions, limited process improvement, and limited skill development of staff. In addition and importantly, the added bureaucracy required by being the only higher education institution in Maryland that is a state entity, creates numerous obstacles that limit BCCCs ability to meet our goals.

The IT Organization is tasked with managing a very complex portfolio of services and technology across the college. In HEA's opinion, the organization has existing plans, both business and IT, to address the gaps identified by this assessment and those conducted by other firms previously. **There is strong talent in the business and IT, but the college and state of Maryland complexity requires strong organizational knowledge, relationships, and unusual leadership to be successful.** The culture and ability to drive High Performance, Cross Functional Teams is a risk to the success of IT, which in turn presents risk to the overall college. In order to drive High Performance Cross Functional Teams, clear leadership assignments must be made with clear performance measures and mechanisms to manage from the top as a **holistic** BCCC organization.

Investment is needed in the organization's three pillars (i.e., Infrastructure, Financial Aid, Core Business System) in order to address the fundamental misalignment with the business, inconsistent practices and results across the operation, inconsistent & shared accountabilities, and IT staff dissatisfaction. Given the volume and complexity of the in-flight initiatives and the need for change, HEA Recommends:

1. Gain **control of ALL the IT project demand** starting with accountability and process management
2. Establish **single point of accountability for IT Operations Management** and team formation
3. Enforce **clarity of accountability for IT Solution Definition and Ownership with the business owners** and ensure demand and investment is governed by item 1.
4. Establish **High Performance Team Culture and Measurement System Training** for Leadership

- Provide strategic IT leadership to achieve BCCC business goals and objectives.
- Focus on the following 3 **pillars**:



1. Infrastructure

- Review design and scope for transition to modern infrastructure
Socialize with user community and leadership
- Approval from State governing bodies
- Implementation in FY 2019
- To address urgent need of complete replacement of very old infrastructure, a typical 5 year refresh plan is compressed to two years.

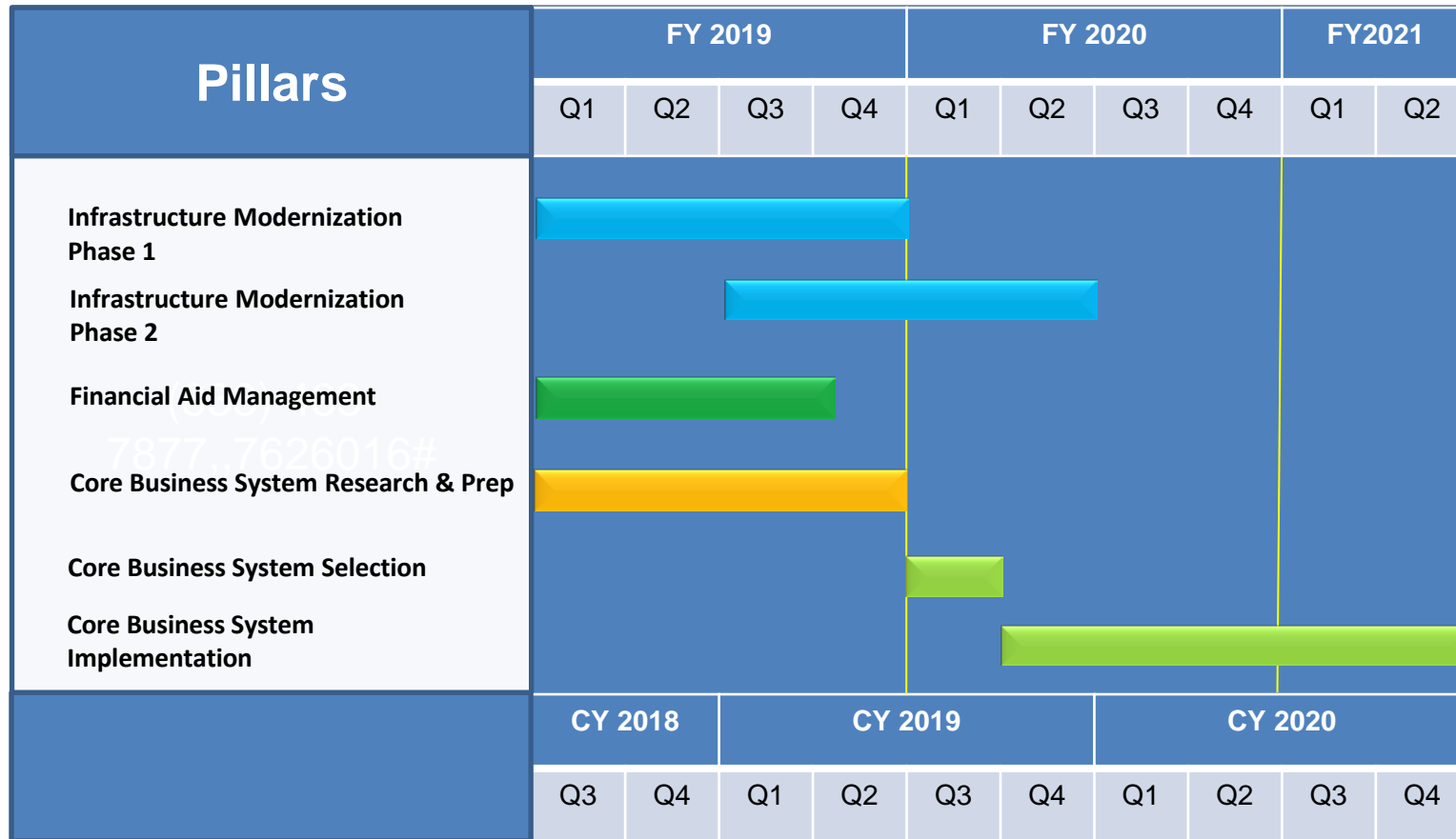
2. Financial Aid Management

- Continued support for current platform to allow for processing of applications for 2108-2019 academic year
- Transition to modern platform to allow for processing of applications for 2019-2020 academic year

3. Core Business System (ERP)

- Clearly define scope and expectations
- Achieve buy-in with the Board, leadership and user community
- Target selection process to begin late FY 2019
- Solicit information from colleges regarding implemented solutions
- Identify colleges that present an opportunity for piggy-back purchase agreement to provide means to acquire software
- Capture financial outlay required for full implementation
- Implementation potentially beginning in Q2 FY2020

Overall Timeline



*Procurement and purchasing are critical to achieving target implementation.

Core Business Systems (including Digital Pedagogy/Instructional Technology, Human Resources, Workflow automation, and Document Management Implementation) projected to FY2020-FY2023

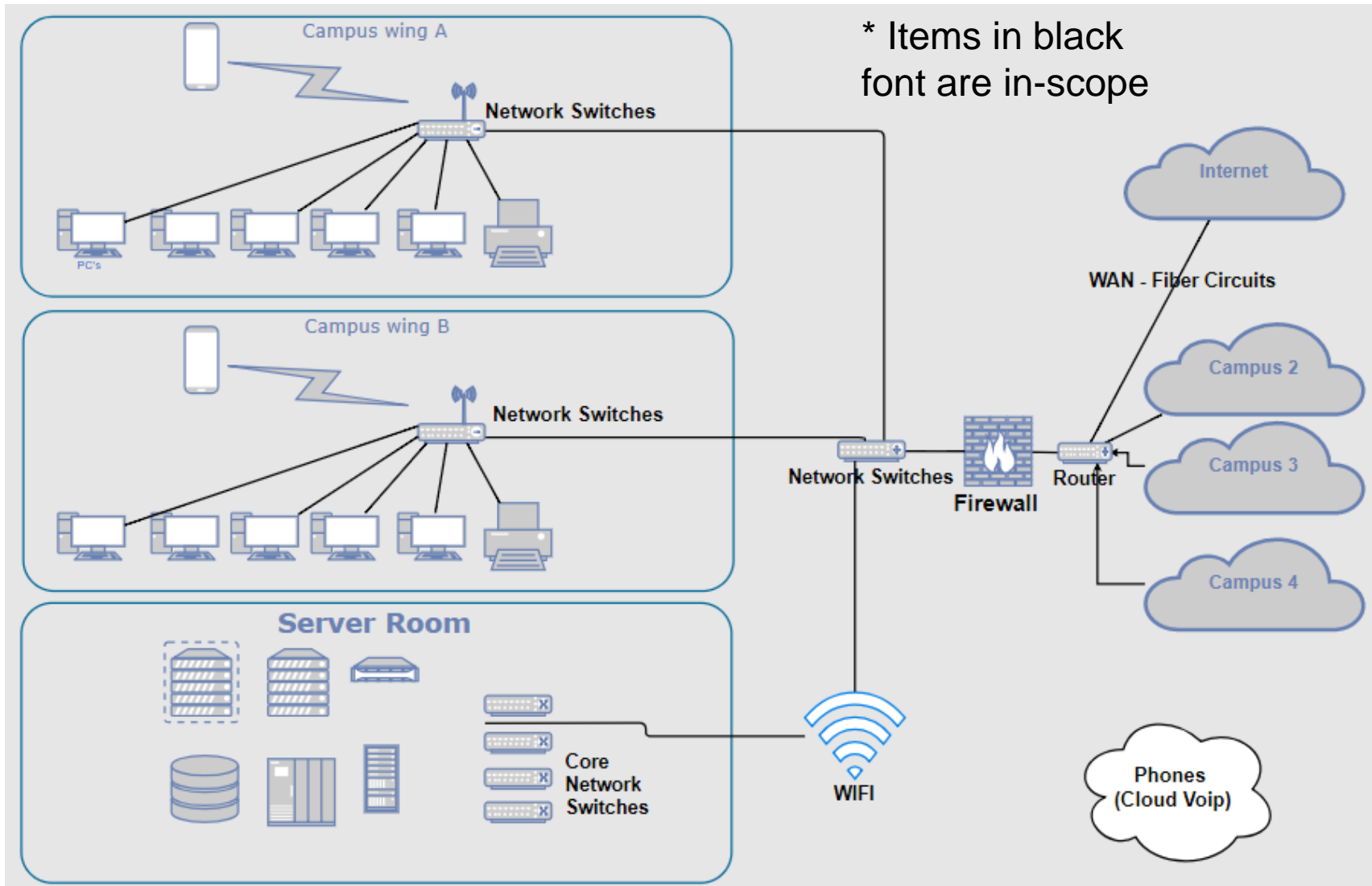
- Technical Challenges
 - Current legacy technical solutions are high risk and require extensive operational support
 - Core business system requires significant custom code development
 - Custom legacy core business system **does not** integrate with modern solutions
 - The following are beyond the current scope and will be addressed at a later date:
 - Human Resources
 - Digital pedagogy/Instructional technology
 - Workflow automation
 - Document Management

- Financial Challenges
 - Inability to forecast financial outlay for core business system
 - Necessary to complete Infrastructure and Financial Aid
 - Necessary to understand organizational soft costs (i.e., personnel, training, etc.)
- Personnel Challenges
 - Attract new talent to complement current staff
 - Some critical functional roles and skills may be missing
 - Especially within the Student Information System (SIS)
 - Some designated individuals may not step up to their newly defined roles and accountability
 - Provide students practical work experience and training opportunities
- Organizational Challenges
 - Maintain the momentum
 - During the next 9-12 months there will be 2 very significant projects running concurrently
 - Infrastructure Modernization and Financial Aid

Infrastructure Overview

- Phase 1 of the Infrastructure Refresh (LAN, WAN, VOIP Phone System, WiFi, Admin Building), currently underway.
- Phase 2 will address Server / Datacenter modernization and strategy.
- Partnered with DoIT to ensure program design/architecture aligned with DoIT's governing Realignment Project.
- Executed site surveys and developed a coauthored design.
- Developed alternative design (from Cisco to Juniper, and DoIT VOIP to Microsoft Cloud VOIP) to reduce hardware costs by 50%+.
- Developed an overall program plan for each of the projects for phase 1.
- Executed implementation contracts for phase 1. Equipment procurement in process.
- Leveraging DoIT's approved engineering firm Skyline Technologies for potential implementation.

Phase 1 Scope - Visual



Phase 2 Scope - Visual



Infrastructure Components

Category	Component Needing Refresh	Strategy Proposed
Firewalls	7 Internal/External Cisco Firewalls	- Hosted/Managed FW w/ DoIT
Network (LAN)	Campus Networking - Switches, Routers, Firewalls	- Replace on-premise equipment w/ lower-cost Juniper hardware scalable for 7-10 years.
Phone System (VOIP)	Cisco VOIP On-Premise PBX	- Cloud Deployed - Microsoft Cloud PBX - included with Office365 licensing
WiFi	Cisco Wifi Controllers and Access Points	- Cloud-managed Aruba WiFi - Centrally manage all AP's. - High density, higher speed.
Connectivity (WAN)	Wide-Area-Networking leased circuits	- Replace disparate internet/Wan connections with managed fiber-optic service from Network MD
Servers & Datacenter	Virtual Server Infrastructure Storage Datacenter Facilities	- Private Cloud Infrastructure - Managed Datacenter Facilities - Managed Server Operations

Design Considerations

Networking

- Alternative hardware manufactures other than Cisco was sought to significantly lower overall hardware cost.
 - Juniper – Chosen as a lower-cost, enterprise-grade solution
 - Secured a 60% discount via DoIT leverage
 - Aligns with DoIT's Juniper skillset to allow future DoIT support of hardware.
 - Aligns with DoIT's Firewall as a Service which is Juniper-based.

Phones

- Leveraging currently owned, Microsoft-licensed Cloud PBX (pending research) could eliminate up to 50% of VOIP one-time costs.

Infrastructure Phase 1 Costs

Strategic Proposal – Costs are subject to refinement and may increase or decrease with additional architectural re-design, vendor negotiations/discounts etc. *

Component	One-Time Outlay			Annual Recurring After Year 1
	Capital Purchase	Services	Year One Total	
Admin Wing	\$ 215,027	\$ 177,483	\$ 392,510	\$ -
LAN/WiFi	\$ 632,453	\$ 301,644	\$ 934,096	\$ 36,854
WAN	\$ 97,000	\$ 112,908	\$ 209,908	\$ 112,908
VOIP (Microsoft Skype)	\$ 275,000	\$ 150,000	\$ 425,000	\$ 150,000
Firewall as a Service		\$ 50,000	\$ 50,000	\$ 50,000
Totals	\$ 1,219,480	\$ 792,034	\$ 2,011,515	\$ 349,762

* Funded as expected through existing IT/ERP-designated Fund Balance. Future Core Business and Instructional Technology costs are TBD (given “research and preparation” planned for FY2019)

Infrastructure Phase 2 Costs

Strategic Proposal – Costs are subject to refinement and may increase or decrease with additional architectural re-design, vendor negotiations/discounts etc. *

Servers/Datacenter OPTIONS	One-Time Outlay			Annual Recurring after Year 1
	Capital Purchase	Services	Year One Total	
Option 1: Private Cloud Hosting - Managed / Included Support & DR	\$ 110,451	\$ 926,367	\$ 1,036,818	\$ 926,367
Option 2: Private Cloud Hosting - Unmanaged / Included Support & DR	\$ 113,614	\$ 692,235	\$ 805,849	\$ 692,235
Other Options: TBD	TBD	TBD	TBD	TBD

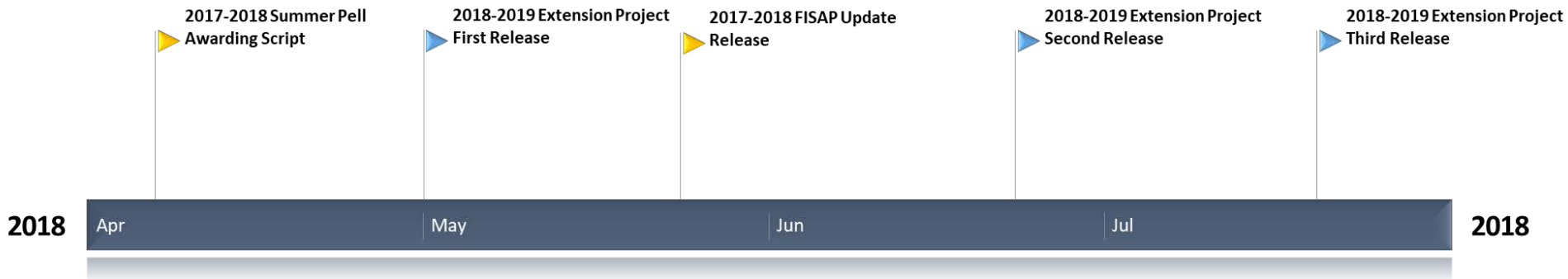
* Funded as expected through existing IT/ERP-designated Fund Balance. Future Core Business and Instructional Technology costs are TBD (given “research and preparation” planned for FY2019)

Infrastructure Next Steps

- Kickoff phone system implementation with contracted vendor
- Maintain on-track pace of Network Refresh project stages
- Complete final stage of equipment procurement process with DOIT
- Prepare for Infrastructure Phase 2 Project

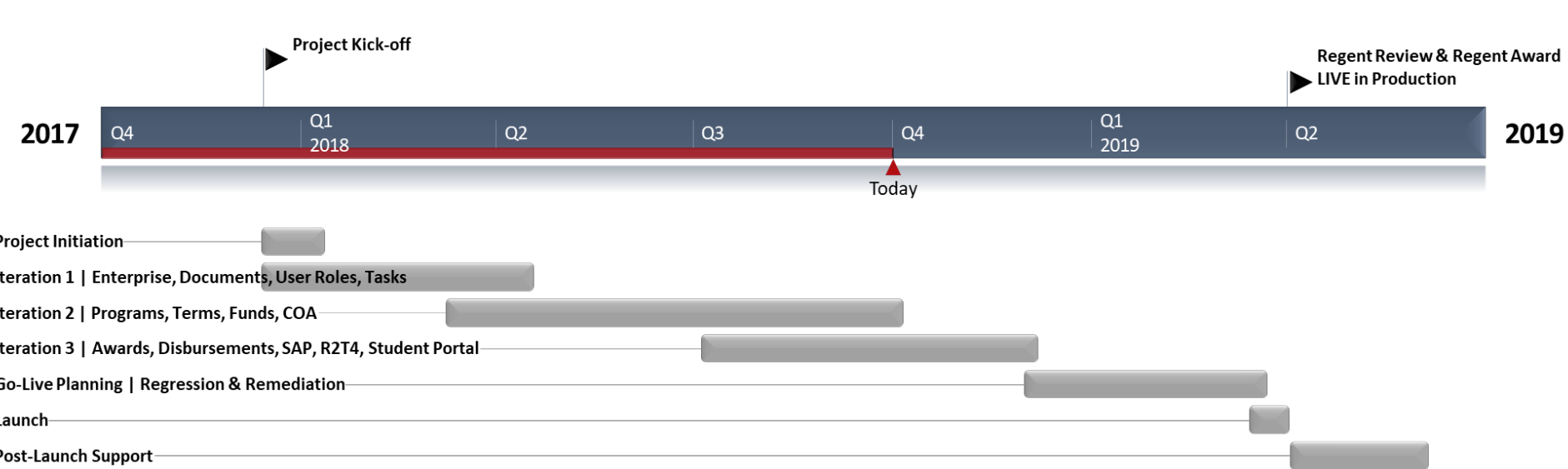
Financial Aid - Project Scope & Timelines

- Carbon – Legacy system support



Financial Aid - Project Scope & Timelines

- Award – New Financial Aid System



Financial Aid Next Steps

- Iterations 2 and 3:
 - Finalize configuration templates and Regent Award setup
 - Continue Operational Guidebooks (OGB's), Business Process Analysis (BPA) documents, and System Test Plan
- Integration:
 - Complete Single Sign-On (SSO) implementation
 - Continue SBL Development for Phases 1 and 2
 - Complete Import Awards integration
 - Document SBL requirements for Phases 3 and 4
 - Complete Iteration 2 Training and Validation
 - Complete Iteration 3 Discovery

Core Business System Overview

- Migrate to a modern core business solution to address the operational challenges faced by BCCC in supporting their students.
- Overall the planning will detail the 36-48 month process to launch the following major modules:
 - Student & Financial Aid modules
 - Finance and Business Administration functions (including the chart of accounts (COA), may also include Procurement functionality and support of many other back-office functions)
 - Human Resources
 - Portal (for diverse constituent groups)
 - Enhanced reporting and data analytics
- The project was re-scoped and re-baselined in FY18.

Core Business System Project Scope

- For the current Fiscal Year (19), activities directly related to the ERP will be focused on:
 - Selecting software and implementation partners
 - Determining purchase options both software and services.
 - a Piggy-back (Also known as ICPA) for the software and leveraging MEEC for implementation support.
 - Change Management
 - Identify & engage BCCC Executive Sponsorship
 - User Education
- Fiscal Year (20) activities for ERP will potentially focused on contract execution & implementation

Core Business System Project Scope

- Business Process Services
 - Process improvement and documentation
 - Process measurement efforts
- Data Governance, Data Cleansing
 - Foster sense of data ownership on the part of Divisions
 - Support creation of method and processes to clean data

Core Business Systems

Next Steps

- Contact colleges to learn from experiences and conduct knowledge sharing
- Begin organizational readiness
- Identify core project team members
- Establish communications norms and processes
- Refine business requirements
- Identify procurement options
- Capture financial estimates for implementation
 - Hard Costs (i.e., technical solution)
 - Soft Costs (i.e., personnel, training, etc.)
- Implementation potentially beginning in Q2 FY2020

3-Pillar Combined Projected Costs

The combined projected costs for Infrastructure, Financial Aid Management and Core Business System (ERP) are represented below:

Item	FY 19	FY 20	FY 21	FY 22	Total
Financial Aid Management	\$ 1,000,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,750,000
Infrastructure Phase 1	\$ 2,000,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 2,450,000
Infrastructure Phase 2	\$ 400,000	\$ 900,000	\$ 900,000	\$ 900,000	\$ 3,100,000
Core Business System (ERP)					
Research & Planning	\$ 481,000	\$ 525,000	\$ 525,000	\$ 525,000	\$ 2,056,000
Saas Licences*	\$ -	\$ 700,000	\$ 700,000	\$ 700,000	\$ 2,100,000
Implementation*	\$ -	\$ 2,500,000	\$ 3,000,000	\$ 1,500,000	\$ 7,000,000
Totals	\$ 3,881,000	\$ 5,025,000	\$ 5,525,000	\$ 4,025,000	\$ 18,456,000

* These numbers represent best-guess estimates until ERP research and planning and support is able to validate estimates.

**STATE OF MARYLAND
BALTIMORE CITY COMMUNITY COLLEGE**

3100 Towanda Avenue
Baltimore, Maryland 21215
Telephone: 410-209-6030
Fax: 410-209-6094

**REQUEST FOR PROPOSALS (RFP)
For
Real Estate Development Team Baltimore
City Community College Harbor Campus
RFP No. – BCCC-2016-001**

Date Issued: March 7, 2017

Offerors are invited to submit proposals which conform
to the requirements of this solicitation

**Minority Business Enterprises Are Encouraged
To Respond to this Solicitation**

A prospective bidder who has received this document from a source other than the State's eMaryland Marketplace web site should go to: <https://ebidmarketplace.com>, to register the required bidder's information and download an official copy so that you can be notified of amendments to the RFP or other communications.

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KEY INFORMATION SUMMARY SHEET

Title of RFP: Real Estate Development Team

RFP Issue Date: March 7, 2017

Description of Services: Development Team for the redevelopment of the Baltimore City Community College Inner Harbor Campus

Evaluation Method: Competitive Negotiations

Issuing Office: Baltimore City Community College
Purchasing Office
3100 Towanda Avenue
Baltimore, Maryland 21215

Point of Contact: Mr. Daniel Coleman
3100 Towanda Avenue
Baltimore, Maryland 21215
info@BCCCHarborCampus.com.

Letter of Interest Due Date: April 21, 2017

RFP Response Due Date: June 2, 2017, by 2:00 PM EST

Proposal(s) Received at: Baltimore City Community College
Purchasing Office
3100 Towanda Avenue
Baltimore, Maryland 21215

Pre-Proposal Conference: March 20, 2017, at 2:00 PM
Baltimore City Community College
Bard Building, On-Site
600 E. Lombard Street
Baltimore, Maryland 21202

REGISTER AT:
info@BCCCHarborCampus.com.

I. Objective

Baltimore City Community College (“BCCC” or “the College”) desires to enter into an agreement with a world class real estate development firm or team (“Development Team”) to redevelop its Inner Harbor Campus site, located at 600 E. Lombard Street, Baltimore, Maryland (“Project”). This project should meet the goal of the BCCC Board of Trustees, which is charged with developing the commercial potential of the Inner Harbor site to maximize revenue to the College without jeopardizing the educational mission of the College.

II. Project Introduction

Baltimore City Community College is pleased to present the opportunity to redevelop its Inner Harbor Campus (the “Campus”) site. The Baltimore City Community College Inner Harbor redevelopment project consists of a 1.228-acre site proximate to the Inner Harbor in downtown Baltimore at 600 E. Lombard Street, at the intersection of Lombard and Market Place. The College seeks to maximize the development potential of the site, and therefore is offering the property for private development and use. Additionally, the College may seek to use a component of the final development as part of its own operations. The College’s specific goals are (but not limited) to:

- Maximize the financial return to the College in order to help support its overall educational mission;
- Capitalize on the Campus’ location near the Inner Harbor to generate a strong market-based development opportunity;
- Create a unique downtown development that complements the Inner Harbor Master Plan and realizes principles of sustainability and LEED standards;
- Potentially incorporate an administrative, conference, and retail space for use by the College within the final development;
- Include the adjacent parcel encumbered by the Holocaust Memorial Park, subject to terms and conditions that meet the approval of the parties controlling the site.

