1. Board members practice respectful dialogue that serves the best interests of the college.

2. Each board member works to integrate servant-leadership into the board culture.

3. Each board member has the opportunity to speak uninterrupted.

4. Board members come prepared – board chair needs to understand what is required and set time and material appropriately.

5. Board chair acts as caretaker for the board – acts as filter, evaluates agenda for time well spent.

6. Board chair speaks for the board to the media.

7. Consent materials are available 10 days in advance; remaining board materials are available seven days in advance.

8. Board members should route any requests for additional information to the board chair or the president at least two business days prior