The College expects that the Project will achieve these goals through this Request for Proposals (“RFP”). The College envisions that the Project will transform the Campus area into a vibrant urban center by creating a mixed use commercial development at moderate to high densities, the components of which will be proposed by the Offeror, subject to required approvals. As part of the completed development, the College also may desire to maintain a presence of up to approximately 50,000 square feet of leased space in the project depending on future programmatic plans.

With the cooperation of the Holocaust Memorial Park Committee (“Committee”), which controls the approximately 1.108-acre Holocaust Memorial site immediately to the west of the Campus pursuant to a long-term ground lease and related agreements and the approval of the Holocaust Memorial Fund of Baltimore (the Fund), a non-profit trust which constructed the memorial, the College will also consider proposals which incorporate the Memorial site. Inclusion of the Memorial site remains in the sole discretion of the Fund with the approval of the Committee upon review of proposals. Accordingly, Offerors interested in the Memorial site have the option to make alternative proposals – one for the Project excluding the Memorial site and one that includes the site.

Offerors are encouraged to respond to this RFP and propose a development plan that will capture the dynamic of the Inner Harbor and the adjacent developments, and provide the maximum financial return to the College, along with appropriate treatment of the existing or potentially

enhanced Holocaust Memorial. This RFP also emphasizes the importance of local and minority business participation.

A. Development Opportunity

The Campus is uniquely located one block north of the Inner Harbor, as indicated in Appendix B, Exhibit 1, and is in close proximity to the Inner Harbor and the City Center, as indicated in Appendix B, Exhibit 2. The Inner Harbor Campus site (the “Project Site”) is further defined in Appendix B, Exhibit 3. (The Project Site including the Holocaust Memorial Site is also included in these exhibits). The College seeks responses from qualified Offerors with experience in developing medium to large scale urban mixed-use developments. Responses to this RFP should be designed to support the creation of a high density, vibrant urban development which will serve as a complement to both the Inner Harbor redevelopment and the City Center in downtown Baltimore.

Several aspects of the Project Site contribute to its attractiveness for redevelopment. The property’s size and zoning (B-5-2) provide a unique opportunity for a large development with supporting commercial, residential, retail, or entertainment uses. The location is also adjacent to the larger Pratt Street redevelopment initiative, a 16-block project with the goal of enhancing Pratt Street as a pedestrian thoroughfare.

Redevelopment would also benefit from the Project Site’s close proximity to the Shot Tower/Market Place Metro stop, the Power Plant Live retail center, the Port Discovery Children’s Museum, and the Lockwood Place development. Additionally, retail, office, and cultural attractions dominate Pratt Street, with notable developments such as Harborplace and the National Aquarium.

The College intends to identify one or more Offerors in accordance with the terms of this RFP with whom to enter into negotiations to develop the Project Site. The College desires proposals from Offerors that bring an established track record in creating high quality mixed-use projects, and respect for existing community uses (such as the Holocaust Memorial).

The College reserves the right to request additional information from some or all Offerors and/or enter into negotiations with one or more Offerors based on responses to this RFP. **This RFP does not commit the College to enter into negotiations and/or select any Offeror. This RFP does not create a binding obligation on the part of the College with any Offeror.**

B. Project History

BCCC offers 29 Associate’s Degree programs, and 16 certificate programs. The College has one main campus at 2901 Liberty Heights Avenue. In addition, courses are offered at the Business and Continuing Education Division, 710 E. Lombard Street, Reisterstown Plaza Center, 6764A Reisterstown Road, the Life Sciences Institute at the University of Maryland BioPark, 801 W. Baltimore Street, and the National Weatherization Training Center, 1819 E. Preston Street, as well as at numerous other sites such as churches, businesses, community centers, public libraries, and schools. To meet the needs of its various communities and to expand course offerings, BCCC also provides a variety of distance learning online courses via the Internet and provides a range of services and training options for businesses, industries, agencies and organizations through its Business and Continuing Education Division. The College has approximately 400 permanent full- time and approximately 600 part-time faculty, administrative/professional, and skilled service personnel.

In 1977, the College established a new campus in downtown Baltimore, extending their activities from the Liberty Campus on Liberty Heights Avenue and participating in a broader redevelopment in the city. This became the current Harbor Campus, and developed into several buildings in the area, including the Bard Building, which the College plans to redevelop as part of this RFP.

The Harbor Campus of the College is comprised of two parcels: Lot 1- 2.830 acres and Lot 2- 2.336 acres. The Maryland Education Code 16-505(e)(1-3)(ii)(1-3) provides that, subject to the approval of the Board of Public Works, the BCCC Board of Trustees may sell or lease any real property on the condition that the commercial potential of the Harbor Campus is developed to maximize revenue to the College without jeopardizing its educational mission. In 1999, the Board of Public Works approved a 50-year ground lease of Lot 1 at 600 East Pratt Street to Lockwood Associates for the mixed-use redevelopment of that site. In 1979, BCCC leased 1.108 acres of Lot 2 to Baltimore City for the creation of the Holocaust Memorial Park. The remaining 1.228-acre portion of Lot 2 contains the 168,691 square foot Bard Building, which is in poor condition and has been decommissioned by BCCC. The Departments of General Services and Budget and Management, and Baltimore City recommend the demolition of the 43 year-old building.

The College has greater constraints on expanding downtown versus at its Liberty Campus. The College is thus offering the Campus site for redevelopment as part of its strategic long term facilities plan.

C. Scope of Services

The selected Offeror(s) will be expected to execute the Project as defined below and to work closely with the Contract Administrator, President of the College, the Board of Trustees, and other State Representatives to fully develop in its broadest sense, the Inner Harbor Campus.

III. Project Site

The Project Site (shown outlined in red in Exhibit 2 in Appendix B), is located at the northwest quadrant of the intersection of Lombard Street and Market Street across from Lockwood Place. The Project Site is located on generally level grading and currently includes a single five-story building that is exclusively used by the College for its Inner Harbor Campus activities. The Project Site comprises the 1.228 acre site listed above as well as the approximately 1.108-acre portion immediately to the west of the Bard Building on which is located improvements constituting Baltimore's Holocaust Memorial Park. The Park parcel is subject to a municipal utilities easement of .2543acres.

The entire site is available for development, subject to the conditions of the Memorandum of Understanding between the College and the Fund relating to the relocation and redesign of the Holocaust Memorial Park on terms acceptable to the Fund. The College has fee title ownership of the site, though consent for the ground lease of the site must be provided by the Maryland Board of Public Works in their role providing public sector oversight of the College.

Offerors will have the opportunity to tour the site at the Pre-Proposal Conference.

A. Site Description

1. Size of Project Site

The site proposed for development is on approximately half of the 2.336-acre (101,756 SF) plot designated as 50 Market Place, Block 1372, Lot 001. The remainder of the site contains the Baltimore Holocaust Memorial. If the Offeror wishes to include in their proposal a Development Plan for the entire site including the Memorial site, then the site would include the entire 2.336-acre site. If the Memorial site is not included, then subdivision of the site will therefore be required by the Offeror chosen by the College. The site is located at the northwest quadrant of East Lombard Street and Market Place in downtown Baltimore. The lot is bounded by East Lombard Street to the south, Water Street to the north, Market Place to the east, and South Gay Street to the west. It is located at the edge of the Central Business District which extends south to Pratt Street between Market and Gay Streets.

2. Topography

The majority of the Project Site land is of level grade. There are no steep slopes on any significant portion of the parcel. No dense vegetation or wetlands are located on the Project Site.

3. Transit Access

The Project Site enjoys strong pedestrian and vehicular transit access. The Project Site is served by both Metro and bus (MTA). The Shot Tower/Market Place Metro Station is directly across a plaza on the northeast from the Campus, and bus service directly accessible as well.

4. Existing Improvements

The Project Site is improved with a 5-story, 163,508 s.f. poured concrete building constructed in 1977 with floor plates of 33,710 s.f. known as the Bard Building. The Board of Public Works has approved the demolition of this building.

5. Environmental Condition

The College makes no representation as to the environmental condition of the Project Site.

6. Zoning

The Project Site is currently zoned B-5-2.

7. Urban Renewal Plan

The site's standard and controls are governed by an Urban Renewal Plan (URP), which is the Central Business District URP.

IV. Submission Requirements

All responses to this RFP must comply with the requirements set forth below to be deemed responsive. Any responses which do not sufficiently address each of the requirements will be

deemed technically insufficient and will not be considered for award. All responses to this RFP must be received by the College by the Due Date. Late responses will not be accepted.

The following items must be included in each Offeror's response:

- A) Transmittal Letter
- B) Offeror Qualifications
- C) Minority Business Enterprise Participation Plan
- D) Community Outreach Plan
- E) Description of Proposed Development Project & Financial Offer
- F) Development Program Summary Sheets contained in Appendix C, Bid/Proposal affidavit with Offeror's signature contained in Appendix D and MBE certification affidavit contained in Appendix G.

The submission shall be evaluated in a two-step process. The first step will include the evaluation of the proposed development team and approach outlined in items B, C, and D. The second step will be the evaluation of the proposed development plan and financial offer outlined in item E. The Offeror's submission shall therefore be comprised of two (2) separate response packages, submitted simultaneously on the RFP due date. The first package shall contain the Offeror's responses to items A, B, C, D, and F. The second package shall contain the Offeror's response to item E. Each response shall not exceed 50 total written pages for all items.

All proposals submitted by an Offeror must be accompanied by a completed Bid Proposal Affidavit. A copy of this Affidavit is included as Appendix D of this RFP.

For each package, Offerors are required to provide one (1) original, six (6) hard copies, and an electronic copy to the Project Point of Contact. Please refer to the contact information below when mailing hard copies and emailing electronic copies:

Daniel Coleman-Director of Procurement
Office of Procurement
3100 Towanda Avenue
Baltimore, MD 21215
info@BCCCHarborCampus.com

Each proposal shall be clearly organized by the evaluation criteria in this RFP. Electronic copies shall be submitted via e-mail, on a USB drive, or a link to a private DropBox account. Submission should be clearly marked with the solicitation name and the Offeror's name. The information submitted must be checked and determined to be virus-free prior to submission. The electronic submittals shall be compatible with the following equipment and software:

- Microsoft Office 2010 (Excel, Word, PowerPoint);
- Adobe Acrobat Reader 9.0; and
- PDF format for all drawings.

The electronic copies of the proposal shall be an exact duplicate of the original paper proposal. MS Excel 2013 spreadsheets shall be submitted in a format that allows all formulas within the spreadsheet to be reviewed and manipulated.

Responses to this RFP are due by **2PM EST, June 2, 2017** (Due Date). Any submissions received after this time will not be considered.

A. Transmittal Letter

A transmittal letter prepared on the Offeror's business stationery shall accompany the Technical proposal. The purpose of this letter is to transmit the proposal, therefore it should be brief. The letter shall also acknowledge any addenda to the RFP that were received. The letter shall contain the title of the solicitation, include the Offeror's name, federal tax identification or social security number, address, and shall be signed by an individual who is authorized to bind the firm to all statements, including services and prices, contained in the proposal.

B. Offeror Qualifications

1. Development Team Structure

For this RFP, the Offeror shall identify at least the following key team members: master developer (firm or joint venture partners), project architect, civil engineer, and financing team. The Offeror shall also provide an organizational chart and narrative description that identifies how the proposed team structure will best serve the College and the Project. The College encourages MBE participation in a master development role. Responses shall include:

- a) Name, address, telephone number, and fax number of each principal, partner, entity, or joint-venture partner participating as a key team member for the Offeror, and such person's roles and titles within the Offeror team.
- b) Name, address, telephone number, fax number, and e-mail address of the representative authorized to act on behalf of the Offeror, who will be available to respond to questions or requests for additional information.
- c) Identification of any affiliation or other relationship between any of the members of the Offeror team and any development company, parent company, or subsidiary.
- d) Summary qualifications of senior-level staff of the key team members who will be working on this project, including a description of their role in this project and relevant experience.
- e) Status of the Offeror organization (whether a corporation, a non-profit or charitable institution, a partnership, a limited liability corporation, a business association, or a joint venture) indicating under which laws it is organized and operating. Offers shall also include a brief history of the organization and its principals (for any entity required to file reports in the jurisdiction of its formation, include a certificate of good standing for such jurisdiction).

2. Past Performance and Experience

The Offeror shall identify the level of the developer's experience and success with projects similar to that contemplated in this RFP. The Offeror shall present the team's five (5) most relevant projects that demonstrate success in medium to large-scale, urban, mixed-use development projects in the greater Baltimore area or similar metropolitan areas, with particular focus on projects that have incorporated a public entity into either the ownership structure or which have been subject to a public sector ground lease. Please emphasize projects where

team members have worked together. Projects should be recent and those with which the Offeror has had primary involvement, and may include illustrative material submitted as an appendix. Projects completed more than fifteen (15) years prior to the Due Date of this RFP will not be considered. Offerors must include the following for its five (5) most relevant projects:

- a) Brief project summaries including name and address for each project, the name and telephone number of principal persons familiar with the development;
- b) Descriptions and concept, to include photographs, site plans, plans, renderings as appropriate;
- c) Project scope in GSF, broken down by product type and development cost;
- d) Project team (including details of each team member's development role, if applicable);
- e) Dates of completion and a factual indication of success (including financial returns); and any other pertinent project information;
- f) A statement regarding any debarments, suspensions, bankruptcy or loan defaults on real estate development projects and/or government contracts of Offeror or any member of the Offeror's team, including any pending and/or unresolved matters;
- g) References relevant to project summaries, including names, addresses and telephone numbers, and a letter authorizing each reference to respond to inquiries regarding the design, financing and development of prior projects. A minimum of one reference for each project is required.

Other information that shall be submitted as part of the Offeror's Past Performance and Experience includes:

- h) Experience and understanding of approval process for permitting and conditional uses;
- i) Experience financing similar projects.

3. Audited Financial Statements and Financial References

The Offeror shall submit the two (2) most recent years of audited financial statements by a certified public accountant under audit standards as provided by the American Institute of Certified Public Accountants. Additionally, all significant parties to the transaction will provide, at a minimum, the two (2) most recent years of financial statements (audited statements are preferred). A significant party is any party that shall own 10% or more of the project, contribute at least 5% of the total developer equity, or be the primary developer or operator.

The Offeror shall also provide a letter of commitment or letter of interest from each equity investor to the Project, stating the full terms and conditions under which such amounts will be provided to the Project.

Finally, Offeror shall submit a letter of interest from the proposed lenders evidencing a review of the terms and conditions of the RFP. This non-binding letter shall include a statement that the Offeror's lender is highly confident that the Offeror can finance the proposed project, and is willing to lend to the Offeror.

If other methods of financing are intended, the developer shall provide appropriate evidence.

C. Minority Business Enterprise Participation

Baltimore City Community College (BCCC) actively supports the statewide Minority and Disadvantaged Business Enterprise (“MBE”) program administered through the Maryland Department of Transportation (“MDOT”) and encourages MDOT certified MBE firms to participate in the development and construction achieved as a part of this project solicitation. In addition, the BCCC also encourages the participation of other Minority-owned Business Enterprises (“MOBE”) as a means of increasing total minority participation, either through project ownership or development contract execution (the definitions of these MOBE as determined by BCCC are included below).

The College thus has two separate and distinct MBE Participation goals:

- At a minimum, an Offeror selected should meet the project-designated goal of 35% MBE participation through the use of MDOT-certified MBE firms. The sub-goals of at least 9% Woman-owned firms and 7% African American- owned firms have been set for this project.
- Secondly, the College wishes to see additional participation by other MOBEs, registered with the Maryland Department of Assessments and Taxation (MDAT). While there is no specific participation goal of these additional entities beyond the MDOT goal, the College will look favorably upon those proposals which incorporate other MOBE for equity participation or development contract execution.

Offerors will be required to demonstrate to BCCC how any MBE or MOBE will participate within the proposed development project, whether through equity ownership, development partnership, or through contract participation and percentage therein. Note that all Offerors are required to sign and return the MBE certification affidavit contained in Appendix G.

Proposals should include a narrative or tabular description of the level of project ownership, development participation and construction contracting participation of MBEs and/or MOBEs, as defined by this request for proposals, in any and all phases of the Project’s development.

Specifically, each Offeror shall address the following in their proposal:

1. MBE and/or MOBE Project Ownership Participation

Offerors shall describe how any MBE or MOBE participants will have equity project ownership in their proposed project. Offerors whose project has at least 10% MBE and/or MOBE project ownership will be evaluated favorably.

2. MBE and/or MOBE Development and Construction Participation

This RFP establishes Minority, Women-owned, and African American Business Enterprises (MBE/WBE/AABE) goals in keeping with the defined State of Maryland participation goals. The BCCC has determined that the

goals for this RFP for Minority and African American businesses are as follows:

	Development Soft Costs	Construction Costs
MBE	35%	35%
WBE	9%	9%
AABE	7%	7%

Use of MDOT/MBE certified firms shall only count towards achievement of the MBE Development and Construction Participation goals. Use of non-MDOT certified MBEs shall not count towards achievement of the MBE Development and Construction Participation goals.

MBE Definitions

Definitions related to the MBE and AABE Provisions of this RFP are:

1. Minority-owned Business Enterprise (MOBE): a sole proprietorship, partnership or corporation owned, operated and controlled by a minority group member(s) who has at least 51% ownership. Minority group member(s) include African-Americans; Hispanic Americans; Asian-Pacific Americans; Asian-Indian Americans; American Indians; and Disabled Individuals. The minority group member(s) must have operational and managerial control, interest in capital, expertise and earnings commensurate with the percentage of ownership and be legal residents or citizens of the United States or its territories.
2. African-American Business Enterprise (AABE): a sole proprietorship, partnership, or corporation owned, operated and controlled by an African-American group member(s) who has at least 51% ownership. The African American Group member(s) must have operational and managerial control, interest in capital, expertise and earnings commensurate with the percentage of ownership and be legal residents or citizens of the United States or its territories.
3. Women-owned Business Enterprise (WBE): a sole proprietorship, partnership, or corporation owned, operated and controlled by a Woman Group member(s) who has at least 51% ownership. The Woman Group member(s) must have operational and managerial control, interest in capital, expertise and earnings commensurate with the percentage of ownership and be legal residents or citizens of the United States or its territories.
4. Maryland Department of Transportation, Minority Business Enterprise Certified (MDOT/MBE): For details on the State of Maryland’s Minority and Disadvantaged Business Enterprise (“MBE”) Program definition and certification, please visit: <http://www.mdot.maryland.gov/newMDOT/MBE/Overview.html>

D. Community Outreach Strategy and Project Marketing Approach

Offerors must address their proposed out-reach strategy and marketing approach to ensure the proposed project can be executed with community support.

1. Outreach Strategy

The outreach strategy shall address the Offeror’s understanding of, and approach to, managing existing local stakeholders, organizations in downtown Baltimore, and community associations. The outreach strategy shall also describe the

Offeror's proposed approach for interacting with the community, including with respect to the Holocaust Memorial, and the potential for generating job growth. Offerors that commit to programs for employment, apprenticeships, and internships that benefit the student population at BCCC will also be viewed favorably. Please visit www.bccc.edu to see a list of academic programs offered by the school.

2. Economic Impact to the State of Maryland

Also, an assessment of the expected Economic Impact to the State of Maryland should be provided, describing the benefits that would accrue to the State either directly or indirectly as a result of this project. The assessment should include:

- a) The contract percentage to be recycled into Maryland's economy in support of the Project. Offerors should be as specific as possible and provide a breakdown of expenditures in this category.
- b) The number and types of jobs for Maryland residents resulting from this Project. Indicate job classifications, number of employees in each classification, and the aggregate payroll to which the Offeror has committed.
- c) Tax revenues to be generated for Maryland and its political subdivisions as a result of this Project. Indicate tax category (e.g., payroll taxes, sales taxes). Provide a forecast of the total tax revenues.
- d) The amount or percentage of subcontract dollars placed with Maryland small businesses and Maryland MBEs.
- e) Any other economic benefits to the State of Maryland that would result from the Offeror's proposal.

3. Marketing Strategy

The Offeror shall provide a description of the approach for marketing the Project for its proposed uses. The marketing strategy shall describe the marketing process for generating interest and excitement for the Campus redevelopment and demonstrate the Offeror's commitment.

E. Development Plan

The Offeror shall provide a written expressed, clear understanding for the vision of the Inner Harbor Campus and how their proposed development fits within the framework of the greater vision of downtown Baltimore. The description shall incorporate all elements of the proposal (Qualifications, Financial Framework, Project Vision, Minority and Local Participation, Outreach Strategy, and Marketing Approach) to show their alignment with the vision. Proposals seeking to relocate (at Offeror's expense) the Memorial site will be reviewed separately with the designated representatives of the Fund. Further guidance on the evaluation process for these proposals will be provided to the Offerors on the Question and Answer Posted Date.

1. Financial Proposal to the College

Offerors shall provide a narrative statement explaining the economic feasibility of the proposed development, as well as the information outlined below.

The College is contemplating a ground lease agreement of the Project Site. The College is looking to maximize its financial return in order to help perpetuate its overall educational mission. The Offeror shall provide an explanation of its' financial offer to the College. At a minimum, it should include ground lease payments. It may also include other forms of financial compensation. For example:

1. Participation rent to share in developer upside of higher than anticipated rents;
2. Participation in capital events, such as the sale of a developer's share of interest in the project;
3. Rental space for the College's ongoing operations, either in the form of surge space for the College off site or as part of the final development site
4. Participation in density additions such as an increase in the use of buildable area;
5. Additional rent such as a percentage of the net income of the ground tenant;
6. Holding rent such as a fixed dollar amount paid until commencement of construction.

The Offeror's financial offer should include a proposed ground lease payment and/or other payments that would make up the total value offer to the College. The financial offer should be described in detail and a preliminary compensation and participation schedule indicating the percentage, amount and timing of payments to the College shall be submitted. Offerors should note terms for escalation clauses and ground lease resets in their proposal. All offers should tie to the Offeror Pro Forma (as discussed below).

Given that the Project size or use composition may vary according to use and final design, Offerors are required to submit separate financial offers with corresponding Offeror Pro Forma for each development option proposed, however no Offeror shall submit more than five (5) separate options.

Required Initial Deposit from all Offerors: Offerors are required to deliver with their submissions to the Project Point of Contact in the Office of Procurement a \$100,000 deposit, to be held by the College until returned, without interest within 30 days, to all Offerors not selected to advance in the negotiation process.

Additional Deposit from selected Offeror: If an Offeror's proposal is selected for negotiation by the College, the selected Offeror shall deliver to the Point of Contact within 5 days of said selection an additional deposit of \$400,000 to be held along with the initial \$100,000 deposit in an interest bearing Escrow Account with said interests being retained as additional deposit. The Deposit shall be in the form of a Bid Bond, Letter of Credit, or other instrument in a form acceptable to the College, or cashier's check, certified check, or money order.

The selected Offeror is responsible for reimbursing the College's eligible expenses, including, but not limited to retaining outside real estate counsel through the Office of Attorney General, appraisals, title search, surveys and other outside consultants required for completion of this project. BCCC agrees that the \$500,000 Escrow Account Funds on deposit shall only be used as payment for the required expenses pursuant to this Escrow Agreement. The Escrow Account Funds shall not be used or pledged by the Developer for any purpose during the period the Escrow Account is in effect. Upon retaining the necessary services for the transaction, all money in the Escrow Account, plus any accrued interest if any, shall be immediately released to the Developer at the

completion of the project.

Construction Contract Payment and Performance Bonds: The Offeror shall provide bonds acceptable to BCCC from the Construction Contractors as follows: (1) A bond equal to 100% of the contract amount for faithful performance of the contract from a federally or Maryland approved surety company with sufficient assets, and which bond names BCCC and the State of Maryland for the completion of the planned construction; (2) a bond equal to 100% of the contract amount from a federally or Maryland approved surety company with sufficient assets for payment of labor, material, equipment rental and public services; and (3) a bond for 100% of the contract amount for maintenance for a two year warranty period). All payment and performance bonds must meet COMAR requirements, be approved by the Office of the Attorney General, and/or be approved by the State of Maryland.

2. Development Program and Uses

As part of each proposal's Development Plan, Offerors shall describe how their development concept corresponds to market realities and is also in harmony with the College's desire to maintain a presence of up to 50,000 square feet in the finished development.

As part of the plan, the Offeror shall describe the proposed approach to designing a creative, high quality, and aesthetically pleasing product. The narrative and any associated drawings should depict the functionality, creativity, and thoughtfulness of the overall site layout (although this solicitation does not require design drawings, Offerors are encouraged to submit renderings to better convey the vision for the Project.) The permitted uses proposed by the Offeror will be subject to approval by the BCCC Board of Trustees and, for the Holocaust Memorial site, the Fund and the Committee.

3. Implementation and Coordination Strategy

The Implementation and Coordination Strategy shall describe how the Offeror will guarantee the team's commitment to the implementation of the project, including:

- a) Description of the Offeror's approach to best serve the needs of the College by interacting and coordinating with the owners of the surrounding area to ensure a cohesive high-quality development, including satisfaction of the requirements for the Holocaust Memorial provided for herein.
- b) Demonstration of the Offeror's willingness to assume the risk of pre-development work.
- c) Description of the Offeror's phasing plan for the overall development.
- d) Description of the team's timetable and milestones for the next 12 months that builds upon the proposed construction schedule within the Construction Management Plan; including ability to mobilize and commence the first phase of development programming immediately upon designation as the selected Offeror.
- e) Description of the Offeror's time and financial commitment to guarantee to the College that the team's milestones will be met.
- f) Provision of rationale for completing the project, including sales and tenant rent structure, detailing target markets, cost and quality level.

Any other considerations to the Project not mentioned within this RFP may be addressed within this section, as deemed necessary by the Offeror.

4. Incorporation of Principles of Sustainability

The Offeror should specifically describe how the Offeror will meet Leadership in Environmental and Energy Design (LEED) standards for new construction for their proposed use of the Site.

5. Project Pro Forma

Offerors shall provide full development proformas in Microsoft Excel 2010 format (“Offeror Pro Forma(s)”), describing estimated development cost and projected Project cash flows. All Offeror proformas must be dynamic with operational and fully functioning formulas. Offerors shall limit hard coding for assumption inputs only. For rental units, retail, and office space, the submission should include an operating pro forma and analysis demonstrating the project’s operating characteristics, including net operating income, debt service requirements, and related coverage ratios. For residential units, the submission must include an absorption and lease-up schedule identifying the estimated absorption time.

Within the Offeror Pro forma(s), the Offeror must submit a Sources and Uses Statement. The sources statement should describe the expected equity requirements and sources, the anticipated sources of working capital, and the anticipated sources permanent and construction debt financing for the project.

The Offeror Pro forma(s) should also depict the return structure for each alternative as described in the Financial Proposal. Demonstration of how the equity contribution and the first and second mortgage debt or other methods of financing fully fund this project. Offerors shall also submit a plan for their intended source of equity funding and expectations for both return of equity investment and return on equity.

6. Development Budget

Offerors shall provide a comprehensive development budget that coincides and matches the Offeror Pro Forma(s), showing the Project’s total development costs, itemizing an assumed value/ground lease payment, demolition, construction, architectural, engineering and related fees, and all other costs associated with the Project. The Offeror shall also submit total project costs and the price per square foot (for each use where possible). The submittal shall include but is not limited to:

1. Detailed methodology for determining the value/ground lease payments of the site;
2. Hard and soft costs, identified in detail, based on industry standards; and
3. All developer fees and overhead costs separately identified, in detail.

7. Development Program Summary Sheet

In addition to the narrative provided in the response to the Proposed Project section of the RFP, Offerors should complete and submit the Development Program Summary Sheet that is included as an addendum to this RFP (See Appendix C). The College Requests that any Offerors wishing to propose on the entire site including the Holocaust Memorial site submit a separate Development Program Summary Sheet. One sheet should detail the Offeror’s proposal for the Bard Building site ONLY, and the second sheet should detail the Offeror’s proposal for the entire site, including both the Bard Building site and the Holocaust Memorial site

V. Selection and Approval Process

The College will select the developer that maximizes the financial return to the College while maintaining the goals of the College's educational mission, taking into account the Submission Requirements and Evaluation Factors set forth in the RFP. The evaluation criteria and areas of emphasis described in the RFP are intended as a guide to the College's discretion in identifying a selected Offeror(s). The College retains the ultimate discretion to identify and select the development team that offers the most outstanding proposal, taking into account the factors and requirements set forth in this RFP. **The College reserves the right, at its sole discretion, to reject any proposal it deems incomplete or unresponsive to the submission requirements. The College also reserves the right, at its sole discretion, to reject all proposals and re-advertise at a later date. The College has agreed, and Offerors acknowledge, that incorporation of the Holocaust Memorial Site shall be in the sole and absolute discretion of the Fund with the approval of the Committee based upon the evaluation of the proposals received.**

Responses to this RFP will be subject to the following methodology:

- i. The College receives and processes all Proposals through the designated Point of Contact. Proposals that, in the College's sole and non-reviewable discretion, are deemed non-responsive or are technically insufficient for being selected for award will be rejected.
- ii. The College will designate an Evaluation Committee (EC) which will be comprised of representatives from the College, the State, and the community. The EC will be supported by industry experts. An analysis and evaluation of each Proposal deemed to be reasonably susceptible of being selected for award will be conducted.
- iii. The EC may elect to meet with all or select Offerors for both an oral presentation and specific discussions about a Proposal. If such meetings are held, details on the oral presentation will be provided as part of the scheduling process. Such discussions could include identification of areas of the Proposal that require clarification or improvement or do not comply with the RFP. Any oral explanation or instruction given by the College and its advisors during that time is not binding on the College unless set forth in an Amendment to this RFP.
- iv. If requested by the College, Offerors shall submit Final Proposals. The College reserves the right to waive the Final Proposal submission requirement, to request further clarification of a Final Proposal or to request a Revised Final Proposal.
- v. The EC will, in coordination with the Point of Contact, rank each responsive Proposal, and evaluate it based on the Evaluation Factors of this RFP. The EC will then, in coordination with the Point of Contact, designate an Offeror shortlist, to be recommended to the BCCC Board of Trustees. The Board of Trustees will then evaluate and recommend a final Offeror(s) for approval. The College will enter into negotiations with the selected Offeror(s) to finalize ground lease terms and a developer agreement. If negotiations are unsuccessful, the College may terminate negotiations and commence negotiations with the second ranked Offeror and those ranked thereafter, in order of ranking. Alternatively, the College may decide upon competitive negotiations with two or more ranked Offerors.
- vi. As soon as the ground lease terms for the tentatively Selected Offeror's Project have been finalized, the Board of Trustees will submit a recommendation regarding the designation of a Selected Offeror(s) and approval of the ground lease and/or developer agreement to the Maryland Board of Public Works (BPW). The BPW must give approval prior to the final agreements reached between the Offeror and the Board of Trustees before the agreements is signed.

The proposals will be evaluated as follows: For Offeror's responses to items B, C, and D the evaluation factors in order of importance are:

- 1) Offeror Qualifications
- 2) Minority Business Enterprise Participation
- 3) Community Outreach Strategy and Project Marketing Approach

For Offeror's Response to item E the evaluation factors in order of importance are:

- 1) Financial Proposal to the College
- 2) Development Program and Uses
- 3) Implementation and Coordination Strategy
- 4) Incorporation of Principles of Sustainability

A summary of the required and suggested response materials to the RFP is included in Appendix A.

A. Timeline

The date of the release of this RFP until the Due Date shall serve as a question and answer period between the College and prospective Offerors. Any questions regarding this RFP should be submitted via email to info@BCCCHarborCampus.com. Offerors shall not direct questions to any other person affiliated directly or indirectly with the College or its advisors. Responses to Offeror questions will be posted anonymously to the Project Website as quickly as possible.

Evaluations will commence at immediately upon receipt of the offers. All Offerors will be notified of their status with respect to this solicitation on or about January 2009. Each Offeror who responds to this RFP is responsible for monitoring the Project Website for updates or additional information pertaining to the Project. The College will endeavor to follow the dates set forth above; however, such dates are intended to serve as a guideline only and are subject to change under the College's sole discretion and without prior notice.

The College will host a Pre-Proposal Conference at a yet undetermined date as soon as practicable following the release of this RFP. The Pre-Proposal Conference will be held at the Bard Building (600 E. Lombard Street).

A summary of the timeline is presented below:

RFP Release	March 7, 2017
Pre-Proposal Conference and Site Tour	March 20, 2017
Question Submission Cutoff Date Final	March 31, 2017
Q & A Posted to Website	April 10, 2017
Letter of Interest	April 21, 2017
RFP Responses Due	June 2, 2017

B. Material Changes

From the Due Date through Project award, the Offeror shall provide to the College in writing, all material changes to their proposal. Failure of the Offeror to disclose material changes may result in the disqualification from the competition of this project. Material changes may include, but are not limited to:

1. Bankruptcy/reorganization of any of the participating entities/individuals or key team members in the Offeror's proposal;
2. Default on any loans or any other type of debt instrument;
3. Twenty (20) percent decrease in net worth/owner's equity;
4. Twenty (20) percent decrease in assets;
5. Twenty (20) percent increase in liabilities
6. Litigation actions, pending or threatened, that may materially affect the Offeror's ability to successfully complete the transaction;
7. Judgment or lien against the Offeror imposed by any state or federal local taxing authority;
8. Other events deemed material by the Offeror that may affect the Offeror's ability to complete the transaction; and
9. Key team member or employee resignations.
10. Changes in Executive Management
11. Loss/replacement in significant lines of credit
12. Audit findings

The College reserves the right to reevaluate any material change(s) to the Offeror's proposal and eliminate it from further consideration.

C. CONTRACT AFFIDAVIT

All Offerors are advised that if a Contract is awarded as a result of this solicitation, the successful Offeror will be required to complete a Contract Affidavit. The affidavit need not be submitted with an Offeror's proposal but must be provided upon notice of Contract award. The College requires that the Offerors' proposals will be valid for a minimum of 90 days.

D. OTHER CONTRACTUAL REQUIREMENTS

Respondent(s) recommended for award as a result of this solicitation will enter into a written development agreement with the State which will include, at a minimum, all contract, procurement and lease provisions, affidavits and documentation required by State and Federal laws and regulations.

VI. Appendix A – Required and Suggested RFP Response Requirements

BCCC RFP Requirements		
	Required	Preferred
Transmittal Letter		
1. Acknowledge any addenda to the RFP	x	
2. Communicate any exceptions to this RFP	x	
3. Title of solicitation, the Offeror's name, federal tax ID/SSN, address, & signed by the individual who is authorized to bind the firm to all statements.	x	
Offeror Qualifications		
1. Names of Master developer (firm or joint venture partners), project architect, civil engineer & financing team	x	
2. Organizational chart and narrative description that identifies how the proposed team structure will best serve the College and the Project	x	
3. Name, Address, Telephone Number, Fax Number & E-Mail Principal, partner, entity or joint-venture partner	x	
4. Name, address, telephone number, fax number & e-mail of the representative authorized to act on behalf of the Offeror & who will be available to respond to questions or requests for additional information	x	
5. Identify any affiliation or other relationship between any of the members of the Offeror team and any development company, parent company or subsidiary.	x	
6. Summary qualifications of senior-level staff of the key team members who will be working on this project (including a description of their role in this project and relevant experience)	x	
7. Status of the Offeror organization (corporation, non-profit, etc.) indicating under which laws it is organized and operating including a brief history of the organization and its principals (for any entity required to file reports in the jurisdiction of its formation, include a certificate of good standing for such jurisdiction)	x	
Past Performance & Experience		
1. Offeror shall present the team's five most relevant projects that demonstrates success in medium to large-scale, urban, mixed-use development projects in the greater	x	

Baltimore area or similar metro areas with a particular focus on projects that have incorporated a public entity into either the ownership structure or which have been subject to a public sector ground lease		
2. Projects should be those with which the Offeror has had a primary involvements and may include illustrative material submitted as an appendix (projects completed more than (15) years prior to the due date of this RFP will not be considered	x	
3. Brief project summaries including name and address for each project, the name and telephone number of principal persons familiar with the development	x	
4. Descriptions and concept, to include photographs, site plans, plans, renderings as appropriate	x	
5. Project scope in GSF, broken down by product type and development cost	x	
6. Project team (including details of each team member's development role, if applicable)	x	
7. Dates of completion and a factual indication of success (including financial returns); and any other pertinent project information	x	
8. A statement regarding any debarments, suspensions, bankruptcy or loan defaults on real estate development projects and/or government contracts of Offeror or any member of the Offeror's team	x	
9. References relevant to project summaries, including names, addresses and telephone numbers, and a letter authorizing each reference to respond to inquiries regarding the design, financing and development of prior projects	x	
10. Experience and understanding of approval process for permitting and conditional uses	x	
11. Experience financing similar projects	x	
12. The Lead or General Partner shall submit the two (2) most recent years of audited financial statements by a certified public accountant under audit standards as provided by the American Institute of Certified Public Accountants.	x	
13. Additionally, all significant parties to the transaction will provide, at a minimum, the two (2) most recent years of financial statements. A significant party is any party that shall own 10% or more of the project, contribute at least 5% of the total developer equity, or be the primary developer or operator.	x	
14. The Offeror shall also provide a letter of commitment or letter of interest from each equity investor to the Project, stating the full terms and conditions under which such amounts will be provided to the Project.	x	
15. Finally, Offeror shall submit a letter of interest from the proposed lenders evidencing a review of the terms and conditions of the RFP. This non-binding letter shall include a statement that the Offeror's lender is highly confident that the Offeror	x	

can finance the proposed project, and is willing to lend to the Offeror. If other methods of financing are intended, the developer shall provide appropriate evidence.		
Minority Business Enterprise Participation		
1. Proposals should include a narrative or tabular description of the level of project ownership, development participation, and construction contracting of Minority Business Entities (MBEs), as defined by this request for proposals, in any and all phases of the Project's development.	x	
2. Offerors shall have MBE participants on their development team. Offerors must meet the project designated goals of at least 35% participation of Maryland Department of Transportation (MDOT) - certified MBE firms, which includes subgoals of 9% women-owned firms and 7% African American-owned firms.	x	
3. The College will more favorably evaluate proposals that have additional participation in excess of the Maryland State goals of firms whether certified under MDOT or not.		x
4. Offerors that have equity participation by either MDOT-MBE firms or other Minority Owned Business Enterprises will be evaluated more favorably.		x
5. Affidavit for MBE participation must be submitted.	x	
Community Outreach Strategy & Project Marketing Approach		
1. The outreach strategy shall address the Offeror's understanding of, and approach to, managing existing local stakeholders, organizations in downtown Baltimore, and community associations. The outreach strategy shall also describe the Offeror's proposed approach for interacting with the community, and the potential for generating job growth.	x	
2. Also, an assessment of the expected Economic Impact to the State of Maryland should be provided, describing the benefits that would accrue to the State either directly or indirectly as a result of this project.	x	
3. The assessment should include:		
a) The contract percentage to be recycled into Maryland's economy in support of the Project. Offerors should be as specific as possible and provide a breakdown of expenditures in this category.	x	
b) The number and types of jobs for Maryland residents resulting from this Project. Indicate job classifications, number of employees in each classification, and the aggregate payroll to which the Offeror has committed.	x	

c) Tax revenues to be generated for Maryland and its political subdivisions as a result of this Project. Indicate tax category (e.g., payroll taxes, sales taxes). Provide a forecast of the total tax revenues.	x	
d) Any other economic benefits to the State of Maryland that would result from the Offeror's proposal.	x	
4. The Offeror shall provide a description of the approach for marketing the Project for its proposed uses. The marketing strategy shall describe the marketing process for generating interest and excitement for the Campus redevelopment and demonstrate the Offeror's commitment.	x	
5. Offerors that commit to programs for employment, apprenticeships, and internships that benefit the student population at BCCC will also be viewed favorably. Please visit www.bccc.edu to see a list of academic programs offered by the school.		x
Development Plan		
1. The Offeror shall provide a written expressed, clear understanding for the vision of the Inner Harbor Campus and how their proposed development fits within the framework of the greater vision of downtown Baltimore. The description shall incorporate all elements of the proposal (Qualifications, Financial Framework, Project Vision, Minority and Local Participation, Outreach Strategy, and Marketing Approach) to show their alignment with the vision.	x	
2. The Offeror shall provide an explanation of its' financial offer to the College. At a minimum, it should include ground lease payments.	x	
3. Given that the Project size or use composition may vary according to use and final design, Offerors are required to submit separate financial offers with corresponding Offeror Pro Forma for each development option proposed, however no Offeror shall submit more than five (5) separate options.	x	
4. The Offeror's financial offer should include a proposed land price that would be the basis for determining ground lease rents and other compensation.	x	
5. The financial offer should be described in detail and a preliminary compensation and participation schedule indicating the percentage, amount and timing of payments to the College shall be submitted as described above. Offerors should note terms for escalation clauses and ground lease resets in their proposal. Financial offers should be stated in aggregate, on a per square foot basis, and on a per use basis. All offers should tie to the Offeror Pro Forma.	x	
6. As part of each proposal's Development Plan, Offerors shall describe how their development concept corresponds to market realities and is also in harmony with the College's desire to maintain a presence of up to 54,800 square feet in the finished development.	x	

7. The Implementation and Coordination Strategy shall describe how the Offeror will guarantee the team’s commitment to the implementation of the project, including:		
a) Description of the Offeror’s approach to best serve the needs of the College by interacting and coordinating with the owners of the surrounding area to ensure a cohesive high-quality development.	x	
b) Demonstration of the Offeror’s willingness to assume the risk of pre-development work prior to the College vacating the Bard Building.	x	
c) Description of the Offeror’s phasing plan for the overall development.	x	
d) Description of the team’s timetable and milestone’s for the next 12 months that builds upon the proposed construction schedule within the Construction Management Plan; including ability to mobilize and commence the first phase of development programming immediately upon designation as the selected Offeror.	x	
e) Description of the Offeror’s time and financial commitment to guarantee to the College that the team’s milestones will be met.	x	
f) Provision of rationale for completing the project, including sales and tenant rent structure, detailing target markets, cost and quality level.	x	
8. The Offeror should specifically describe how the Offeror will meet Leadership in Environmental and Energy Design (LEED) standards for new construction for their proposed use of the Site.	x	
9. Offerors shall provide full development pro formas in Microsoft Excel 2013 format (“Offeror Pro Forma(s)”), describing estimated development cost and projected Project cash flows. All Offeror pro formas must be dynamic with operational and fully functioning formulas. Offerors shall limit hard coding for assumption inputs only. For rental units, retail, and office space, the submission should include an operating pro forma and analysis demonstrating the project’s operating characteristics, including net operating income, debt service requirements, and related coverage ratios. For residential units, the submission must include an absorption and lease-up schedule identifying the estimated absorption time.	x	
10. Within the Offeror Pro forma(s), the Offeror must submit a Sources and Uses Statement. The sources statement should describe the expected equity requirements and sources, the anticipated sources of working capital, and the anticipated sources permanent and construction debt financing for the project.	x	
11. The Offeror Pro forma(s) should also depict the return structure for each alternative as described in the Financial Proposal. Demonstration of how the equity contribution and the first and second mortgage debt or other methods of financing fully fund this project. Offerors shall also submit a plan for their intended source of equity funding and expectations for both return of equity investment and return on equity.		
12. Offerors shall provide a comprehensive development budget that coincides and matches the Offeror Pro Forma(s), showing the Project’s total development costs,	x	

itemizing an assumed value/ground lease payment, demolition, construction, architectural, engineering and related fees, and all other costs associated with the Project. The Offeror shall also submit total project costs and the price per square foot (for each use where possible). The submittal shall include but is not limited to:		
a. Detailed methodology for determining the value/ground lease payments of the site;	x	
b. Hard and soft costs, identified in detail, based on industry standards; and	x	
c. All developer fees and overhead costs separately identified, in detail.	x	
13. It may also include other forms of financial compensation. For example:		
a. Participation rent to share in developer upside of higher than anticipated rents		x
b. Participation in capital events, such as the sale of a developer's share of interest in the project;		x
c. Rental space for the College's ongoing operations, either in the form of surge space for the College off site or as part of the final development site		x
d. Participation in density additions, such as an increase in the use of buildable area;		x
e. Additional rent such as a percentage of the net income of the ground tenant;		x
f. Holding rent such as a fixed dollar amount paid until commencement of construction.		x
14. Provision of an alternative location for the College's operations presently located in the Bard Building is not a specific requirement of this RFP. However, the College will consider any Offeror's proposal to provide either service offerings or in-kind payments in the form of relocation services or temporary/permanent rental space if the Offeror believes they can bring significant value to the College in this way.		x
15. The narrative and any associated drawings should depict the functionality, creativity, and thoughtfulness of the overall site layout (this solicitation does not require design drawings, Offerors are encouraged to submit renderings to better convey the vision for the Project.)		x

VII. Appendix B – Site Photos

A. Exhibit 1 – General Position of the Project Site (including Holocaust Memorial Site)



B. Exhibit 2 – Local Position of the Project Site (including Holocaust Memorial Site)



C. Exhibit 3 – Map of the Project Site (including Holocaust Memorial Site)



Real Property Data Search (w3)

Guide to searching the database

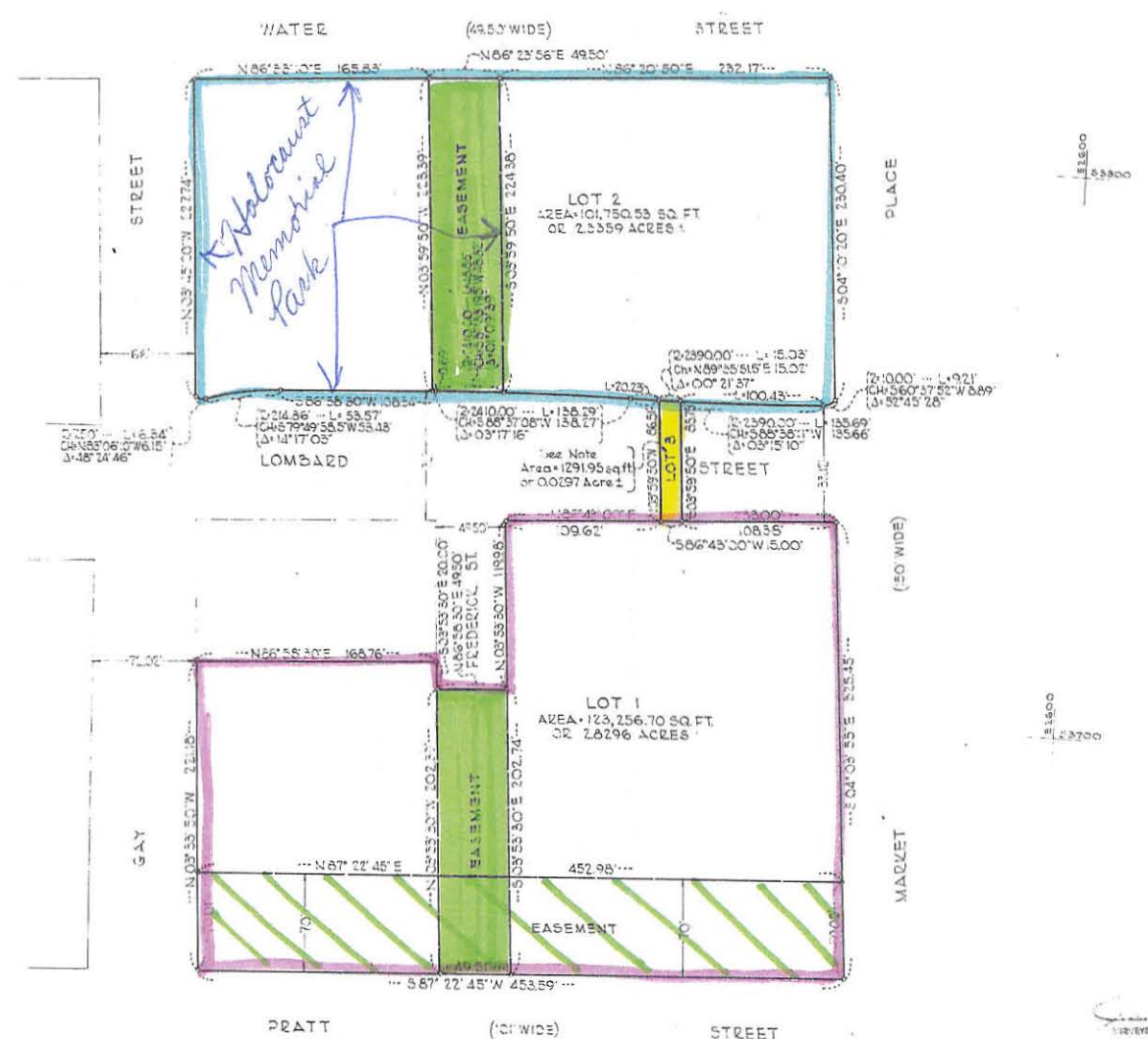
Search Result for BALTIMORE CITY

View GroundRent Redemption				View GroundRent Registration					
Account Identifier:		Ward - 04 Section - 11 Block - 1372 Lot - 001							
Owner Information									
Owner Name:		BOARD OF TRUSTEES OF THE NEW COMMUNITY COLLEGE		Use: Principal Residence:		EXEMPT COMMERCIAL NO			
Mailing Address:		C/O EDUCATIONAL AFFAIRS DIV. 200 ST. PAUL PL BALTIMORE MD 21202		Deed Reference:		/02942/ 00364			
Location & Structure Information									
Premises Address:				Legal Description:					
50 MARKET PL BALTIMORE 21202-0000				2.336 ACRES					
Map:	Grid:	Parcel:	Sub District:	Subdivision:	Section:	Block:	Lot:	Assessment Year:	Plat No:
0004	0000	0000		0000	11	1372	001	2016	Plat Ref:
Special Tax Areas:				Town:		NONE			
				Ad Valorem:					
				Tax Class:					
Primary Structure Built		Above Grade Enclosed Area		Finished Basement Area		Property Land Area		County Use	
1976		225936				101,756 SF		68210	
Stories	Basement	Type		Exterior	Full/Half Bath	Garage	Last Major Renovation		
		MULTI-PURPOSE SCHOOL BUILDING							
Value Information									
		Base Value		Value As of 01/01/2016		Phase-in Assessments As of 07/01/2016		As of 07/01/2017	
Land:		10,175,600		10,175,600					
Improvements		20,179,700		21,751,600					
Total:		30,355,300		31,927,200		30,879,267		31,403,233	
Preferential Land:		0						0	
Transfer Information									
Seller:		Date:		Price:					
Type:		Deed1:		Deed2:					
Seller:		Date:		Price:					
Type:		Deed1:		Deed2:					
Seller:		Date:		Price:					
Type:		Deed1:		Deed2:					
Exemption Information									
Partial Exempt Assessments:		Class		07/01/2016		07/01/2017			
County:		440		30,879,267.00		31,403,233.00			
State:		440		30,879,267.00		31,403,233.00			
Municipal:		440		0.00 0.00		0.00 0.00			
Tax Exempt:		Special Tax Recapture:		NONE					
Exempt Class:									
Homestead Application Information									
Homestead Application Status: No Application									

This is lot 2 on Plat 2409

REVISIONS			
NO.	DESCRIPTION	DATE	BY
1	Lot Nos and notes	5-22-73	WAB

BUREAU OF ENGINEERING
 DIVISION OF SURVEYING
 APR 17 1973
Joseph T. W. [Signature]



NOTES
 The showing on this plat of streets and alleys and references thereto are for the purpose of description and are not to be taken as a dedication, or offer of dedication to public use.
 Lot 1 at and above elevation 28.00'
 All utility, drainage, and overhead show lines are referred to the true meridian and mean low tide as adopted by the Baltimore Survey Control System.

COPY

APPROVED
 CITY OF BALTIMORE
 PLANNING COMMISSION
 DEPARTMENT OF PLANNING
L. Reish
 Secretary to the Planning Commission
 APR 5 1973
 AS WITNESSED BY THE CLERK OF THE DEPARTMENT OF PUBLIC WORKS AND THE PLANNING COMMISSION.



ENGINEER'S CERTIFICATE
 The requirements of Article 17, Sections 59 to 66, of the Annotated Code of Maryland and 1971 edition 1966 22-1 placement Volume, and any and all amendments, here to do they relate to the making of this plat and the setting of markers have been complied with.
[Signature]
 COMMISSIONER
 DEPARTMENT OF PLANNING AND COMMUNITY DEVELOPMENT

DEPARTMENT OF PLANNING AND COMMUNITY DEVELOPMENT
 HARBOR CAMPUS COMMUNITY COLLEGE OF BALTIMORE
 FINAL SUBDIVISION PLAN

DRAWN BY: DEPARTMENT OF PUBLIC WORKS
 BUREAU OF ENGINEERING
 SURVEYING & RECORDS DIVISION
 SCALE 1"=40' NOVEMBER 22, 1972

5-4-1973

RECEIVED FOR RECORD
 MAY 4 1973 AT 9 O'CLOCK
 A.M. SAME DAY RECORDED IN LIBER
 R. H. B. No. 2409 FOLIO 16
 ONE OF THE RECORDS OF
 BALTIMORE CITY AND EXAMINED
 FOR
 ROBERT H. BOHRM - CLERK

5-4-73
 DRAWN BY: [Signature]
 TRACKED BY: [Signature]
 CHECKED BY: [Signature]
 DATE: 5-4-73

Plat No. RHB 2409

HJK/d11 8/30/73

LIBER 3230 PAGE 284

THIS DEED, made this day of APR 30 1975, 1975, by and between the MAYOR AND CITY COUNCIL OF BALTIMORE, a municipal corporation of the State of Maryland (hereinafter referred to as "City"), acting by and through the Department of Housing and Community Development (hereinafter referred to as "Department"), party of the first part, and the BOARD OF TRUSTEES OF THE COMMUNITY COLLEGE OF BALTIMORE, (hereinafter referred to as "College"), party of the second part.

WHEREAS, the Mayor and City Council of Baltimore by Ordinance No. 1818 approved July 6, 1971, approved the Harbor Campus Renewal Plan; and

WHEREAS, the Mayor and City Council of Baltimore by Ordinance No. 410 approved June 29, 1973, amended the Harbor Campus Renewal Plan; and

WHEREAS, the City, acting by and through the Department, in pursuance of the power and authority contained in the provisions of Paragraph 15 of Article II of the Baltimore City Charter (1964 Revision), and under the provisions of Ordinance No. 692 of the Mayor and City Council of Baltimore approved December 31, 1956, and under the authority of Ordinance No. 152 approved June 28, 1968, had prepared to convey the hereinafter described property and air rights unto College subject

to and with the benefit of the terms, conditions, provisions, reservations and easements set forth in the aforesaid Harbor Campus Renewal Plan; and

WHEREAS, this Deed between the City and College was presented to and approved by the Board of Estimates of Baltimore City and said approval is duly entered into its minutes.

AND, NOW, THEREFORE, THIS DEED WITNESSETH: That for and in consideration of the premises and the sum of One Dollar (\$1.00), the receipt whereof is hereby acknowledged, the party of the first part does hereby grant and convey, subject to and with the benefit of the terms, conditions, provisions, reservations and easements set forth in the Harbor

BALTIMORE CITY SUPERIOR COURT (Land Records), LIBER 3230, p. 0284, MSA CE 168-13550, Date available 02/10/2005, Printed 10/01/2015.

REAL PROPERTY TAXES
DEPT. OF FINANCE
CITY OF BALTIMORE
TRANSFER TAX NOT REQUIRED
CHARLES L. BENTON
03786
AUTHORIZED SIGNATURE

Campus Renewal Plan aforesaid unto the parties of the second part and successors and assigns in fee simple, all those parcels of land and air rights situate in Baltimore City, State of Maryland, and described as follows, that is to say:

1384
 BEGINNING for Lot 1, at the point formed by the intersection of the south side of Lombard Street, as widened on the north side thereof from its former width of 66 feet to a varying width and the west side of Market Place, as now laid out 150 feet wide, and running thence binding on said west side of Market Place, South $04^{\circ}-03'-55''$ East 325.45 feet to the north side of Pratt Street, 101 feet wide, as shown on a plat dated November 22, 1972 as revised through May 4, 1973, entitled "Department of Housing and Community Development-Harbor Campus Community College of Baltimore Final Subdivision Plan", said plat being recorded among the Land Records of Baltimore City in Plat Pocket Folder R.H.B. No. 2409; thence binding on said north side of Pratt Street, South $87^{\circ}-22'-45''$ West 453.59 feet to intersect the east side of Gay Street, varying in width; thence binding on said east side of Gay Street, North $03^{\circ}-33'-50''$ West 221.18 feet to intersect the north side of the former bed of Warehouse Alley, 20 feet wide, as condemned and closed; thence binding on the north side of the former bed of said Warehouse Alley, North $86^{\circ}-58'-30''$ East 168.76 feet to intersect the west side of Frederick Street, as now laid out 49.50 feet wide; thence binding on said west side of Frederick Street, South $03^{\circ}-53'-30''$ East 20.00 feet to intersect the south side of the former bed of said Warehouse Alley; thence binding on the line of the south side of the former bed of said Warehouse Alley if projected easterly and on the southernmost extremity of said Frederick Street, North $86^{\circ}-58'-30''$ East 49.50 feet to the east side of said Frederick Street; thence binding on said east side of Frederick Street, North $03^{\circ}-53'-30''$ West 119.98 feet to intersect the south side of said Lombard Street and thence binding on the south side of said Lombard Street, North $86^{\circ}-43'-00''$ East 233.00 feet to the place of beginning.

Containing 123,256.70 square feet or 2.8296 acres of land, more or less.

1373
 BEGINNING for Lot 2, at the point formed by the intersection of the south side of Water Street, as now laid out 49.50 feet wide, and the west side of Market Place, as now laid out 150 feet wide, and running thence binding on said west side of Market Place, South $04^{\circ}-10'-20''$ East 230.40 feet to intersect the northwest side of Lombard Street as widened on the north side thereof from its former width of 66 feet to a varying width; thence by a line curving to the right with a radius of 10.00 feet the distance of 9.21 feet which arc is subtended by a chord bearing South $60^{\circ}-37'-52''$ West 8.89 feet; thence continuing to bind on the north side of said Lombard Street the five following courses and distances; namely, by a line curving to the right with a radius of 2390.00 feet the distance of 135.69 feet which arc is subtended by a chord bearing South $88^{\circ}-38'-11''$ West 135.66 feet, by a line curving to the left with a radius of 2410.00 feet the distance of 138.29 feet which arc

-2-

is subtended by a chord bearing South 88°-37'-08" West 138.27 feet, South 86°-58'-30" West 108.34 feet, by a line curving to the left with a radius of 214.86 feet the distance of 53.57 feet which arc is subtended by a chord bearing South 79°-49'-58.5" West 53.43 feet and by a line curving to the right with a radius of 7.50 feet the distance of 6.34 feet which arc is subtended by a chord bearing North 83°-06'-10" West 6.15 feet to intersect the east side of Gay Street, as now laid out 66 feet wide; thence binding on said east side of Gay Street, North 03°-45'-20" West 227.74 feet to the south side of said Water Street and thence binding on said south side of Water Street the three following courses and distances; namely, North 86°-33'-10" East 165.83 feet, North 86°-23'-56" East 49.50 feet and North 86°-20'-50" East 232.17 feet to the place of beginning.

Containing 101,750.53 square feet or 2.3359 acres of land, more or less.

AIR RIGHTS OVER A PORTION OF THE BED OF LOMBARD STREET

BEGINNING for Lot 3, at a point on the south side of Lombard Street, as widened on the north side thereof from its former width of 66 feet to a varying width, distant 108.38 feet westerly measured along said south side of Lombard Street from the west side of Market Place, as now laid out 150 feet wide, and at a horizontal plane having an elevation of 25.05 feet and extending to a maximum elevation of unlimited height, and running thence binding on said south side of Lombard Street, South 86°-43'-00" West 15.00 feet; thence North 03°-59'-50" West 86.51 feet to the north side of said Lombard Street; thence binding on said north side of Lombard Street by a line curving to the left with a radius of 2390.00 feet the distance of 15.03 feet which arc is subtended by a chord bearing North 89°-35'-51.5" East 15.02 feet to intersect a line drawn parallel with and distant 15.00 feet easterly measured at right angles, from the second line of this description and thence binding on said line so drawn, South 03°-59'-50" East 85.75 feet to the place of beginning.

Containing 1291.95 square feet or 0.0297 acre of land, more or less.

The elevations in the above descriptions are all referred to mean low tide as adopted by the Baltimore Survey Control System.

The above described property and air rights are conveyed subject to easements within Lot 1 and Lot 2 which are hereby reserved to the City for use by its agents, employees, and assignees and the holder of any right or franchise granted by the City for the purpose of constructing, reconstructing, maintaining, enlarging, repairing, or servicing any and all utilities, within the areas described as follows:

BALTIMORE CITY SUPERIOR COURT (L and Records) RHB 3230 p. 0286 MSA CE168 13550 Date available 02/10/2005. Printed 10/01/2016.

1384

BEGINNING for the same at the point formed by the intersection of the west side of Frederick Street, as now laid out 49.50 feet wide, and the south side of the former bed of Warehouse Alley, 20 feet wide, as condemned and closed, said point of beginning being the southwest corner of said Frederick Street, and running thence binding on the line of the south side of the former bed of said Warehouse Alley if projected easterly and on the southernmost extremity of said Frederick Street, North $86^{\circ}-58'-30''$ East 49.50 feet to the east side of said Frederick Street; thence binding in part on the east side of the former bed of Frederick Street, 49.50 feet wide, as condemned and closed, in part on the line of the east side of the former bed of said Frederick Street if projected southerly and in all, South $03^{\circ}-53'-30''$ East 202.74 feet to intersect the north side of Pratt Street, 101 feet wide, as shown on a plat dated November 22, 1972 as revised through May 4, 1973 entitled "Department of Housing and Community Development-Harbor Campus Community College of Baltimore Final Subdivision Plan", said plat being recorded among the Land Records of Baltimore City in Plat Pocket Folder R.H.B. No. 2409; thence binding on said north side of Pratt Street, South $87^{\circ}-22'-45''$ West 49.51 feet to intersect the line of the west side of the former bed of said Frederick Street if projected southerly and thence binding in part reversely on last said line so projected, in part on said west side of the former bed of Frederick Street and in all, North $03^{\circ}-53'-30''$ West 202.39 feet to the place of beginning.

BEGINNING for the same at a point on the south side of Water Street, as now laid out 49.50 feet wide, distant 232.17 feet westerly measured along said south side of Water Street from the west side of Market Place, as now laid out 150 feet wide, said point of beginning being the northeast corner of the former bed of Frederick Street, 49.50 feet wide, as condemned and closed, and running thence binding on the east side of the former bed of said Frederick Street, South $03^{\circ}-59'-50''$ East 224.38 feet to intersect the north side of Lombard Street as widened on the north side thereof from its former width of 66 feet to a varying width; thence binding on said north side of Lombard Street the two following courses and distances; namely, by a line curving to the left with a radius of 2410.00 feet the distance of 48.83 feet which arc is subtended by a chord bearing South $87^{\circ}-33'-19.5''$ West 48.82 feet and South $86^{\circ}-58'-30''$ West 0.69 feet to intersect the west side of the former bed of said Frederick Street; thence binding on said west side of the former bed of Frederick Street, North $03^{\circ}-59'-50''$ West 223.39 feet to intersect the south side of Water Street and thence binding on said south side of Water Street, North $86^{\circ}-23'-56''$ East 49.50 feet to the place of beginning.

Also subject, to an easement reserved by the City within Lot 1, for landscaping and use by pedestrians described as follows, that is to say:

BEGINNING for the same at the point formed by the intersection of the west side of Market Place, as now laid out 150 feet wide, and the north side of Pratt Street, 101 feet wide, as shown on a plat dated November 22, 1972- as revised through May 4, 1973 entitled "Department of Housing and Community Development-Harbor Campus Community College of Baltimore Final Subdivision Plan", said plat being recorded among the Land Records of Baltimore City in Plat Pocket Folder R.H.B. No. 2409; and running thence beginning on the north side of said Pratt Street, South 87°-22'-45" West 453.59 feet to intersect the east side of Gay Street, varying in width; thence binding on said east side of Gay Street, North 03°-33'-50" West 70.01 feet to intersect a line drawn parallel with and distant 70.00 feet northerly, measured at right angles, from the first line of this description; thence binding on said line so drawn, North 87°-22'-45" East 452.98 feet to intersect the west side of said Market Place and thence binding on said west side of Market Place, South 04°-03'-55" East 70.02 feet to the place of beginning.

All courses and distances in the above descriptions are referred to the true meridian as adopted by the Baltimore Survey Control System.

All references to streets and alleys are for the purpose of description only and are not to effect a dedication.

RESERVING herein unto the party of the first part all of its right, title and interest in and to the beds of all streets and alleys abutting the property herein described.

TOGETHER with the improvements thereupon and all the rights, ways, privileges and appurtenances thereto belonging or in anywise appertaining.

TO HAVE AND TO HOLD the said parcels of land and air rights hereinabove described unto and to the use of the party of the second part and successors and assigns in fee simple subject to and with the benefit of the terms, conditions, provisions, reservations and easements set forth in the Harbor Campus Renewal Plan and further subject to the above mentioned easements which have been reserved to the City.

AND, the party of the first part hereby covenants that it will warrant specially the property hereby conveyed and that it has done no act to encumber said property and that it will execute such further assurances thereto as may be requisite.

IN WITNESS WHEREOF, the parties of the first and second parts have caused these presents to be executed on the day and year first above written.

ATTEST:

Lawrence B. Daley
Lawrence B. Daley, Deputy Treasurer



MAYOR AND CITY COUNCIL OF BALTIMORE

Robert C. Embry, Jr.
Robert C. Embry, Jr., Commissioner
of the Department of Housing and
Community Development

ATTEST:

Charles A. Hildebrand

BOARD OF TRUSTEES OF THE COMMUNITY
COLLEGE OF BALTIMORE

Calvin B.T. Lee
Dr. Calvin B.T. Lee, Chairman

STATE OF MARYLAND, CITY OF BALTIMORE, TO WIT:

I HEREBY CERTIFY, that on this 18th day of APRIL, 1975, before me, the subscriber, a Notary Public of the State of Maryland, in and for the City of Baltimore aforesaid, personally appeared ROBERT C. EMBRY, JR., Commissioner of the Department of Housing and Community Development, and acknowledged the foregoing Deed to be the corporate act and deed of the Mayor and City Council of Baltimore.



AS WITNESS my hand and Notarial Seal.

Jerome M. Katz
Notary Public

My Commission expires: JULY 1, 1978

STATE OF MARYLAND, CITY OF BALTIMORE, TO WIT:

I HEREBY CERTIFY, that on this 27th day of January, 1975, before me, the subscriber, a Notary Public of the State of Maryland

BALTIMORE CITY SUPERIOR COURT - Land Records - RMD-2230, p. 0289, NSA-CE168-13550, Data available 02/10/2005, Printed 10/01/2016

in and for the City of Baltimore aforesaid personally appeared
DR. CALVIN B. T. LEE, Chairman of the Board of Trustees of The
Community College of Baltimore, and acknowledged the foregoing Deed
to be the act and deed.

AS WITNESS my hand and Notarial Seal.



Brenda R. Patterson
Notary Public

My Commission expires July 1, 1978

The Board of Estimates, this APR 30 1975 day of APR 30 1975, 1975,

acting upon the approval and recommendation of the Department of
Housing and Community Development, hereby approves the foregoing Deed
between the Community College of Baltimore and The Mayor and City
Council of Baltimore.

BOARD OF ESTIMATES

By Robert A. Selinsky
Deputy Comptroller, Clerk

APPROVED as to form and legal sufficiency

this 17 day of April, 1975.

Benjamin L. Brown
Benjamin L. Brown
City Solicitor

William Hoffman
William Hoffman
Chief Assistant Solicitor

REC'D FOR RECORD MAY 9 1975 10²⁰ M. & RECORDED IN THE LAND RECORDS OF
BALTIMORE CITY, LIBER R.H.B. 3230 PAGE 264 ROBERT H. BOUSE, CLERK

BALTIMORE CITY SUPERIOR COURT (trans. received by RHB 3230, p. 0290, MSA, CE168, 13550, Data available 02/10/2005, Printed 10/01/2016)

VIII. Appendix C – Development Program Summary Sheets

Development Program Summary Sheet – Bard Building Site Only

ANNUAL PAYMENT TO BCCC

- Ground Rent
- Participating Rent
- Other (Please Specify)
- Other (Please Specify)

Condo	Apartment	Retail	Office	Hotel	Other	Other

DEVELOPMENT SCOPE

- FAR
- Building Area (GSF)
- Building Area (RSF)
- Parking Spaces
- Residential Units- Apartment
- Residential Units -Condo
- Hotel Rooms

SOURCES & USES

Sources

- Debt
- Equity
- Other (specify if Debt or Equity)
- Other (specify if Debt or Equity)
- Other (specify if Debt or Equity)

Total Sources	\$0	\$0	\$0	\$0	\$0	\$0

Uses

- Hard Costs
- Soft Costs
- Fees
- Financing Costs
- Other
- Other
- Other

Total Uses	\$0	\$0	\$0	\$0	\$0	\$0

PERMANENT FINANCING ASSUMPTIONS

- Permanent Loan Principal
- Interest Rate Amortization
- DCR
- LTV

OPERATING ASSUMPTIONS

- Rental Rate / SF (NNN, Office and Apt Uses)
- ADR (Hotel Only)
- Sales Price / SF (Market Rate Condo Only)
- Escalation (Rental Rate)
- Stabilization (projected month / year)
- Terminal Cap Rate

N/A		N/A		N/A		
N/A	N/A	N/A	N/A	N/A		
	N/A	N/A	N/A	N/A		

PROJECT RETURNS

- Leveraged IRR
- Return on Cost

Development Program Summary Sheet – Entire Site Including Holocaust Memorial Site

	Condo	Apartment	Retail	Office	Hotel	Other	Other
ANNUAL PAYMENT TO BCCC							
Ground Rent							
Participating Rent							
Other (Please Specify)							
Other (Please Specify)							
DEVELOPMENT SCOPE							
FAR							
Building Area (GSF)							
Building Area (RSF)							
Parking Spaces							
Residential Units- Apartment							
Residential Units -Condo							
Hotel Rooms							
SOURCES & USES							
Sources							
Debt							
Equity							
Other (specify if Debt or Equity)							
Other (specify if Debt or Equity)							
Other (specify if Debt or Equity)							
Total Sources	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Uses							
Hard Costs							
Soft Costs							
Fees							
Financing Costs							
Other							
Other							
Other							
Total Uses	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PERMANENT FINANCING ASSUMPTIONS							
Permanent Loan Principal							
Interest Rate Amortization							
DCR							
LTV							
OPERATING ASSUMPTIONS							
Rental Rate / SF (NNN, Office and Apt Uses)	N/A		N/A		N/A		
ADR (Hotel Only)	N/A	N/A	N/A	N/A	N/A		
Sales Price / SF (Market Rate Condo Only)		N/A	N/A	N/A	N/A		
Escalation (Rental Rate)							
Stabilization (projected month / year)							
Terminal Cap Rate							
PROJECT RETURNS							
Leveraged IRR							
Return on Cost							

IX. Appendix D – Bid/Proposal Affidavit

A. AUTHORITY

I HEREBY AFFIRM THAT:

I, _____ (print name), possess the legal authority to make this Affidavit.

B. CERTIFICATION REGARDING COMMERCIAL NONDISCRIMINATION

The undersigned bidder hereby certifies and agrees that the following information is correct: In preparing its bid on this project, the bidder has considered all proposals submitted from qualified, potential subcontractors and suppliers, and has not engaged in "discrimination" as defined in §19-103 of the State Finance and Procurement Article of the Annotated Code of Maryland.

"Discrimination" means any disadvantage, difference, distinction, or preference in the solicitation, selection, hiring, or commercial treatment of a vendor, subcontractor, or commercial customer on the basis of race, color, religion, ancestry, or national origin, sex, age, marital status, sexual orientation, or on the basis of disability or any otherwise unlawful use of characteristics regarding the vendor's, supplier's, or commercial customer's employees or owners. "Discrimination" also includes retaliating against any person or other entity for reporting any incident of "discrimination". Without limiting any other provision of the solicitation on this project, it is understood that, if the certification is false, such false certification constitutes grounds for the State to reject the bid submitted by the bidder on this project, and terminate any contract awarded based on the bid. As part of its bid or proposal, the bidder herewith submits a list of all instances within the past 4 years where there has been a final adjudicated determination in a legal or administrative proceeding in the State of Maryland that the bidder discriminated against subcontractors, vendors, suppliers, or commercial customers, and a description of the status or resolution of that determination, including any remedial action taken. Bidder agrees to comply in all respects with the State's Commercial Nondiscrimination Policy as described under Title 19 of the State Finance and Procurement Article of the Annotated Code of Maryland.

B-1. Certification Regarding Minority Business Enterprises.

The undersigned bidder hereby certifies and agrees that it has fully complied with the State Minority Business Enterprise Law, State Finance and Procurement Article, §14-308(a)(2), Annotated Code of Maryland, which provides that, except as otherwise provided by law, a contractor may not identify a certified minority business enterprise in a bid or proposal and:

- (1) Fail to request, receive, or otherwise obtain authorization from the certified minority business enterprise to identify the certified minority proposal;
- (2) Fail to notify the certified minority business enterprise before execution of the contract of its inclusion in the bid or proposal;
- (3) Fail to use the certified minority business enterprise in the performance of the contract; or
- (4) Pay the certified minority business enterprise solely for the use of its name in the bid or proposal.

Without limiting any other provision of the solicitation on this project, it is understood that if the certification is false, such false certification constitutes grounds for the State to reject the bid submitted by the bidder on this project, and terminate any contract awarded based on the bid.

B-2 Certification Regarding Veteran-Owned Small Business Enterprises

The undersigned bidder hereby certifies and agrees that it has fully complied with the State veteran-owned small business enterprise law, State Finance and Procurement Article, §14-605, Annotated Code of Maryland, which provides that a person may not:

(1) Knowingly and with intent to defraud, fraudulently obtain, attempt to obtain, or aid another person in fraudulently obtaining or attempting to obtain public money, procurement contracts, or funds expended under a procurement contract to which the person is not entitled under this title;

(2) Knowingly and with intent to defraud, fraudulently represent participation of a veteran-owned small business enterprise in order to obtain or retain a bid preference or a procurement contract;

(3) Willfully and knowingly make or subscribe to any statement, declaration, or other document that is fraudulent or false as to any material matter, whether or not that falsity or fraud is committed with the knowledge or consent of the person authorized or required to present the declaration, statement, or document;

(4) Willfully and knowingly aid, assist in, procure, counsel, or advise the preparation or presentation of a declaration, statement, or other document that is fraudulent or false as to any material matter, regardless of whether that falsity or fraud is committed with the knowledge or consent of the person authorized or required to present the declaration, statement, or document;

(5) Willfully and knowingly fail to file any declaration or notice with the unit that is required by COMAR 21.11.12; or

(6) Establish, knowingly aid in the establishment of, or exercise control over a business found to have violated a provision of §B-2(1)—(5) of this regulation

C. AFFIRMATION REGARDING BRIBERY CONVICTIONS

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business (as is defined in Section 16-101(b) of the State Finance and Procurement Article of the Annotated Code of Maryland), or any of its officers, directors, partners, controlling stockholders, or any of its employees directly involved in the business's contracting activities including obtaining or performing contracts with public bodies has been convicted of, or has had probation before judgment imposed pursuant to Criminal Procedure Article, §6-220, Annotated Code of Maryland, or has pleaded nolo contendere to a charge of, bribery, attempted bribery, or conspiracy to bribe in violation of Maryland law, or of the law of any other state or federal law, except as follows (indicate the reasons why the affirmation cannot be given and list any conviction, plea, or imposition of probation before judgment with the date, court, official or administrative body, the sentence or disposition, the name(s) of person(s) involved, and their current positions and responsibilities with the business):

D. AFFIRMATION REGARDING OTHER CONVICTIONS

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business, or any of its officers, directors, partners, controlling stockholders, or any of its employees directly involved in the business's contracting activities including obtaining or performing contracts with public bodies, has:

(1) Been convicted under state or federal statute of:

(a) A criminal offense incident to obtaining, attempting to obtain, or performing a public or private contract; or

(b) Fraud, embezzlement, theft, forgery, falsification or destruction of records or receiving stolen property;

(2) Been convicted of any criminal violation of a state or federal antitrust statute;

(3) Been convicted under the provisions of Title 18 of the United States Code for violation of the Racketeer Influenced and Corrupt Organization Act, 18 U.S.C. §1961 et seq., or the Mail Fraud Act, 18 U.S.C. §1341 et seq., for acts in connection with the submission of bids or proposals for a public or private contract;

(4) Been convicted of a violation of the State Minority Business Enterprise Law, §14-308 of the State Finance and Procurement Article of the Annotated Code of Maryland;

(5) Been convicted of a violation of §11-205.1 of the State Finance and Procurement Article of the Annotated Code of Maryland;

(6) Been convicted of conspiracy to commit any act or omission that would constitute grounds for conviction or liability under any law or statute described in subsections (1)—(5) above;

(7) Been found civilly liable under a state or federal antitrust statute for acts or omissions in connection with the submission of bids or proposals for a public or private contract;

(8) Been found in a final adjudicated decision to have violated the Commercial Nondiscrimination Policy under Title 19 of the State Finance and Procurement Article of the Annotated Code of Maryland with regard to a public or private contract;

(9) Been convicted of a violation of one or more of the following provisions of the Internal Revenue Code:

(a) §7201, Attempt to Evade or Defeat Tax;

(b) §7203, Willful Failure to File Return, Supply Information, or Pay Tax,

(c) §7205, Fraudulent Withholding Exemption Certificate or Failure to Supply Information,

(d) §7206, Fraud and False Statements, or

(3) §7207, Fraudulent Returns, Statements, or Other Documents;

(10) Been convicted of a violation of 18 U.S.C. §286 Conspiracy to Defraud the Government with Respect to Claims, 18 U.S.C. §287, False, Fictitious, or Fraudulent Claims, or 18 U.S.C. §371, Conspiracy to Defraud the United States;

(11) Been convicted of a violation of the Tax-General Article, Title 13, Subtitle 7 or Subtitle 10, Annotated Code of Maryland;

(12) Been found to have willfully or knowingly violated State Prevailing Wage Laws or provided in the State Finance and Procurement Article Title 17, Subtitle 2, Annotated Code of Maryland if:

(a) A court:

(i) Made the finding; and

(ii) Decision became final; or

(b) The finding was:

(i) Made in a contested case under the Maryland Administrative Procedure Act; and

(ii) Not overturned on judicial review;

(13) Been found to have willfully or knowingly violated State Living Wage Laws as provide in the State Finance and Procurement Article, Title 18, Annotated Code of Maryland if:

(a) A court:

(i) Made the finding; and

(ii) Decision became final; or

(b) The finding was:

(i) Made in a contested case under the Maryland Administrative Procedure Act; and

(ii) Not overturned on judicial review;

(14) Been found to have willfully or knowingly violated the Labor and Employment Article, Title 3, Subtitles 3, 4, or 5, or Title 5, Annotated Code of Maryland, if:

(a) A court:

(i) Made the finding; and

(ii) Decision became final; or

(b) The finding was:

(i) Made in a contested case under the Maryland Administrative Procedure Act; and

(ii) Not overturned on judicial review;

(15) Admitted in writing or under oath, during the course of an official investigation or other proceedings, acts or omissions that would constitute grounds for conviction or liability under any law or statute described in §§B and C and subsections D(1)—(14) above, except as follows (indicate reasons why the affirmations cannot be given, and list any conviction, plea, or imposition of probation before judgment with the date, court, official or administrative body, the sentence or disposition, the name(s) of the person(s) involved and their current positions and responsibilities with the business, and the status of any debarment):

E. AFFIRMATION REGARDING DEBARMENT

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business, or any of its officers, directors, partners, controlling stockholders, or any of its employees directly involved in the business's contracting activities, including obtaining or performing contracts with public bodies, has ever been suspended or debarred (including being issued a limited denial of participation) by any public entity, except as follows (list each debarment or suspension providing the dates of the suspension or debarment, the name of the public entity and the status of the proceedings, the name(s) of the person(s) involved and their current positions and responsibilities with the business, the grounds of the debarment or suspension, and the details of each person's involvement in any activity that formed the grounds of the debarment or suspension).

F. AFFIRMATION REGARDING DEBARMENT OF RELATED ENTITIES

I FURTHER AFFIRM THAT:

(1) The business was not established and it does not operate in a manner designed to evade the application of or defeat the purpose of debarment pursuant to Sections 16-101, et seq., of the State Finance and Procurement Article of the Annotated Code of Maryland; and

(2) The business is not a successor, assignee, subsidiary, or affiliate of a suspended or debarred business, except as follows (you must indicate the reasons why the affirmations cannot be given without qualification):

G. SUB-CONTRACT AFFIRMATION

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business, has knowingly entered into a contract with a public body under which a person debarred or suspended under Title 16 of the State Finance and Procurement Article of the Annotated Code of Maryland will provide, directly or indirectly, supplies, services, architectural services, construction related services, leases of real property, or construction.

H. AFFIRMATION REGARDING COLLUSION

I FURTHER AFFIRM THAT:

Neither I, nor to the best of my knowledge, information, and belief, the above business has:

(1) Agreed, conspired, connived, or colluded to produce a deceptive show of competition in the compilation of the accompanying bid or offer that is being submitted;

(2) In any manner, directly or indirectly, entered into any agreement of any kind to fix the bid price or price proposal of the bidder or offeror or of any competitor, or otherwise taken any action in restraint of free competitive bidding in connection with the contract for which the accompanying bid or offer is submitted.

I. CERTIFICATION OF TAX PAYMENT

I FURTHER AFFIRM THAT:

Except as validly contested, the business has paid, or has arranged for payment of, all taxes due the State of Maryland and has filed all required returns and reports with the Comptroller of the Treasury, the State Department of Assessments and Taxation, and the Department of Labor, Licensing, and Regulation, as applicable, and will have paid all withholding taxes due the State of Maryland prior to final settlement.

J. CONTINGENT FEES

I FURTHER AFFIRM THAT:

The business has not employed or retained any person, partnership, corporation, or other entity, other than a bona fide employee, bona fide agent, bona fide salesperson, or commercial selling agency working for the business, to solicit or secure the Contract, and that the business has not paid or agreed to pay any person, partnership, corporation, or other entity, other than a bona fide employee, bona fide agent, bona fide salesperson, or commercial selling agency, any fee or any other consideration contingent on the making of the Contract.

K. CERTIFICATION REGARDING INVESTMENTS IN IRAN

[Check one (v)]

_____1. The undersigned certifies that, in accordance with State Finance & Procurement Article, §17-705, Annotated Code of Maryland:

(a) it is not identified on the list created by the Board of Public Works as a person engaging in investment activities in Iran as described in §17-702 of State Finance & Procurement; and

(bi) it is not engaging in investment activities in Iran as described in State Finance & Procurement Article, §17-702, Annotated Code of Maryland **OR**.

_____2. The undersigned is unable to make the above certification regarding its investment activities in Iran due to the following activities:

L. CONFLICT MINERALS ORIGINATED BY THE DEMOCRATIC REPUBLIC OF CONGO (FOR SUPPLIES AND SERVICES CONTRACTS)

I FURTHER AFFIRM THAT:

The business has complied with the provisions of State Finance and Procurement Article, §14-413, Annotated Code of Maryland governing property disclosure of certain information regarding conflict minerals originating in the Democratic Republic of Congo or its neighboring countries as required by federal law.

M. I FURTHER AFFIRM THAT:

Any claims of environmental attributes made relating in a product or service included in the bid or proposal are consistent with the Federal Trade Commission's Guides for the Use of Environmental Marketing Claims as provided in 16 CFR §260, that apply to claims about the environmental attributes of a product, package or service in connection with the marketing offering for sale, or sale of such item or service.

N. ACKNOWLEDGEMENT

I ACKNOWLEDGE THAT this Affidavit is to be furnished to the Procurement Officer and may be distributed to units of: (1) the State of Maryland; (2) counties or other subdivisions of the State of Maryland; (3) other states; and (4) the federal government. I further acknowledge that this Affidavit is subject to applicable laws of the United States and the State of Maryland, both criminal and civil, and that nothing in this Affidavit or any contract resulting from the submission of this bid or proposal shall be construed to supersede, amend, modify or waive, on behalf of the State of Maryland, or any unit of the State of Maryland having jurisdiction, the exercise of any statutory right or remedy conferred by the Constitution and the laws of Maryland with respect to any misrepresentation made or any violation of the obligations, terms and covenants undertaken by the above business with respect to (1) this Affidavit, (2) the contract, and (3) other Affidavits comprising part of the contract.

I DO SOLEMNLY DECLARE AND AFFIRM UNDER THE PENALTIES OF PERJURY THAT THE CONTENTS OF THIS AFFIDAVIT ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, INFORMATION, AND BELIEF.

Date: _____

By: _____ (print name of Authorized Representative and Affiant)

_____ (signature of Authorized Representative and Affiant)

X. Appendix G – MBE Instructions / Forms

State of Maryland Baltimore City Community College MBE Participation

Purpose

Contractor shall structure its procedures for the performance of the work required in this contract to attempt to achieve the MBE goal stated in the RFP. MBE performance must be in accordance with this Exhibit, as authorized by COMAR 21.11.03. Contractor agrees to exercise all good faith efforts to carry out the requirements set forth in this Exhibit.

MBE Goals and Sub-Goals

- An MBE subcontractor participation goal of 35 percent of the total contract dollar amount has been established for this procurement. By submitting a response to this solicitation, the bidder or offeror agrees that this dollar amount of the contract will be performed by certified MBE's

Or

- An overall MBE subcontract participation goal of 35% percent of the total contract dollar amount has been established for this procurement. This dollar amount includes:
 - A sub-goal of 9% percent of the total contract dollar amount to be allocated to certified MBE's classified as women-owned business.
 - A sub-goal of 7% percent of the total contract dollar amount to be allocated to certified MBE's classified as African American-owned businesses.

By submitting a response to this solicitation, the bidder or the offeror agrees that these dollar amounts of the contract will be performed by certified MBE's specified.

- A Prime Contractor, including an MBE Prime Contractor, must accomplish an amount of work not less than the MBE subcontract goals with certified MBE subcontractors.
- A Prime Contractor comprising a joint venture that includes MBE partners (s) must accomplish the MBE subcontract goal with certified MBE subcontractors.

Solicitation and Contract Formation

A bidder or offeror must include with its bid or offer:

- (1) A completed Certified MBE Utilization and Fair Solicitation Affidavit (Attachment G-1) whereby the bidder or offeror acknowledges the certified MBE participation goal or requests a waiver, commits to make a good faith effort to achieve the goal, and affirms that MBE subcontractors were treated fairly in the solicitation process.
- (2) A completed MBE Participation Schedule (Attachment G-2) whereby the bidder or offeror responds to the expected degree of MBE participation as stated in the solicitation, by identifying the specific commitment of certified MBE at the time of submission. The bidder or offeror shall specify the price and/or the percentage of contract value associated with each MBE subcontractor identified on the MBE Participation Schedule.

If a bidder or offeror fails to submit Attachment G-1 and Attachment G-2 at the time of submittal of the bid or offeror as required, the Procurement Officer shall deem the bid non-responsive or shall determine that the offer is technically insufficient for being selected for award.

Within 10 working days from notification that it is the apparent awardee or from the date of the actual award, whichever is earlier, the apparent awardee must provide the following documentation to the Procurement Officer.

- (3) Outreach Efforts Compliance Statement (Attachment G-3)
- (4) Subcontractor Project Participation Statement (Attachment G-4)
- (5) If the apparent awardee has requested a waiver (in whole or in part) of the overall MBE goal or of any subgoal as part of the previously submitted Attachment G-1, it must submit documentation supporting the waiver request that complies with COMAR 21.11.03.11.
- (6) Any other documentation required by the Procurement Officer to ascertain bidder or offeror responsibility in connection with the certified MBE participation goal.

If the apparent awardee fails to return each completed document within the required time, the Procurement Officer may determine that the apparent awardee is not responsible and therefore not eligible for contract award. If the contract has already been awarded, the award is voidable.

Contract Administration Requirements

Contractor shall:

1. Submit monthly to the Department a report listing any unpaid invoices, over 30 days old, received from any certified MBE subcontractor, the amount of each invoice and the reason payment has not been made.
2. Include in its agreements with its certified MBE subcontractors a requirement that those subcontractors submit monthly to the Department a report that identifies the prime contract and lists all payments received from Contractor in the preceding 30 days, as well as any outstanding invoices, and the amounts of those invoices.
3. Maintain such records as are necessary to confirm compliance with its MBE participation obligations. These records must indicate the identity of certified minority and non-minority subcontractors employed on the contract, the type of work performed by each, and the actual dollar value of work performed. Subcontract agreements documenting the work performed by all MBE participants must be retained by the contractor and furnish to the Procurement Officer on request.
4. Consent to provide such documentation as reasonably requested and to provide right-of entry at reasonable times for the purposes of the State's representatives verifying compliance with the MBE participation obligations. Contractor must retain all records concerning MBE participation and make them available for State inspection for three years after final completion of the contract.
5. At the option of the procurement agency, upon completion of the contract and before final payment and/or release of retainage, submit a final report in affidavit form and under penalty of perjury, of all payments made to, or withheld from MBE subcontractors.

Attachments

- G-1 Certified MBE Utilization and Fair Solicitation Affidavit (must be submitted with bid or offer)
- G-2 MBE participation Schedule (must be submitted with bid or offer)
- G-3 Outreach Efforts Compliance Statement (must be submitted within 10 days working days of notification of apparent award or actual award, whichever is earlier)
- G-4 Subcontractor Project Participation Statement (must be submitted within 10 working days of notification of apparent award or actual award, whichever is earlier)
- G-5 Prime Contractor Paid/Unpaid MBE Invoice Report (due by the 15th of the month following the month the services were provided)
- G-6 Subcontractor Paid/Unpaid MBE Invoice Report (due by the 15th of the month following the month the services were provided)

Attachment G-1

Certified MBE Utilization and Fair Solicitation
Affidavit

*******EFFECTIVE OCTOBER 1, 2004*******

This document shall be included with the submittal of the bid or offer. If the bidder or offeror fails to submit this form with the bid or offer, the Procurement Officer shall deem the bid non-responsive or shall determine that the offer is technically insufficient for being selected for award.

In conjunction with the bid or offer submitted in response to Solicitation No. _____, I Affirm the following:

1. I acknowledge the overall certified MBE participation goal of 35 percent and, if specified in the solicitation, sub-goals of 7 percent for MBE's classified as African American-owned and 9 percent for MBE's classified as women owned. I have made a good faith effort to achieve this goal.

OR

- After having made a good faith effort to achieve the MBE participation goal, I conclude I am unable to achieve it. Instead, I intend to achieve an MBE goal of _____% and request a waiver of the remainder of the goal. If I submit the apparent low bid or am selected as the apparent awardee (competitive sealed proposal), I will submit written waiver documentation that complies with COMAR 21.11.03.11 within 10 business days of receiving notification that our firm is the apparent low bidder or the apparent awardee.
2. I acknowledge that the MBE subcontractor/suppliers listed in the MBE participation Schedule will be used to accomplish the percentage of MBE participation that I intend to achieve.
 3. I have identified the specific commitment of certified MBE's by completing and submitting an MBE Participation Schedule with the bid or proposal.
 4. I understand that if I am not notified that I am the apparent awardee, I must submit the following documentation within 10 working days of receiving notice of potential award or from the date of conditional award (per COMAR 21.11.03.10), whichever is earlier.
 - a. Outreach Efforts Compliance Statement (Attachment F-3)
 - b. Subcontractor Project Participation Statement (Attachment F-4)
 - c. MBE Waiver Documentation per COMAR 21.11.03.11 (if applicable)

- d. Any other documentation required by the Procurement Officer to ascertain bidder or offeror responsibility in connection with the certified MBE participation goal.

I acknowledge that if I fail to return each completed document within the required time, the Procurement Officer may determine that I am not responsible and therefore not eligible for contract award. If the contract has already been awarded, the award is voidable.

- 5. In the solicitation of subcontract quotations or offers, MBE subcontractors were provided not less than the same information and amount of time to respond as were non-MBE subcontractors.

I solemnly affirm under the penalties of perjury that the contents of this paper are true to the best of my knowledge, information, and belief.

Bidder/Offeror's Name

Signature of Affiant

Address

Printed name, Title

Date

SUBMIT THIS AFFIDAVIT WITH BID/PROPOSAL

**Attachment G-2
MBE Participation Schedule**

*******EFFECTIVE OCTOBER 1, 2004*******

This document shall be included with the submittal of the bid or offer. If the bidder or offeror fails to submit this form with the bid or offer, the Procurement Officer shall deem the bid non-responsive or shall determine that the offer is technically insufficient for being selected for award.

<hr/> <u>Prime Contractor (Firm Name, Address, Phone)</u>	<hr/> <u>Project Description</u>
---	----------------------------------

Project Number

<u>Minority Firm's Name:</u>	<u>MBE Certification Number</u>
------------------------------	---------------------------------

Work to be Performed/SIC

Percentage of Total Contract

<u>Minority Firm Name:</u>	<u>MBE Certification Number</u>
----------------------------	---------------------------------

Work to be Performed/SIC

Percentage of Total Contract

USE ATTACHMENT G-2 CONTINUATION PAGE AS NEEDED

TOTAL MBE PARTICIPATION:	<hr style="width: 150px; display: inline-block; vertical-align: middle;"/> %
TOTAL AFRICAN-AMERICAN MBE PARTICIPATION:	<hr style="width: 150px; display: inline-block; vertical-align: middle;"/> %
TOTAL WOMAN-OWNED MBE PARTICIPATION:	<hr style="width: 150px; display: inline-block; vertical-align: middle;"/> %

Document Prepared By: (Please print or Type)

Name: _____ **Title:** _____

Attachment G-3
Outreach Efforts Compliance Statement

In conjunction with the bid or offer submitted in response to Solicitation No. _____, I state the following:

1. Bidder / Offeror identified opportunities to subcontract in these specific work categories:
2. Attached to this form are copies of written solicitations (with bidding instructions) used to solicit certified MBE's for these subcontract opportunities.
3. Bidder / Offeror made the following attempts to contract personally the solicited MBE's:
4. Bidder / Offeror assisted MBE's to fulfill or to seek waiver of bonding requirements (Describe Efforts).
 This project does not involve bonding requirements.
5. Bidder/Offeror did/did not attend the Pre-Proposal Conference.
 No pre-bid / proposal conference was held.

_____ By: _____
Bidder / Offeror Name

_____ Name, Title

_____ Date

Attachment G-4
Subcontractor Project Participation Statement

SUBMIT ONE FORM FOR EACH CERTIFIED MBE LISTED IN THE MBE PARTICIPATION SCHEDULE

Provided that _____ is awarded the State contract

in conjunction with Solicitation No. _____, it and _____,

MDOT Certification No. _____, intend to enter into a contract by which Subcontractor shall:
(describe work)

- No bonds are required of Subcontractor
- The following amount and type of bonds are required of the Subcontractor:

Prime Contractor Signature

Subcontractor Signature

By: _____

By: _____

Name, Title

Name, Title

Date

Date

ATTACHMENT G-5
Baltimore City Community College
Minority Business Enterprise Participation
Prime Contractor Paid/Unpaid MBE Invoice Report

Report #: _____ Reporting Period (Month/Year): _____ Report is due by the 15th of the month following the month the services were provided.	Contract #: Contracting Unit: Contract Amount: MBE Subcontract Amt: Project Begin Date: Project End Date: Services Provided:
---	--

Prime Contractor:		Contact Person:																																					
Address:																																							
City:		State:	ZIP:																																				
Phone:	FAX:																																						
Subcontractor Name:		Contact Person:																																					
Phone:	FAX:																																						
Subcontractor Services Provided:																																							
List all payments made to MBE subcontractor named above during this reporting period: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%; text-align: center;"><u>Invoice#</u></th> <th style="width: 50%; text-align: center;"><u>Amount</u></th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> <tr> <td colspan="2">Total Dollars Paid:</td> <td></td> </tr> <tr> <td colspan="2">\$ _____</td> <td></td> </tr> </tbody> </table>			<u>Invoice#</u>	<u>Amount</u>	1.			2.			3.			Total Dollars Paid:			\$ _____			List dates and amounts of any outstanding invoices: <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%; text-align: center;"><u>Invoice #</u></th> <th style="width: 50%; text-align: center;"><u>Amount</u></th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> <tr> <td colspan="2">Total Dollars Unpaid:</td> <td></td> </tr> <tr> <td colspan="2">\$ _____</td> <td></td> </tr> </tbody> </table>			<u>Invoice #</u>	<u>Amount</u>	1.			2.			3.			Total Dollars Unpaid:			\$ _____		
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2.																																							
3.																																							
Total Dollars Unpaid:																																							
\$ _____																																							

**If more than one MBE subcontractor is used for this contract, you must use separate D-5 forms.

****Return one copy (hard or electronic) of this form to the following address (electronic copy with signature and date is preferred):**

Daniel Coleman
Director of Procurement
Baltimore City Community College
2109 Liberty Heights Avenue
Baltimore, MD 21215

Signature: _____

Date: _____

(Required)

ATTACHMENT G-6

(i) Minority Business Enterprise
Participation

(ii) Subcontractor Paid/Unpaid MBE
Invoice Report

Report#: _____ Reporting Period (Month/Year): _____ Report is due by the 15th of the month following the month the services were performed.	Contract # Contracting Unit: MBE Subcontract Amount: Project Begin Date: Project End Date: Services Provided:
---	--

MBE Subcontractor Name:																															
MDOT Certification #:																															
Contact Person:																															
Address:																															
City:	State: Maryland	ZIP:																													
Phone:	FAX:																														
Subcontractor Services Provided:																															
List all payments received from Prime Contractor during reporting period indicated above. <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Date</u></th> <th style="text-align: left;"><u>Invoice Amt</u></th> <th style="text-align: left;"><u>Invoice #</u></th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> <tr> <td colspan="3">Total Dollars Paid: \$ _____</td> </tr> </tbody> </table>	<u>Date</u>	<u>Invoice Amt</u>	<u>Invoice #</u>	1.			2.			3.			Total Dollars Paid: \$ _____			List dates and amounts of any unpaid invoices over 30 days old. <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Date</u></th> <th style="text-align: left;"><u>Invoice Amt</u></th> <th style="text-align: left;"><u>Invoice #</u></th> </tr> </thead> <tbody> <tr><td>1.</td><td></td><td></td></tr> <tr><td>2.</td><td></td><td></td></tr> <tr><td>3.</td><td></td><td></td></tr> <tr> <td colspan="3">Total Dollars Unpaid: \$ _____</td> </tr> </tbody> </table>	<u>Date</u>	<u>Invoice Amt</u>	<u>Invoice #</u>	1.			2.			3.			Total Dollars Unpaid: \$ _____		
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1.																															
2.																															
3.																															
Total Dollars Unpaid: \$ _____																															
Prime Contractor:		Contact Person																													

****Return one copy (hard or electronic) of this form to the following address (electronic copy with signature and date is preferred):**

Daniel Coleman
Director of Procurement
Baltimore City Community College
2910 Liberty Heights Avenue
Baltimore, MD 21215

Signature: _____

Date: _____

(Required)

APPENDIX H

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING (MOU) is entered into this 28th day of February, 2017, by and between the BOARD OF TRUSTEES OF THE BALTIMORE CITY COMMUNITY COLLEGE, a public institution of higher education of the State of Maryland, (herein called the **Board**), and the HOLOCAUST MEMORIAL FUND OF BALTIMORE, a non-profit trust (herein called the **Fund**).

BACKGROUND

The Harbor Campus of the Baltimore City Community College (BCCC) is comprised of two parcels: Lot 1 containing 2.830 acres and Lot 2 containing 2.336 acres. The Maryland Education Code 16-505(e)(1-3)(ii)(1-3) provides that, subject to the approval of the Board of Public Works, the BCCC Board of Trustees may sell or lease any real property on the condition that the commercial potential of the Harbor Campus is developed to maximize revenue to the College without jeopardizing its educational mission. In 1999, the Board of Public Works approved a 50-year ground lease of Lot 1 at 600 East Pratt Street to Lockwood Associates for the mixed-use redevelopment of that site.

The Holocaust Memorial Park (Memorial) was established in 1979, when the Board leased 1.1 acres of Lot 2 to Baltimore City (City) to site the Memorial, and was achieved through an agreement among the Board, the Fund and the City dated May 9, 1979, entitled as the Holocaust Memorial Park Agreement (the "Agreement"). The term of the \$1 per year lease is 98 years and is renewable thereafter from term to term unless terminated by mutual consent. The remaining 1.2-acre portion of Lot 2 contains the 168,691 square foot Bard Building, which is in poor condition and has been decommissioned by BCCC. The Departments of General Services and Budget and Management, and Baltimore City recommended the demolition of the 43 year-old building.

On January 25, 2017, the Board of Public Works approved the demolition of the Bard Building and the change of use of Lot 2 whereby BCCC will seek a mixed use redevelopment of the site via a Request for Proposals (RFP) from the private development community. The portion of Lot 2 encumbered by the Memorial may be included in the RFP provided the following conditions of cooperation between the Board and the Fund can be achieved.

AGREEMENT

NOW, THEREFORE, in consideration of the foregoing Background statement and promises and obligations set forth herein, and other good and valuable consideration, the Board and the Fund agree as follows:

1. Purpose and Scope:

- a. This MOU is to confirm terms on which the parties have agreed to include inclusion of the Memorial real property in the RFP process.
- b. This MOU further sets forth terms and condition under which the parties may reach agreement with a private development partner to achieve the specified requirements to relocate the Memorial.

2. Conditions of Cooperation in the RFP Process

- a. By executing this MOU, the Fund agrees to cooperate with the Board by including the Memorial portion of Lot 2 in the RFP process to seek a private partner to redevelop the entire Lot 2.
- b. It is agreed that while participating in the RFP process, neither party is required to accept any proposal resulting from the RFP.
- c. The Board reserves the right to consider a proposal for the 1.2-acre Bard portion of Lot 2 in the event the Fund withdraws from this MOU at any time during the RFP process.

3. Conditions for agreement by the Fund to relocate the Memorial

- a. The Memorial shall be relocated at no cost to the Fund.
- b. The relocation site shall be acceptable to both the Fund and the City.
- c. The new Memorial must meet the Fund's specifications, and is to include a genocide component as specified by the Fund.
- d. The Fund can elect to withdraw the Memorial site from inclusion in the RFP if the foregoing conditions 3a-c are not met, but said withdrawal shall not prevent the Board from developing the Bard portion of Lot 2, provided the Board follows the Clearinghouse guidelines set forth in MD20140211-0088.
- e. The City can assist in the acquisition of a relocation site, so long as there is no cost to the Fund for such participation.

4. Conditions for the Board to cooperate with the Fund

- a. The cost of relocation of the Memorial shall be borne by the Developer as set forth in the terms and conditions of an agreement to be negotiated between the Fund and the Developer selected through the RFP process (the "Developer").

b. The Board agrees to cooperate with the Fund in the negotiation of its agreement with the Developer to the extent required to achieve the termination of the City lease and such other reasonable conditions that the parties agree are necessary for the execution of an agreement with a Developer for redevelopment of the entire Lot

c. The Board will not cooperate if the relocation costs are in excess of the value of the current Memorial Site in a proposed development of Lot 2 and thereby adversely impact the value of the Bard Site and any proposed development of that portion of Lot 2 to BCCC;

d. The City can assist the parties in the acquisition of a relocation site for the Memorial, but, at no cost to the Board;

e. The Board can withdraw from this MOU if the relocation of the Memorial becomes detrimental to the proposed development of Lot 2 and its financial benefit to BCCC, but said withdrawal shall not prevent the Board from developing the Bard portion of Lot 2.

5. All decisions regarding the Memorial are subject to the "Committee" as defined in Article III of the Agreement.

General Provisions

a. The contact persons for this MOU shall be:

For the Board: Bryan Perry, Chief of Staff, Baltimore City Community College, 2901 Liberty Heights Avenue, Harper Hall, Suite 204, Baltimore, Maryland 21215

For the Fund: Howard Libit, Executive Director, Baltimore Jewish Council, 5750 Park Heights Avenue, Baltimore, Maryland 21215 and Mark Smolarz, CPA, CFO, The Associated: Jewish Community Federation of Baltimore, Associated Krieger Building, 101 West Mount Royal Avenue, Baltimore, Maryland 21201-5781

b. Either party to this MOU may upon seven (7) days' written notice to the other party terminate this MOU for convenience and without cause.

c. The Board and Fund each warrant and represent that they are authorized to enter into this MOU upon the terms and conditions set forth herein.

d. This MOU may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one of the same instrument.

- e. Neither party may assign or transfer any rights under this MOU, without the express written approval of the other party.
- f. This instrument contains the entire agreement between the parties and shall not be modified except by written agreement signed by the parties.
- g. This MOU shall be interpreted and enforced according to the laws of the State of Maryland.
- h. Failure of either party to enforce any part of this MOU shall not be deemed a waiver thereof.
- i. Each person executing this MOU, whether on its own behalf of any organization hereby certifies that they have been duly authorized to execute this MOU on behalf of such organization.

IN WITNESS WHEREOF, the parties have caused the Memorandum of Understanding to be executed as of the day and year first written above.

ATTEST/WITNESS:

BOARD OF TRUSTEES OF THE BALTIMORE CITY
COMMUNITY COLLEGE

By:

ATTEST/WITNESS:

HOLOCAUST MEMORIAL FUND OF BALTIMORE

By:

Reviewed for Legal Form and Sufficiency
Assistant Attorney General

52502

JK

WILLIAM DONALD SCHAEFER, Mayor
OFFICE OF THE MAYOR · CITY OF BALTIMORE
250 City Hall, Baltimore, Maryland 21202, (301) 396-3100



In reply refer to: MO-100

May 4, 1979

md
mt

The Honorable Board of Estimates
204 City Hall
Baltimore, Maryland 21202

Dear Sirs:

This is to request your Honorable Board to approve the Holocaust Memorial Park project and to approve and execute the Holocaust Memorial Park Agreement and Lease forwarded herewith.

The Baltimore Jewish Community Relations Council established a trust, Holocaust Memorial Fund of Baltimore, to provide for the design and construction of a significant monument in remembrance of the Holocaust in Baltimore City. This monument, Holocaust Memorial Park, would serve as a permanent memorial to the six million Jewish victims of the Nazi Holocaust, demonstrate continuing recognition of the fight for human rights, dignity and freedom for members of all racial and ethnic groups, educate the Baltimore community and visitors regarding the enormous impact of the Holocaust upon present and future generations, and provide a site for commemorative observances by all concerned groups.

The Board of Trustees of the Community College of Baltimore has approved the site of the Holocaust Memorial Park which is a part of the Harbor Campus of the College. The design has also been approved by the College and Charles Center-Inner Harbor Management. The entire project design and construction would be donated by Holocaust Memorial Fund at no cost to the City.

The Holocaust Memorial Park Agreement establishes the Holocaust Memorial Park and gives Holocaust Memorial Fund a right of entry onto the property of Community College of Baltimore to construct the project. Upon completion and approval of the project, title to the improvements passes to the College. On that date a Lease of the property and improvements from the College to the City commences, for a term of ninety-eight years automatically renewable. The City is given responsibility for maintenance, to which

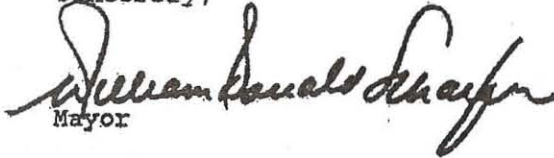


The Honorable Board of Estimates
May 4, 1979
Page 2

the Department of Recreation and Parks has agreed. The Agreement also establishes a Committee, composed of the President of the College, the Director of Recreation and Parks and the Chairman of the Board of the Fund, to approve permits for Park use and to supervise other future matters. Both the Agreement and Lease are subject to final approvals by relevant City agencies prior to commencement of construction.

We respectfully request your Honorable Board to approve and execute the attached Agreement and Lease.

Sincerely,

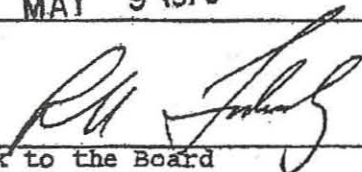

Mayor

Attachments

cc: Mrs. Floraine Applefeld

APPROVED BY THE BOARD OF ESTIMATES

 MAY 9 1979
DATE


Clerk to the Board

LEASE

THIS LEASE AGREEMENT, Made this day of ,
1979, by and between the BOARD OF TRUSTEES OF THE COMMUNITY
COLLEGE OF BALTIMORE, located in Baltimore City, hereinafter
called "Lessor", and MAYOR AND CITY COUNCIL OF BALTIMORE, a
municipal corporation of the State of Maryland, hereinafter
called "Lessee".

WITNESSETH, That the Lessor in consideration of the
rent hereinafter specified to be paid, and the performance of
the covenants herein set forth, hereby leases unto the Lessee,
the following property located in Baltimore City, State of
Maryland, comprising approximately 48, 280 square feet.

1. DESCRIPTION OF PROPERTY: See Description of a Portion
of Lot 2 of the Harbor Campus Community College of Baltimore
to be used for the Monument of the Holocaust, dated March 6,
1979, attached as Exhibit A and incorporated herein by reference.

2. USES: The said premises are to be used for the
purpose of preserving and maintaining the Holocaust Memorial
Park, hereinafter called "Park", and the memorial erected thereon.

3. TERM: The term of this Lease shall be for ninety-
eight (98) years and shall renew automatically from term to term,
unless terminated by mutual consent. Said term shall commence
upon the completion of the construction of the Park and memorial
by Holocaust Memorial Fund of Baltimore, hereinafter called
"Fund", or its contractors, agents and employees, and upon the
issuance of a Letter of Acceptance by the Lessee in accordance
with provisions set forth in the Holocaust Memorial Agreement
mentioned in Section 5 hereunder. In accordance with Section
8-110, Landlord and Tenant, Real Property Article, Annotated
Code of Maryland (1978 Cumulative Supplement), the reversion
is not redeemable. This statute shall be consulted prior to
an assignment contemplated in accordance with Section 10 here-
under by Lessor or Lessee.

4. RENT AND UTILITIES: The annual rent for said premises shall be One Dollar (\$1.00) if demanded in writing; payable in equal annual installments of One Dollar (\$1.00) in advance, on the first day of each full calendar year. As additional rent, Lessee shall pay all utility charges.

5. HOLOCAUST MEMORIAL PARK AGREEMENT: This Lease is subject to the provisions, terms and conditions set forth in the Holocaust Memorial Park Agreement by and among the Lessor, Lessee and the Fund, executed the same day as this Lease, and attached hereto. The Fund or its designated agent is thereby granted an immediate right of entry to make any plans and surveys and may begin construction of the Park and memorial and make improvements in the Park upon complying with the provisions set forth in this Lease and the Agreement mentioned herein. The Holocaust Memorial Park Committee, established by said Agreement, has certain rights and duties which obtain during the time period covered by this Lease.

6. OTHER LAWS, REGULATIONS, ETC.: At all times Fund and its contractors, servants, agents and employees shall comply with applicable provisions of local, State and federal laws, rules, and regulations. At all times the parties to this Lease are subject to the provisions of the Harbor Campus Renewal Plan, approved by the Mayor and City Council, July 6, 1971, as amended June 29, 1973.

7. MAINTENANCE: Lessee or its contractor shall be responsible for repairs to and maintenance of the Park and the memorial. Maintenance shall include reasonable litter removal, snow removal, fertilizing, grass cutting, reseeding, resodding, trimming and replacement of trees, and removal of graffiti and other forms of defacement.

It is agreed by the parties to this Lease that in the event that all or substantially all of the memorial is damaged, destroyed or deteriorated, negotiations between the parties to this Lease for repairs to or replacements of the memorial shall

be held by said parties within 30 days of the event, and notice of such negotiations shall be sent to Fund. The decision whether or not to repair or to replace the memorial shall be within the discretion of the Lessee and such decision shall be made within 60 days of the event.

Should Lessee elect not to repair or replace the memorial, Lessor may repair or replace same at Lessor's expense, provided such repairs and/or replacements are substantially in accord with the memorial as originally constructed; and further, provided notice of Lessor's election to proceed is given to Lessee and Fund within 60 days of Lessee's decision not to proceed.

However, in the event Lessor and Lessee shall elect not to repair or rebuild the memorial, Lessor and Lessee shall give prompt notice thereof to Fund, and Fund shall have the right to rebuild the memorial, subject to terms and conditions substantially the same as those contained in this Lease and the Holocaust Memorial Park Agreement and to obtaining written approval from Lessor and Lessee. If Fund does not exercise this right by written notice to Lessor and Lessee within one year from the date of their election not to repair or rebuild Lessee shall remove the remains of the memorial.

8. SIGNS; PLAQUES: Permission may be granted to Lessee to install on the demised premises additional signs or plaques of such color, size and style as shall be mutually agreed to by the parties to this Lease and approved by the Baltimore City Department of Housing and Community Development, hereinafter called "HCD"; provided that such additional signs and plaques do not obstruct existing ones or disturb the aesthetics of the monument.

9. INSURANCE: Provisions for Workmen's Compensation Insurance, Public Liability and Property Damage Insurance to be in effect during the period of construction are set forth in the Agreement mentioned in Section 5 of this Lease.

During the term of this Lease the City as Lessee is responsible for furnishing and keeping in full force and effect a policy of Public Liability and Property Damage Insurance naming the College as an additional insured. Such policy shall be in the amount of \$500,000 single-limit liability insurance.

The parties to this Lease shall determine whether there shall be any additional insurance on this property such as "fine arts insurance". A policy of insurance shall be maintained by the Lessee on the demised premises for fire and other perils of a physical nature, and extended coverage.

10. ASSIGNMENT OR SUBLETTING: Lessee shall not, without the prior written consent of Lessor first endorsed on the Lease, which consent shall not be unreasonably withheld, assign this Lease for the whole or any portion of the term, not underlet the whole or any part of said premises, and provided further that the Fund or its successor gives its written consent, which consent shall not be unreasonably withheld. Notwithstanding anything to the contrary herein, if the Fund or its successor is dissolved or fails to exist then such consent shall not be necessary. Any successor or successors must be designated in writing and notice of same sent to Lessor and Lessee.

11. COVENANTS BINDING ON SUCCESSORS AND ASSIGNS:
All rights and liabilities herein given to or imposed upon the parties hereto shall extend to their successors, and, so far as the same is assignable by the terms hereof, to the assigns of such party.

12. NOTICES: All notices required or permitted under the terms of this Lease to be given by either party to the other shall be in writing, and unless otherwise specified in writing by the respective parties, shall be sent to the parties and addresses as follows:

(REPRESENTING LESSEE)

(a) Director
Department of Recreation and Parks
2500 Madison Avenue
Baltimore, Maryland 21217 (original)

(b) The Comptroller
City Hall
100 North Holliday Street
Baltimore, Maryland 21202 (copy)

(REPRESENTING LESSOR)

Chairman
Board of Trustees of the Community
College of Baltimore
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

President and Secretary, Treasurer
Board of Trustees of the
Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

(REPRESENTING FUND)

Chairman of the Board
Holocaust Memorial Fund of Baltimore
319 West Monument Street
Baltimore, Maryland 21201

All notices shall be deemed to have been properly served only if sent by registered or certified mail to the persons at the addresses designated above (or to any other person at the address which either party may hereafter designate by written notice to the other party) and service of any such notice shall be considered as being made two (2) days after the date of mailing.

13. PAYMENT BY LESSEE: All payments of rent or monies required hereunder, with the exception of utility charges, to be paid by the Lessee to the Lessor shall be made to the Board of Trustees of the Community College of Baltimore, 2901 Liberty Heights Avenue, Baltimore, Maryland 21215 or to such other person and address that may be designated in writing by the Lessor and written notice thereof given to the Lessee.

14. SINGULAR AND PLURAL, and other terminology. Whenever used, the singular shall include the plural, the plural, the singular, and the use of any gender shall be applicable to all genders, and all covenants and obligations of plural parties hereto shall be joint and several.

IN WITNESS WHEREOF, the parties hereto have caused these presents to be executed the day and year first above written:

ATTEST/WITNESS

BOARD OF TRUSTEES OF THE
COMMUNITY COLLEGE OF BALTIMORE

J. J. [Signature]

By: *Charles G. Tildon, Jr.* (SEAL)
CHARLES G. TILDON, JR.
Chairman of the Board

BOARD OF TRUSTEES OF THE
COMMUNITY COLLEGE OF BALTIMORE

J. J. [Signature]

By: *Rafael L. Cortada* (SEAL)
RAFAEL L. CORTADA
Secretary, Treasurer of
Board and President of
College.

MAYOR AND CITY COUNCIL
OF BALTIMORE

By: *William Donald Schaefer* (SEAL)
WILLIAM DONALD SCHAEFER
Mayor

Lawrence B. Daley
LAWRENCE B. DALEY
Custodian of the City Seal

STATE OF MARYLAND, CITY OF BALTIMORE, to Wit:

I HEREBY CERTIFY THAT ON THIS 30th day of April 1979, before me, the Subscriber, a Notary Public of the State of Maryland in and for the City of Baltimore, personally appeared Charles G. Tildon, Jr., Chairman of the Board of Trustees of the Community College of Baltimore and Rafael L. Cortada, Secretary, Treasurer of the Board of Trustees and President of the Community College of Baltimore, and being so authorized they acknowledged the foregoing Lease Agreement to be the act and deed of said Board of Trustees of the Community College of Baltimore and in my presence signed the same.

WITNESS my hand and Notarial Seal.

Lee P. Dickens
Notary Public
My Commission expires the 1st day
of July, 1982.

STATE OF MARYLAND, CITY OF BALTIMORE, TO Wit:

I HEREBY CERTIFY THAT ON THIS 9 day of May, 1979, before me, the Subscriber, a Notary Public of the State of Maryland in and for the City of Baltimore, personally appeared William Donald Schaefer, Mayor, and he acknowledged the foregoing Lease Agreement to be the act and deed of said Mayor and City Council of Baltimore and in my presence signed the same.

WITNESS my hand and Notarial Seal.

Mabel Baker
Notary Public
My Commission expires the 1st
day of July, 1982.

APPROVED:

DEPARTMENT OF HOUSING AND
COMMUNITY DEVELOPMENT

By: M. J. Brodie
M. J. BRODIE, Commissioner

DEPARTMENT OF RECREATION & PARKS

By: Douglas S. Tawney
DOUGLAS S. TAWNEY, Director

THE HOLOCAUST MEMORIAL FUND OF
BALTIMORE

By: Richard P. Manekin
RICHARD P. MANEKIN, Chairman
of the Board

Approved as to form and legal sufficiency
this 3 day of May, 1979.

Amerose T. Hartman
AMEROSE T. HARTMAN
Deputy City Solicitor

William Hoffman
WILLIAM HOFFMAN
Chief Solicitor

APPROVED BY BOARD OF ESTIMATES
this 9 day of MAY, 1979.

Richard A. Lidinsky
RICHARD A. LIDINSKY
Clerk

Page 7 of a Lease between Community College of Baltimore and Mayor and City Council of Baltimore for Holocaust Memorial Park.

EXHIBIT A

DESCRIPTION OF A PORTION OF LOT 2 OF THE HARBOR CAMPUS COMMUNITY COLLEGE OF BALTIMORE
TO BE USED FOR THE MONUMENT OF THE HOLOCAUST

Beginning for the same at the point formed by the intersection of the east side of Gay Street, as now laid out 66 feet wide, and the south side of Water Street, as now laid out 49.50 feet wide, and running thence binding on the south side of said Water Street the two following courses and distances; namely, North $86^{\circ}-33'-10''$ East 165.83 feet and North $86^{\circ}-23'-56''$ East 49.50 feet to intersect the east side of the former bed of Frederick Street, 49.50 feet wide, as condemned and closed; thence binding on the east side of the former bed of said Frederick Street, South $03^{\circ}-59'-50''$ East 224.38 feet to intersect the north side of Lombard Street as widened on the north side thereof from its former width of 66 feet to a varying width; thence binding on the north side of said Lombard Street the four following courses and distances; namely, by a line curving to the left with a radius of 2410.00 feet the distance of 48.83 feet which arc is subtended by a chord bearing South $87^{\circ}-33'-19.5''$ West 48.82 feet, South $86^{\circ}-58'-30''$ West 108.34 feet, by a line curving to the left with a radius of 214.86 feet the distance of 53.57 feet which arc is subtended by a chord bearing South $79^{\circ}-48'-58.5''$ West 53.43 feet and by a line curving to the right with a radius of 7.50 feet the distance of 6.34 feet which arc is subtended by a chord bearing North $83^{\circ}-06'-10''$ West 6.15 feet to intersect the east side of said Gay Street and thence binding on the east side of said Gay Street, North $03^{\circ}-45'-20''$ West 227.74 feet to the place of beginning.

Containing 48,290.93 square feet or 1.1084 acres of land, more or less.

Subject to a 49.50 foot easement for Municipal Utilities and Services through the aforesaid parcel of land and more particularly described as follows:

Beginning for the same at a point on the south side of Water Street, as now laid out 49.50 feet wide, distant North $86^{\circ}-33'-10''$ East 165.83 feet measured along the south side of said Water Street from the east side of Gay Street, as now laid out 66 feet wide, said point of beginning being the northwest corner of the former bed of Frederick Street, 49.50 feet wide, as condemned and closed, and running thence binding on the south side of said Water Street, North $86^{\circ}-23'-56''$ East 49.50 feet to intersect the east side of the former bed of said Frederick Street; thence binding on the east side of the former bed of said Frederick Street, South $03^{\circ}-59'-50''$ East 224.38 feet to intersect the north side of Lombard Street as widened on the north side thereof from its former width of 66 feet to

a varying width; thence binding on the north side of said Lombard Street, the two following courses and distances; namely, by a line curving to the left with a radius of 2410.00 feet the distance of 48.83 feet which arc is subtended by a chord bearing South 87°-33'-19.5" West 48.82 feet and South 86°-58'-30" West 0.69 feet to intersect the west side of the former bed of said Frederick Street and thence binding on the west side of the former bed of said Frederick Street, North 03°-59'-50" West 223.39 feet to the place of beginning.

Containing 11,078.39 square feet or 0.2543 acre, of land, more or less.

All courses and distances in the above descriptions are referred to the true meridian as adopted by the Baltimore Survey Control System.

3/6/79

HOLOCAUST MEMORIAL PARK AGREEMENT

THIS AGREEMENT is made this _____ day of MAY 9 1979, 1979, by and among the BOARD OF TRUSTEES OF THE COMMUNITY COLLEGE OF BALTIMORE, hereinafter called "Board", HOLOCAUST MEMORIAL FUND OF BALTIMORE, a non-profit trust, hereinafter called "Fund", and MAYOR AND CITY COUNCIL OF BALTIMORE, a municipal corporation of the State of Maryland, hereinafter called "City".

WHEREAS, the Board is desirous of educating the populace to the dangers of suppressing freedoms and allowing tyrannical governments to reign; to the consequences that have occurred from suppression of freedoms through the manipulation of education; and to the importance of preserving our freedoms by maintaining open education for all; and

WHEREAS, the City is desirous of assuring a significant remembrance of the Holocaust by establishing a permanent memorial to its victims; and

WHEREAS, the Baltimore Jewish community with this same goal has formed the Holocaust Memorial Fund of Baltimore to raise funds and provide the design, construction and installation of an appropriate Holocaust memorial;

NOW, THEREFORE, THIS AGREEMENT WITNESSETH: that for and in consideration of the mutual covenants between the parties hereto, and intending to be legally bound, the parties hereto agree as follows:

ARTICLE I. HOLOCAUST MEMORIAL PARK

1. There is hereby established the Holocaust Memorial Park, hereinafter called "Park", which project includes improvements to real property and a memorial erected thereon, and which is to be designed, constructed and installed by the Fund at its sole expense. Said Park is to be located upon premises of the Board at its Harbor Campus and will be leased by the Board

of Housing and Community Development, hereinafter called "HCD" (Architectural Review Board of Charles Center -- Inner Harbor Management, Inc., October 13, 1978). The Fund agrees to obtain all required approvals of pertinent City agencies and to assure such compliance by its contractors. In any event this Agreement is entirely subject to Fund obtaining final approval of the final plans and specifications by HCD, Board, and City Departments of Recreation and Parks and Public Works.

4. All design, site work, construction and installation are to be done promptly and in good workmanlike manner at the sole expense of the Fund and at no cost to the Board or City.

5. Prior to commencement of construction Fund shall provide to Board a dual-obligee performance bond in the amount of \$200,000 and a payment bond in the amount of \$200,000.

6. During the course of construction and until final acceptance by the City, Fund and/or its contractors shall:

a. Provide adequate security for the protection of persons and property, materials and equipment at the Park.

b. Secure and maintain in force the following insurance;

(1) Workmen's Compensation insurance in accordance with provisions of Article 101 of the Annotated Code of Maryland. The policy of insurance shall be furnished to Board.

(2) Public Liability and Property Damage insurance issued by a company qualified to do business in Maryland that will protect it and the Board and City from any claims for personal injury and death and for damages to any property, which may arise out of or in connection with its operations under this Agreement, whether such operations be by the Fund, its contractors, or by

7. The Fund agrees to complete the project as provided herein within one year from the date of this Agreement, and covenants to pursue construction diligently once construction is begun until its completion. In the event that work shall stop for any reason not beyond the control of Fund for a period of fifteen consecutive days, Board and/or City shall have the right to terminate this Agreement.

8. The contracts entered into between Fund and its Architect and Contractor shall be in assignable form. In the event of non-completion of said contracts, Board at its sole option may, but is not required, to take assignment of the contract.

9. The Fund shall not become dissolved nor otherwise discontinue its existence without designating a successor satisfactory to Board and City to undertake the duties set forth in this Agreement.

10. Fund agrees to comply with any and all terms and conditions of loan instruments applicable to the project.

11. Upon completion of the project and prior to final acceptance by the City, Fund shall present information satisfactory to the Comptroller of the City of Baltimore showing the payment of all bills and expenses for the construction of said project.

12. Final acceptance by the City shall be indicated by the issuance of a Letter of Acceptance by the City, acting by and through HCD, upon completion by the Fund of all improvements to the Park and fulfillment of any and all obligations required by this Agreement.

13. Upon issuance of the Letter of Acceptance by the City all title to and interest in the Holocaust Memorial Park fixtures shall immediately vest in the Board, and the Fund shall have no interest in same except as set forth in Article III hereunder.

those uses which, in the best judgment of the Committee, are in conformance with the purposes for which the Park is established and will have no substantial detrimental effect upon the public health, safety and welfare. For reasonable cause the Committee may refuse a permit request or indicate alternative sites. It is understood that a right to casual use is retained by students, faculty and staff of the Community College of Baltimore.

4. All action of the Committee shall require at least two-thirds approval.

ARTICLE IV. APPLICABILITY OF OTHER PLANS, REGULATIONS AND LAWS

1. Everything in this Agreement is subject to the Harbor Campus Renewal Plan, approved by the Mayor and City Council, July 5, 1971, as amended June 29, 1973, and to all applicable local, State and federal rules, regulations and laws.

ARTICLE V. NOTICES AND APPLICATIONS

1. All notices and applications required or permitted under terms of this Agreement shall be furnished to the following parties at the designated addresses:

Director
Department of Recreation & Parks
2600 Madison Avenue
Baltimore, Maryland 21217

President
Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

Chairman of the Board
Holocaust Memorial Fund of Baltimore
319 W. Monument Street
Baltimore, Maryland 21201

QUITCLAIM DEED

December 31
 THIS QUITCLAIM DEED, dated December 31, 1990, from
 THE BOARD OF TRUSTEES OF THE COMMUNITY COLLEGE OF BALTIMORE,
 Grantor, to THE BOARD OF TRUSTEES OF THE NEW COMMUNITY COLLEGE
 OF BALTIMORE, Grantee.

The Grantor, for a consideration of One Dollar
 (\$1.00), grants, conveys, releases, assigns and quitclaims to
 the Grantee, its successors and assigns, all of the Grantor's
 right, title, interest and estate in those lots of ground and
 those air rights located in Baltimore City, Maryland, and
 described in Exhibit A attached hereto as a part hereof.

The property and air rights described in Exhibit A are
 conveyed subject to (1) easements within Lot 1 and Lot 2 which
 have been reserved by the Mayor and City Council of Baltimore
 (the "City"), a municipal corporation of the State of Maryland,
 in the Title Deed (as defined below) for use by its agents,
 employees, and assignees and the holder of any right or
 franchise granted by the City for the purposes of constructing,
 reconstructing, maintaining, enlarging, repairing, or servicing
 any and all utilities, within the areas described in Exhibit B
 attached hereto as a part hereof, (2) an easement reserved in
 the Title Deed by the City within Lot 1, for landscaping and
 use by pedestrians within the area described in Exhibit C
 attached hereto as a part hereof, and (3) the Lease Agreement
 dated April 30, 1979 between the Grantor and the City for the
 purpose of maintaining the Holocaust Memorial Park.

BEING the same lots of ground, air rights and
 easements described in a Deed dated April 30, 1975, and
 recorded among the Land Records of Baltimore City in Liber
3230, folio 284, from the Mayor and City Council of Baltimore
 to the within Grantor ("Title Deed").

all taxes for which assessments have been
 received have been paid as of this date
August 23, 1991
 Director of Finance of Baltimore City by
P.H.

84511

TRANSFER TAX NOT REQUIRED
 WILLIAM R. BROWN, JR.
 DIRECTOR OF FINANCE
 PER Lilla Holmes
 AUTHORIZED SIGNATURE

BALTIMORE CITY CIRCUIT COURT (Land Records) SEB 2942, p. 0364, MSA_CE164_2942. Date available 02/24/2005. Printed 10/01/2016.

500
 3400

Together with all improvements thereupon, and the rights, alleys, ways, waters, easements, privileges, appurtenances and advantages belonging or appertaining thereto.

The Grantee covenants that if the New Community College of Baltimore or its successor is not continued in operation primarily as a public institution of higher education, the governing body of the institution shall convey the property and air rights described herein to the City, together with any improvements thereon.

WITNESS the hand and seal of the Grantor and the Grantee.

WITNESS/ATTEST:

THE BOARD OF TRUSTEES OF THE COMMUNITY COLLEGE OF BALTIMORE

[Handwritten Signature]

By: [Handwritten Signature] (SEAL)

THE BOARD OF TRUSTEES OF THE NEW COMMUNITY COLLEGE OF BALTIMORE

Joi Y. Carter

By: Marion W. Pines (SEAL)

STATE OF MARYLAND)
) ss:
CITY OF BALTIMORE)

I HEREBY CERTIFY that on this 20th day of AUGUST, 1990, before me, the subscriber, a Notary Public of the State of Maryland, personally appeared MARION W PINES, who acknowledged himself to be the President of The Board of Trustees of the Community College of Baltimore ("CCB") and that she, as such officer, being authorized so to do, executed the foregoing Quitclaim Deed for the purposes therein contained by signing the name of CCB by himself as such officer.

AS WITNESS, my hand and notarial seal.

[Handwritten Signature]
Notary Public

My Commission Expires: July 1, 1993



BALTIMORE CITY CIRCUIT COURT (Land Records) SEB 2942, p. 0365, MSA_CE164_2942. Date available 02/24/2005. Printed 10/01/2016.

EXHIBIT A

1384
1383

BEGINNING for Lot 1, at the point formed by the intersection of the south side of Lombard Street, as widened on the north side thereof from its former width of 66 feet to a varying width and the west side of Market Place, as now laid out 150 feet wide, and running thence binding on said west side of Market Place, South $04^{\circ}-03'-55''$ East 325.45 feet to the north side of Pratt Street, 101 feet wide, as shown on a plat dated November 22, 1972 as revised through May 4, 1973, entitled "Department of Housing and Community Development-Harbor Campus Community College of Baltimore Final Subdivision Plan", said plat being recorded among the Land Records of Baltimore City in Plat Pocket Folder R.H.B. No. 2409; thence binding on said north side of Pratt Street, South $87^{\circ}-22'-45''$ West 453.59 feet to intersect the east side of Gay Street, varying in width; thence binding on said east side of Gay Street, North $03^{\circ}-33'-50''$ West 221.18 feet to intersect the north side of the former bed of Warehouse Alley, 20 feet wide, as condemned and closed; thence binding on the north side of the former bed of said Warehouse Alley, North $86^{\circ}-58'-30''$ East 168.76 feet to intersect the west side of Frederick Street, as now laid out 49.50 feet wide; thence binding on said west side of Frederick Street, South $03^{\circ}-53'-30''$ East 20.00 feet to intersect the south side of the former bed of said Warehouse Alley; thence binding on the line of the south side of the former bed of said Warehouse Alley if projected easterly and on the southernmost extremity of said Frederick Street; North $86^{\circ}-58'-30''$ East 49.50 feet to the east side of said Frederick Street; thence binding on said east side of Frederick Street, North $03^{\circ}-53'-30''$ West 119.98 feet to intersect the south side of said Lombard Street and thence binding on the south side of said Lombard Street, North $86^{\circ}-43'-00''$ East 233.00 feet to the place of beginning.

Containing 123,256.70 square feet or 2.8296 acres of land, more or less.

1373
1372

BEGINNING for Lot 2, at the point formed by the intersection of the south side of Water Street, as now laid out 49.50 feet wide, and the west side of Market Place, as now laid out 150 feet wide, and running thence binding on said west side of Market Place, South $04^{\circ}-10'-20''$ East 230.40 feet to intersect the northwest side of Lombard Street as widened on the north side thereof, from its former width of 66 feet to a varying width; thence by a line curving to the right with a radius of 10.00 feet the distance of 9.21 feet which arc is subtended by a chord bearing South $60^{\circ}-37'-52''$ West 8.89 feet; thence continuing to bind on the north side of said Lombard Street the five following courses and distances; namely, by a line curving to the right with a radius of 2390.00 feet the distance of 135.69 feet which arc is subtended by a chord bearing South $88^{\circ}-38'-11''$ West 135.66 feet, by a line curving to the left with a radius of 2410.00 feet the distance of 138.29 feet which arc

BALTIMORE CITY CIRCUIT COURT (Land Records) SEB 2942, p. 0366, MSA_CE164_2942. Date available 02/24/2005. Printed 10/01/2016.

is subtended by a chord bearing South $88^{\circ}-37'-08''$ West 138.27 feet, South $86^{\circ}-58'-30''$ West 108.34 feet, by a line curving to the left with a radius of 214.86 feet the distance of 53.57 feet which arc is subtended by a chord bearing South $79^{\circ}-49'-58.5''$ West 53.43 feet and by a line curving to the right with a radius of 7.50 feet the distance of 6.34 feet which arc is subtended by a chord bearing North $83^{\circ}-06'-10''$ West 6.15 feet to intersect the east side of Gay Street, as now laid out 66 feet wide; thence binding on said east side of Gay Street, North $03^{\circ}-45'-20''$ West 227.74 feet to the south side of said Water Street and thence binding on said south side of Water Street the three following courses and distances; namely, North $86^{\circ}-33'-10''$ East 165.83 feet, North $86^{\circ}-23'-56''$ East 49.50 feet and North $86^{\circ}-20'-50''$ East 232.17 feet to the place of beginning.

Containing 101,750.53 square feet or 2.3359 acres of land, more or less.

AIR RIGHTS OVER A PORTION OF THE BED OF LOMBARD STREET

BEGINNING for Lot 3, at a point on the south side of Lombard Street, as widened on the north side thereof from its former width of 66 feet to a varying width, distant 108.38 feet westerly measured along said south side of Lombard Street from the west side of Market Place, as now laid out 150 feet wide, and at a horizontal plane having an elevation of 25.05 feet and extending to a maximum elevation of unlimited height, and running thence binding on said south side of Lombard Street, South $86^{\circ}-43'-00''$ West 15.00 feet; thence North $03^{\circ}-59'-50''$ West 86.51 feet to the north side of said Lombard Street; thence binding on said north side of Lombard Street by a line curving to the left with a radius of 2390.00 feet the distance of 15.03 feet which arc is subtended by a chord bearing North $89^{\circ}-35'-51.5''$ East 15.02 feet to intersect a line drawn parallel with and distant 15.00 feet easterly measured at right angles, from the second line of this description and thence binding on said line so drawn, South $03^{\circ}-59'-50''$ East 85.75 feet to the place of beginning.

Containing 1291.95 square feet or 0.0297 acre of land, more or less.

The elevations in the above descriptions are all referred to mean low tide as adopted by the Baltimore Survey Control System.

BALTIMORE CITY CIRCUIT COURT (Land Records) SEB 2942, p. 0367, MSA_CE164_2942. Date available 02/24/2005. Printed 10/01/2016.

EXHIBIT B

1383
1384

BEGINNING for the same at the point formed by the intersection of the west side of Frederick Street, as now laid out 49.50 feet wide, and the south side of the former bed of Warehouse Alley, 20 feet wide, as condemned and closed, said point of beginning being the southwest corner of said Frederick Street, and running thence binding on the line of the south side of the former bed of said Warehouse Alley if projected easterly and on the southernmost extremity of said Frederick Street, North $86^{\circ}-58'-30''$ East 49.50 feet to the east side of said Frederick Street; thence binding in part on the east side of the former bed of Frederick Street, 49.50 feet wide, as condemned and closed, in part on the line of the east side of the former bed of said Frederick Street if projected southerly and in all, South $03^{\circ}-53'-30''$ East 202.74 feet to intersect the north side of Pratt Street, 101 feet wide, as shown on a plat dated November 22, 1972 as revised through May 4, 1973 entitled "Department of Housing and Community Development-Harbor Campus Community College of Baltimore Final Subdivision Plan", said plat being recorded among the Land Records of Baltimore City in Plat Pocket Folder R.H.B. No. 2409; thence binding on said north side of Pratt Street, South $87^{\circ}-22'-45''$ West 49.51 feet to intersect the line of the west side of the former bed of said Frederick Street if projected southerly and thence binding in part reversely on last said line so projected, in part on said west side of the former bed of Frederick Street and in all, North $03^{\circ}-53'-30''$ West 202.39 feet to the place of beginning.

1373
1372

BEGINNING for the same at a point on the south side of Water Street, as now laid out 49.50 feet wide, distant 232.17 feet westerly measured along said south side of Water Street from the west side of Market Place, as now laid out 150 feet wide, said point of beginning being the northeast corner of the former bed of Frederick Street, 49.50 feet wide, as condemned and closed, and running thence binding on the east side of the former bed of said Frederick Street, South $03^{\circ}-59'-50''$ East 224.38 feet to intersect the north side of Lombard Street as widened on the north side thereof from its former width of 66 feet to a varying width; thence binding on said north side of Lombard Street the two following courses and distances; namely, by a line curving to the left with a radius of 2410.00 feet the distance of 48.83 feet which arc is subtended by a chord bearing South $87^{\circ}-33'-19.5''$ West 48.82 feet and South $86^{\circ}-58'-30''$ West 0.69 feet to intersect the west side of the former bed of said Frederick Street; thence binding on said west side of the former bed of Frederick Street, North $03^{\circ}-59'-50''$ West 223.39 feet to intersect the south side of Water Street and thence binding on said south side of Water Street, North $86^{\circ}-23'-56''$ East 49.50 feet to the place of beginning.

EXHIBIT C

BEGINNING for the same at the point formed by the intersection of the west side of Market Place, as now laid out 150 feet wide, and the north side of Pratt Street; 101 feet wide, as shown on a plat dated November 22, 1972- as revised through May 4, 1973 entitled "Department of Housing and Community Development-Harbor Campus Community College of Baltimore Final Subdivision Plan", said plat being recorded among the Land Records of Baltimore City in Plat Pocket Folder R.H.B. No. 2409; and running thence bigging on the north side of said Pratt Street, South 87°-22'-45" West 453.59 feet to intersect the east side of Gay Street, varying in width; thence binding on said east side of Gay Street, North 03°-33'-50" West 70.01 feet to intersect a line drawn parallel with and distant 70.00 feet northerly, measured at right angles, from the first line of this description; thence binding on said line so drawn, North 87°-22'-45" East 452.98 feet to intersect the west side of said Market Place and thence binding on said west side of Market Place, South 04°-03'-55" East 70.02 feet to the place of beginning.

All courses and distances in the above descriptions are referred to the true meridian as adopted by the Baltimore Survey Control System.

All references to streets and alleys are for the purpose of description only and are not to effect a dedication.

✓ 1384
1383

BALTIMORE CITY CIRCUIT COURT (Land Records) SEB 2942, p. 0369, MSA_CE164_2942. Date available 02/24/2005. Printed 10/01/2016.

is subtended by a chord bearing South $88^{\circ}-37'-08''$ West 138.27 feet, South $86^{\circ}-58'-30''$ West 108.34 feet, by a line curving to the left with a radius of 214.86 feet the distance of 53.57 feet which arc is subtended by a chord bearing South $79^{\circ}-49'-58.5''$ West 53.43 feet and by a line curving to the right with a radius of 7.50 feet the distance of 6.34 feet which arc is subtended by a chord bearing North $83^{\circ}-06'-10''$ West 6.15 feet to intersect the east side of Gay Street, as now laid out 66 feet wide; thence binding on said east side of Gay Street, North $03^{\circ}-45'-20''$ West 227.74 feet to the south side of said Water Street and thence binding on said south side of Water Street the three following courses and distances; namely, North $86^{\circ}-33'-10''$ East 165.83 feet, North $86^{\circ}-23'-56''$ East 49.50 feet and North $86^{\circ}-20'-50''$ East 232.17 feet to the place of beginning.

Containing 101,750.53 square feet or 2.3359 acres of land, more or less.

AIR RIGHTS OVER A PORTION OF THE BED OF LOMBARD STREET

BEGINNING for Lot 3, at a point on the south side of Lombard Street, as widened on the north side thereof from its former width of 66 feet to a varying width, distant 108.38 feet westerly measured along said south side of Lombard Street from the west side of Market Place, as now laid out 150 feet wide, and at a horizontal plane having an elevation of 25.05 feet and extending to a maximum elevation of unlimited height, and running thence binding on said south side of Lombard Street, South $86^{\circ}-43'-00''$ West 15.00 feet; thence North $03^{\circ}-59'-50''$ West 86.51 feet to the north side of said Lombard Street; thence binding on said north side of Lombard Street by a line curving to the left with a radius of 2390.00 feet the distance of 15.03 feet which arc is subtended by a chord bearing North $89^{\circ}-35'-51.5''$ East 15.02 feet to intersect a line drawn parallel with and distant 15.00 feet easterly measured at right angles, from the second line of this description and thence binding on said line so drawn, South $03^{\circ}-59'-50''$ East 85.75 feet to the place of beginning.

Containing 1291.95 square feet or 0.0297 acre of land, more or less.

The elevations in the above descriptions are all referred to mean low tide as adopted by the Baltimore Survey Control System.

BALTIMORE CITY CIRCUIT COURT (Land Records) SEB 2942, p. 0370, MSA_CE164_2942. Date available 02/24/2006. Printed 10/01/2016.

LIBER 2942 PAGE 371

QUITCLAIM DEED

FROM

THE BOARD OF TRUSTEES OF THE COMMUNITY
COLLEGE OF BALTIMORE

TO

THE BOARD OF TRUSTEES OF THE NEW
COMMUNITY COLLEGE OF BALTIMORE

000133

4 Blacks

RECEIVED FOR RECORD
AUG 23 1991 AT 12 O'CLOCK,
P.M. SAME DAY RECORDED IN LIBER
S.E.B. No. 2942 FOLIO 364 &
ONE OF THE LAST RECORDS OF
BALTIMORE CITY AND EXAMINED.
PER

CLERK

BAUDREZ

THE FOUNTAINHEAD TITLE GROUP
1526 York Road
Lutherville, Maryland 21093
File No. 91-4-8

RECORDED & INDEXED
SEP 10 1991
LIBRARY

BCCC Real Estate Summary (Realignment Task #10)

Address	Year Built	Lease Status	TOTAL GSF	NASF	Usage	Occupancy Timing	CIP Status
Bard Building - Downtown 600 East Lombard Street Baltimore MD 21202	1973	lease negotiation in process	168,691	84,379	Off Line	* BPW Lease approval - Dec 2018 * Building demolition - Spring 2019 * Building construction - 2020-2022 (depending on interim usage)	n/a (given planned land-use lease w Cordish Companies)
North Pavilion (CIBS) 3101 Towanda Avenue Baltimore , MD 21215	TBD	lease terminated	24,096	18,736	Off Line (previously leased to Bon Secours)	TBD (as property recently returned to BCCC ownership on Nov 2018)	n/a (property recently returned to BCCC ownership on Nov 2018)
Reisterstown Plaza (RPC) Road Baltimore, MD 21215	N/A	current lease	14,620	10,030	Classrooms, Labs, Faculty Offices, Conference Room	currently occupied	n/a (leased property)
Harbor Place - Downtown 710 East Lombard Street Baltimore MD 21202	N/A	current lease (extension in process)	34,447	22,661	Classrooms, Labs, Faculty Offices, Conference Room	currently occupied	n/a (leased property)
National Weatherization Training Center 1817 Preston St. (Leased) Baltimore, MD 21213	N/A	current lease (2019 renewal in process)	3,000	3,000	Weatherization Program	currently occupied	n/a (leased property)
Bio-Park 801 West Baltimore Street Baltimore, MD 21201	N/A	current lease (2020 renewal in process)	36,367	24,232	Classrooms, Labs, Faculty Offices, Conference Room	currently occupied	n/a (leased property)
Lockwood Place 500 East Pratt Street Baltimore, MD 21202	TBD	current lease	33,726	N/A	Leased Retail	currently occupied	n/a (given existing land-use lease)

**PROPOSAL FOR LEGISLATION
201 SESSION**

1. **Proposal Number: BCCC-1**
2. **Subject:** “Baltimore City Community College—Procurement Authority”
3. **Articles and Sections of Maryland Code Affected:** Education Article §16-505.3, State Finance and Procurement Articles §§3A-302, 3A-402, 4-401, 4-402, 11-203, 12-202.
4. **Submitted By:** Baltimore City Community College

5. **Attachment Checklist:**

- Draft of the Bill (*including body and title*)
- Explanation
- Justification (*with relevant statutes and court decisions attached*)
- History of Substantially Similar Bills Introduced in Prior Sessions
- Legal Approval
- Fiscal Estimate of Legislation
- Small Business Impact Statement
- Impact on Local Government

6. **Environmental Effects (Check one)**

- Environmental Assessment Form attached; **or**
- Environmental Assessment Form not required by the Maryland Environmental Policy Act

7. **Persons Able to Discuss and Testify on Proposal:**

Legal Advisor:

8. **Sponsorship:** Senate House Either

(Date)

(Signature of Agency Head)

A BILL ENTITLED

AN ACT concerning

Baltimore City Community College—Procurement Authority

FOR the purpose of exempting Baltimore City Community College from a certain division of the State Finance and Procurement Article; requiring the Board of Trustees to develop certain policies and procedures that govern certain procurements; requiring the Board of Trustees to develop a certain information technology plan; exempting the College from certain provisions relating to certain telecommunications systems or services; requiring a certain procurement to comply with certain policies and procedures; requiring certain policies of the College to comply with certain provisions regarding the purchasing of supplies and services and to promote certain purposes; subjecting the College to certain provisions of a certain division of the State Finance and Procurement Article; specifying that the State Board of Contract Appeals has certain authority subject to certain conditions; exempting the College from a certain review of a certain contract for certain expenditures; subjecting a certain contract for certain expenditures for certain approval; defining certain terms; and generally relating to the procurement authority of Baltimore City Community College

BY repealing and reenacting, with amendments,
Article – State Finance and Procurement
Sections 3A-302, 3A-402, 4-401, 4-402, 11-203(g), and 12-202
Annotated Code of Maryland
(2015 Replacement Volume and 2018 Supplement)

BY adding to
Article – Education
Section 16-505.3
Annotated Code of Maryland
(2014 Replacement Volume and 2018 Supplement)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
That the Laws of Maryland read as follows:

Article – Education

16-505.3

(A) (1) EXCEPT AS PROVIDED IN § 11-203(E) OF THE STATE FINANCE AND PROCUREMENT ARTICLE, THE COLLEGE IS EXEMPT FROM DIVISION II OF THE STATE FINANCE AND PROCUREMENT ARTICLE.

(2) (I) SUBJECT TO REVIEW AND APPROVAL BY THE BOARD OF PUBLIC WORKS AND THE ADMINISTRATIVE, EXECUTIVE, AND LEGISLATIVE REVIEW COMMITTEE OF THE GENERAL ASSEMBLY, THE BOARD OF TRUSTEES SHALL DEVELOP POLICIES AND PROCEDURES GOVERNING PROCUREMENTS BY THE COLLEGE.

(II) THE POLICIES AND PROCEDURES DEVELOPED UNDER SUBPARAGRAPH (I) OF THIS

PARAGRAPH SHALL PROMOTE THE PURPOSES OF THE STATE PROCUREMENT LAW AS SET FORTH IN § 11-201 OF THE STATE FINANCE AND PROCUREMENT ARTICLE.

(B) THE BOARD OF TRUSTEES SHALL DEVELOP AN INFORMATION TECHNOLOGY PLAN FOR THE COLLEGE THAT INCLUDES INFORMATION TECHNOLOGY POLICIES AND STANDARDS, INCLUDING POLICIES AND STANDARDS FOR INFORMATION MANAGEMENT AND TELECOMMUNICATION SYSTEMS, THAT ARE FUNCTIONALLY COMPATIBLE WITH THE STATE INFORMATION TECHNOLOGY PLAN ESTABLISHED UNDER TITLE 3, SUBTITLE 4 OF THE STATE FINANCE AND PROCUREMENT ARTICLE AND MEETS THE REQUIREMENTS OF §16-505(C)(X) OF THIS TITLE.

Article – State Finance and Procurement

3A–302.

(a) This subtitle does not apply to changes relating to or the purchase, lease, or rental of information technology by:

- (1) public institutions of higher education solely for academic or research purposes;
- (2) the Maryland Port Administration;
- (3) the University System of Maryland;
- (4) St. Mary’s College of Maryland;
- (5) Morgan State University; [or]
- (6) the Maryland Stadium Authority[.] ; **OR**
- (7) **BALTIMORE CITY COMMUNITY COLLEGE.**

(b) Except as provided in subsection (a) of this section, this subtitle applies to any project of a unit of the Executive Branch of State government that involves an agreement with a public institution of higher education for a portion of the development of the project, whether the work on the development is done directly or indirectly by the public institution of higher education.

(c) Notwithstanding any other provision of law, except as provided in subsection (a) of this section and §§ 3A–307(a)(2), 3A–308, and 3A–309 of this subtitle, this subtitle applies to all units of the Executive Branch of State government including public institutions of higher education other than Morgan State University, the University System of Maryland, [and] St. Mary’s College of Maryland[.], **AND BALTIMORE CITY COMMUNITY COLLEGE.**

3A–402.

(a) The provisions of this subtitle do not apply to a telecommunication system or service that is owned or operated by the University System of Maryland, Morgan State University, **BALTIMORE CITY COMMUNITY COLLEGE**, or a unit of the Legislative or Judicial Branch.

(b) The provisions of this subtitle do not preempt the authority of the Maryland Public

Broadcasting Commission to own, operate, or manage telecommunication equipment, systems, or services.

4-401.

(d) “Public improvement” includes any construction, maintenance, or repair of any building, structure, or other public work:

(1) owned or constructed by the State or any unit of the State government, including the University System of Maryland, St. Mary’s College of Maryland, [and] Morgan State University, **AND BALTIMORE CITY COMMUNITY COLLEGE**; or

(2) acquired or constructed in whole or in part with State funds.

4-402.

(a) Except as provided in § 4-409 of this subtitle, this subtitle does not apply to any public improvement made by:

(1) the Department of Transportation or a unit in that Department;

(2) any housing authority created under Division II of the Housing and Community Development Article;

(3) the Maryland-National Capital Park and Planning Commission;

(4) the Washington Suburban Sanitary Commission;

(5) the Baltimore County Metropolitan District;

(6) a county, municipal corporation, or unit of a county or municipal corporation;

(7) the University System of Maryland;

(8) Morgan State University; or

(9) St. Mary’s College of Maryland[.]; **OR**

(10) BALTIMORE CITY COMMUNITY COLLEGE.

(b) The Board of Public Works may exempt specific projects of a unit of the State government from the provisions of this subtitle.

(c) The Board of Public Works shall adopt regulations in accordance with Title 10, Subtitle 1 of the State Government Article establishing procedures for the exemption of specific projects of units of State government under subsection (b) of this section.

11-203.

(e) (1) In this subsection, “University” means the University System of Maryland, Morgan State University, or St. Mary’s College of Maryland.

(2) Except as otherwise provided in this subsection, this Division II does not apply to the University System of Maryland, Morgan State University, [or] St. Mary’s College of

Maryland[.], OR **BALTIMORE CITY COMMUNITY COLLEGE.**

(3) (i) A procurement by a University **OR BALTIMORE CITY COMMUNITY COLLEGE** shall comply with the policies and procedures developed by the University and approved by the Board of Public Works and the Administrative, Executive, and Legislative Review Committee of the General Assembly in accordance with § 12–112 of the Education Article for the University System of Maryland, § 14–109 of the Education Article for Morgan State University, [or] § 14–405(f) of the Education Article for St. Mary’s College of Maryland[.], **OR §16-505.3 OF THE EDUCATION ARTICLE FOR BALTIMORE CITY COMMUNITY COLLEGE.**

(ii) 1. The review and approval of the Board of Public Works shall be required for the following types of contracts with a value that exceeds \$1,000,000 **FOR A UNIVERSITY AND \$500,000 FOR BALTIMORE CITY COMMUNITY COLLEGE:**

- A. capital improvements; and
- B. services.

2. In its review of a contract for services or capital improvements with a value that exceeds \$1,000,000 **FOR A UNIVERSITY AND \$500,000 FOR BALTIMORE CITY COMMUNITY COLLEGE,** the Board of Public Works may request the comments of the appropriate agencies, including the Department of Budget and Management and the Department of General Services.

(4) [A University’s] **THE** policies **OF A UNIVERSITY OR BALTIMORE CITY COMMUNITY COLLEGE** shall:

(i) to the maximum extent practicable, require the purchasing of supplies and services in accordance with Title 14, Subtitle 1 of this article;

(ii) promote the purposes of the regulations adopted by the Department of General Services governing the procurement of architectural and engineering services;

(iii) promote the purposes of § 13–402 of the State Personnel and Pensions Article; and

(iv) to the maximum extent practicable, be similar to § 13–218.1 of this article.

(5) (i) Except as provided in paragraph (7) of this subsection, the following provisions of Division II of this article apply to a University **AND TO BALTIMORE CITY COMMUNITY COLLEGE:**

- 1. § 11–205 of this subtitle (“Collusion”);
- 2. § 11–205.1 of this subtitle (“Falsification, concealment, etc., of material facts”);
- 3. § 13–219 of this article (“Required clauses – Nondiscrimination clause”);
- 4. § 13–225 of this article (“Retainage”);
- 5. Title 14, Subtitle 3 of this article (“Minority Business Participation”);
- 6. Title 15, Subtitle 1 of this article (“Procurement Contract Administration”);
- 7. § 15–226 of this article (“Policy established; timing of payments; notice upon nonpayment; disputes; appeals”); and
- 8. Title 16 of this article (“Suspension and Debarment of Contractors”).

(ii) If a procurement violates the provisions of this subsection or policies adopted in

accordance with this subsection, the procurement contract is void or voidable in accordance with the provisions of § 11–204 of this subtitle.

(6) (i) The State Board of Contract Appeals shall have authority over contract claims related to procurement contracts awarded by:

1. the University System of Maryland before July 1, 1999; [and]
2. Morgan State University before July 1, 2004[.]; AND
3. **BALTIMORE CITY COMMUNITY COLLEGE BEFORE JULY 1, 2019.**

(ii) At the election of the Board of Regents of the University System of Maryland and subject to the approval of the Board of Public Works, the State Board of Contract Appeals shall have authority over contract claims related to procurement contracts awarded by the University after June 30, 1999.

(iii) At the election of the Board of Regents of Morgan State University and subject to the approval of the Board of Public Works, the State Board of Contract Appeals shall have authority over contract claims related to procurement contracts awarded by the University after June 30, 2004.

(iv) At the election of the Board of Trustees of St. Mary’s College of Maryland and subject to the approval of the Board of Public Works, the State Board of Contract Appeals shall have authority over contract claims related to procurement contracts awarded by St. Mary’s College of Maryland after June 30, 2006.

(v) AT THE ELECTION OF THE BOARD OF TRUSTEES OF BALTIMORE CITY COMMUNITY COLLEGE AND SUBJECT TO THE APPROVAL OF THE BOARD OF PUBLIC WORKS, THE STATE BOARD OF CONTRACT APPEALS SHALL HAVE AUTHORITY OVER CONTRACT CLAIMS RELATED TO PROCUREMENT CONTRACTS AWARDED BY BALTIMORE CITY COMMUNITY COLLEGE AFTER JUNE 30, 2019.

(7) Paragraphs (3), (4), and (5) of this subsection do not apply to:

(i) procurement by a University **OR BALTIMORE CITY COMMUNITY COLLEGE** from:

1. another unit;
2. a political subdivision of the State;
3. an agency of a political subdivision of the State;
4. a government, including the government of another state, of the United States, or of another country;

5. an agency or political subdivision of a government; or

6. a bistate, multistate, bicounty, or multicounty governmental agency;

(ii) procurement by a University in support of enterprise activities for the purpose of:

1. direct resale;

2. remanufacture and subsequent resale; or

3. procurement by the University for overseas programs; or
- (iii) procurement by the University System of Maryland for:

1. services of managers to invest, in accordance with the management and investment policies adopted by the Board of Regents of the University System of Maryland, gift and endowment assets received by the University System of Maryland in accordance with § 12–104(e) of the Education Article; or

2. expenditures to manage, maintain, and enhance, in accordance with the management and investment policies adopted by the Board of Regents of the University System of Maryland, the value of gift and endowment assets received by the University System of Maryland in accordance with § 12–104(e) of the Education Article.

§12–202.

(a) This section does not apply to capital expenditures:

- (1) for public school construction under Title 5, Subtitle 3 of the Education Article; or
- (2) by the Department of Transportation or the Maryland Transportation Authority, in connection with State roads, bridges, or highways.

(b) Before execution, a contract for a capital expenditure other than in connection with a State correctional facility, St. Mary’s College of Maryland, Morgan State University, **BALTIMORE CITY COMMUNITY COLLEGE**, or the University System of Maryland shall be:

- (1) reviewed by the Secretary of General Services; and
- (2) except as provided in § 12-203 of this subtitle and § 13-108 of this article, after that review, approved by the Board.

(c) Before execution, a contract for a capital expenditure in connection with a State correctional facility shall be:

- (1) reviewed by the Secretary of Public Safety and Correctional Services; and
- (2) except as provided in § 12-203 of this subtitle, after that review, approved by the Board.

(d) Before execution, a contract for a capital expenditure in connection with the University System of Maryland shall be:

- (1) subject to the provisions of Title 4, Subtitle 4 of this article;
- (2) approved by the Board of Regents of the University System of Maryland; and
- (3) approved by the Board of Public Works.

(e) Before execution, a contract for a capital expenditure in connection with St. Mary’s College of Maryland shall be:

- (1) subject to the provisions of Title 4, Subtitle 4 of this article;
- (2) approved by the Board of Trustees of St. Mary’s College of Maryland; and

(3) approved by the Board of Public Works.

(f) Before execution, a contract for a capital expenditure in connection with Morgan State University shall be:

(1) subject to the provisions of Title 4, Subtitle 4 of this article;

(2) approved by the Board of Regents of Morgan State University; and

(3) approved by the Board of Public Works.

(G) BEFORE EXECUTION, A CONTRACT FOR A CAPITAL EXPENDITURE IN CONNECTION WITH BALTIMORE CITY COMMUNITY COLLEGE SHALL BE:

(1) SUBJECT TO THE PROVISIONS OF TITLE 4, SUBTITLE 4 OF THIS ARTICLE;

(2) APPROVED BY THE BOARD OF TRUSTEES OF BALTIMORE CITY COMMUNITY COLLEGE; AND

(3) APPROVED BY THE BOARD OF PUBLIC WORKS.

[(g)] **(H)** The Board shall supervise the expenditure of any money that the General Assembly appropriates for:

(1) buildings;

(2) equipment;

(3) new construction; or

(4) any other capital expenditure.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2019.

EXPLANATION/JUSTIFICATION

EXPLANATION:

This bill would grant Baltimore City Community College (BCCC) similar procurement authority to that of Morgan State University, St. Mary's College of Maryland, and the higher education institutions comprising the University System of Maryland. It would require BCCC's Board of Trustees to develop procurement policies and procedures and would then require those policies and procedures to be approved by the Board of Public Works and the Administrative, Executive and Legislative Review Committee of the General Assembly. It would also require BCCC to develop an information technology plan. This bill would also make BCCC exempt from most of the provisions of Division II of the State Finance and Procurement Article, which would in turn allow it to conduct most procurements independently of the Departments of Budget and Management (DBM), General Services (DGS), and Information Technology (DoIT). In short, this bill would require BCCC to adopt clear, explicit policies and procedures for its procurement processes while also streamlining those processes. The bill would require approval of the Board of Public Works for BCCC contracts exceeding \$500,000 in value.

JUSTIFICATION:

Senate Bill 1227/House Bill 1595 of 2017 (enacted as Chapters 847 and 848 of the *2017 Laws of Maryland* and codified in §16-504 of the Education Article) require Baltimore City Community College, as part of a comprehensive institutional realignment, to "...Identify any barriers in State or local laws or regulations that impede the ability of the College to operate efficiently and effectively, including procurement and capital construction projects..." As part of its ongoing, intensive efforts to comply with the realignment law, BCCC carefully and comprehensively reviewed its business processes and operations. One of the most significant administrative barriers to BCCC's institutional effectiveness is the delay and inefficiencies inherent in the College's procurement process, in which it is subject to oversight similar to other State agencies but completely unlike all other public higher education institutions in Maryland. In contrast to other public colleges in the State, BCCC regularly encounters delays in procuring essential systems that directly affect students' success, such as information technology upgrades to allow the College to process student payments online securely and reliably. Similarly, staff turnover in other agencies has hindered BCCC's ability to complete capital projects on schedule and even to obtain clear approval of plans for new facilities on a campus where many key buildings are more than fifty years old.

BCCC occupies a peculiar space in State law in that it is an institution of higher education and a State agency. Its operational authority is significantly more restricted than that of the University of Maryland, Baltimore (UMB), the University of Baltimore, and Morgan State University, three higher education institutions located in Baltimore City that serve some of the same student population as BCCC. BCCC operates at a competitive disadvantage both to these institutions and to community colleges in adjacent counties because it does not have the flexibility to procure unique services that enhance student outcomes in a timely way or in an efficient manner. While

The provisions of this bill are reasonable given the unique role BCCC plays as a State-funded community college. Finally, the requirements of this bill that BCCC develop a comprehensive set of procurement policies and procedures will help to ensure that the College's expanded procurement authority will be exercised according to clear, comprehensive rules and guidelines that have been approved by the Board of Public Works and the Maryland General Assembly.

HISTORY

New

Old

LEGAL APPROVAL

This proposal titled “Baltimore City Community College—Procurement Authority” affecting Maryland Code, Education Article §16-505.3 and State Finance and Procurement Article §§3A-302, 3A-402, 4-401, 4-402, 11-203, and 12-202 has been reviewed for form and legal sufficiency and constitutionality, including Public and Local Laws which were added, amended, repealed or reenacted during the 2018 Session of the Maryland General Assembly. Based upon this review, I conclude the provisions of this proposal are consistent with relevant constitutional provisions, State and Federal statutes, and court decisions.

Approved for Constitutionality
and Legal Sufficiency.

Signature

ANALYSIS OF ECONOMIC IMPACT ON SMALL BUSINESSES

TITLE OF BILL: “Baltimore City Community College—Procurement Authority ”

PREPARED BY: Baltimore City Community College
(Dept./Agency)

PART A. ECONOMIC IMPACT RATING

This agency estimates that the proposed bill:

 X WILL HAVE MINIMAL OR NO ECONOMIC IMPACT ON MARYLAND
SMALL BUSINESS

OR

 WILL HAVE MEANINGFUL ECONOMIC IMPACT ON MARYLAND
SMALL BUSINESSES

PART B. ECONOMIC IMPACT ANALYSIS

IMPACT ON LOCAL GOVERNMENT

This bill will have no impact on local government.

ENVIRONMENTAL ASSESSMENT FORM (EAF)

N/A

Strategic Plan Goals and Objectives 2018 - 2022

Goal 1: Student success – Provide equitable access to a learning environment that supports a diverse population of learners and promotes student goal attainment.

1.1 – Align, support and deliver courses, programs, and services to ensure progression, transferability and employability.

1.2 – Utilize contemporary educational methods to improve and advance students' academic and workforce preparation and goals.

1.3 – Enhance the student experience by increasing awareness of and engagement with College activities and support services.

1.4 – Increase persistence and goal attainment across all student populations.

Goal 2: Community engagement – Implement a comprehensive approach to engage current and future students, alumni, and the community.

2.1 – Reposition the College's brand to increase awareness of programs and services and highlight targeted initiatives.

2.2 – Grow partnerships with business and industry, government agencies, community members, educational institutions, and all potential partners in serving our students and community.

2.3 – Strengthen partnerships to promote and increase access to student learning and transfer opportunities, collaborative planning, and resource sharing.

Goal 3: Institutional framework – Optimize resources to effectively and efficiently support existing and emerging initiatives.

3.1 – Ensure facilities, technology, staffing and instructional resources support a quality learning and working environment.

3.2 – Promote an environment of professionalism and civility.

3.3 – Invest resources to attract, grow and retain a highly-qualified and diverse faculty and staff.

3.4 – Develop and implement a plan to ensure faculty and staff knowledge retention and fluid transition during times of employee turnover.

3.5 – Improve the College's financial sustainability.

Approved by the BCCC Board of Trustees on April 18, 2018

Last Modified on October 8, 2018

CORE VALUES <<<

Our core values represent the most important underlying principles and beliefs that are the basis for the vision, strategies, plans, policies, and actions of Baltimore City Community College.

Integrity. Unwavering adherence to a strict moral and ethical standard.

Respect. Showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences.

Diversity. Recognizing, accepting, appreciating and supporting individual differences.

Teaching. Imparting knowledge, skills and values essential to the success of the individual and growth of the community.

Learning. Gaining knowledge, skills and understanding that are useful to the individual and college community by promoting intellectual curiosity.

Excellence. Providing excellent teaching, student services, customer services and community engagement.

Leadership. Empowering, inspiring and nurturing individuals to be leaders in their own sphere.

Professionalism. Adhering to the highest standard of customer service.



STRATEGIC FRAMEWORK

FY2018 - FY2022



Dear BCCC Stakeholders,

After a year of research and review by staff, the BCCC Board of Trustees approved the 2018–2022 Strategic Goals and Objectives that will serve as a framework for writing the College’s Strategic Plan. The process was conducted in a manner consistent with BCCC’s culture and was inclusive, transparent, and open with input from a wide representation of stakeholders from the College community.

The College is currently engaged in robust departmental planning to ensure the Goals and Objectives are fully brought to fruition in a document that will serve to guide the College in its mission over the next four years.

The purpose of this document is to guide the College’s strategic decision-making process by directing the institution in its effort to provide excellent, accessible, and affordable education in the ever-changing and competitive world of higher education.

As BCCC strives to enhance its responsiveness to our community’s needs, we must work to be where people turn for a high-quality education and valuable career skills. Our efforts must reflect the challenges faced by every student we serve and the goals they strive to reach. Together, we will make our community stronger.

The College is undergoing an important revitalization and the Strategic Plan will make sure that BCCC continues to grow, adapt, and improve as the City’s only community college.

Thank you,

Dr. James H. Johnson, Jr.
Interim President
Baltimore City Community College

MISSION BCCC

Provide quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities.

VISION BCCC

Provide quality career pathways and educational opportunities for a diverse population of learners to exceed the challenges of an ever-changing competitive workforce and environment.



GOAL 1 STUDENT SUCCESS

Provide equitable access to learning environments that support diverse populations of learners and promotes student goal attainment.

- 1.1 Align, support and deliver** courses, programs, and services to ensure progression, transferability and employability.
- 1.2 Utilize** contemporary educational methods to improve and advance students’ academic and workforce preparation and goals.
- 1.3 Enhance** the student experience by increasing awareness of and engagement with College activities and support services.
- 1.4 Increase** persistence and goal attainment across all student populations.



GOAL 2 COMMUNITY ENGAGEMENT

Implement a comprehensive approach to engage current and future students, alumni, and the community.

- 2.1 Reposition** the College’s brand to increase awareness of programs and services and highlight targeted initiatives.
- 2.2 Grow** partnerships with business and industry, government agencies, community members, educational institutions, and all potential partners in serving our students and community.
- 2.3 Strengthen** partnerships to promote and increase access to student learning and transfer opportunities, collaborative planning, and resource sharing.




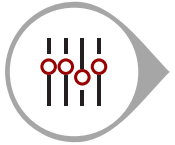







GOAL 3 INSTITUTIONAL FRAMEWORK

Optimize resources to effectively, efficiently support existing and emerging initiatives.

- 3.1 Ensure** facilities, technology, staffing and instructional resources support a quality learning and working environment.
- 3.2 Promote** an environment of professionalism and civility.
- 3.3 Invest** resources to attract, grow and retain highly-qualified, diverse faculty and staff.
- 3.4 Develop** and implement plans to ensure faculty and staff knowledge retention and fluid transition during times of employee turnover.
- 3.5 Improve** the College’s financial sustainability.

Baltimore City Community College **Global Alignment Plans** - Middle States, State Plan, Realignment Legislation, Achieving the Dream and Institutional Plans

		Standard 1 Mission & Goals	Standard 2 Ethics & Integration	Standard 3 Design & Delivery of the Student Learning Experience	Standard 4 Support of the Student Experience	Standard 5 Education Effectiveness Assessment	Standard 6 Planning, Resources and Institutional Improvement	Standard 7 Governance Leadership and Administration
	MIDDLE STATES COMMISSION ON HIGHER EDUCATION STANDARDS							
	MARYLAND STATE PLAN 2017-2021	State Plan Goal 1 ACCESS	State Plan Goal 3 SUCCESS	State Plan Goal 2 INNOVATION	State Plan Goal 2 INNOVATION	State Plan Goal 3 SUCCESS	State Plan Goal 1 ACCESS	State Plan Goal 3 SUCCESS
	STRATEGIC PLAN 2013-2018	Strategic Plan Goal 1 Student Success		Strategic Plan Goal 1 Student Success	Strategic Plan Goal 1 Student Success	Strategic Plan Goal 1 Student Success	Strategic Plan Goal 3 Institutional Sustainability	Strategic Plan Goal 2 Community Business Industry & Educational Partnerships
	Strategic Plan Goal 4 Technology				Strategic Plan Goal 4 Technology		Strategic Plan Goal 3 Institutional Sustainability	
	REALIGNMENT TASKS	Realignment Task 6 Staffing audit		Realignment Task 9 IT and infrastructure	Realignment Task 2 Prioritize workforce development & job placement	Realignment Task 3 Improve student pathways to success	Realignment Task 2 Review and align core course offerings	Realignment Task 2 Prioritize workforce development and job placement
	Realignment Task 5 Realign budget						Realignment Task 4 Partner with City Schools, Higher Education, Employers	
	Realignment Task 8 Branding/marketing						Realignment Task 6 Staffing audit	
	Realignment Task 9 IT and infrastructure						Realignment Task 7 Establish strong relationships	
	Realignment Task 10 Real estate development	Realignment Task 11 ID barriers in laws or regulations						
	Realignment Task 12 Complete strategic plan for 2018-2024							
	ACHIEVING THE DREAM (ATD)		ATD Task 3 Equity	ATD Task 2 Data & Technology	ATD Task 4 Teaching & Learning	ATD Task 2 Data & Technology	ATD Task 2 Data & Technology	ATD Task 1 Leadership & Vision
				ATD Task 4 Teaching & Learning		ATD Task 4 Teaching & Learning		ATD Task 5 Engagement & Communication
						ATD Task 6 Strategy & Planning		ATD Task 7 Policies & Practices
	ACADEMIC MASTER PLAN (AMP) 2014-2017			AMP Goal 1 Academic Success	AMP Goal 1 Academic Success	AMP Goal 1 Academic Success	AMP Goal 3 Physical Learning Environment	AMP Goal 2 Effective Operations
				AMP Goal 4 Effective Technology	AMP Goal 4 Effective Technology	AMP Goal 4 Effective Technology	AMP Goal 5 Revenue	
	STRATEGIC ENROLLMENT MANAGEMENT & RETENTION PLAN 2013-2018	SEMRC Goal 1 Stabilizing enrollments			SEMRC Goal 2 Linking academic & student service programs	SEMRC Goal 3 Improving services	SEMRC Goal 3 Improving services	
		SEMRC Goal 5 Responding to economic forces			SEMRC Goal 4 Transforming retention rates	SEMRC Goal 6 Creating a culture of evidence	SEMRC Goal 6 Creating a culture of evidence	
	FACILITIES MASTER PLAN 2016-2025			Facilities Goal 1 Ensuring uninterrupted support of student services		Facilities Goal 5 Assessing the College's environmental impact	Facilities Goal 1 Ensuring uninterrupted support of student services	Facilities Goal 2 Establishing and maintaining strong customer service
							Facilities Goal 3 Ensuring proper operation of the physical plant	Facilities Goal 4 Enhancing staff development training
	INFORMATION TECHNOLOGY PLAN 2013-2018			Technology Goal 3 Implement best practice in teaching and learning with state-of-the-art technology to improve student success, such as Clouds, social media, video streaming, etc.		Technology Goal 4 Develop, implement and maintain a comprehensive college-wide refreshed program	Technology Goal 2 Complete the implementation of a college wide administrative system (ERP)	
							Technology Goal 1 Implement an industry standard IT infrastructure (Services, Telecom, Switching, & Security)	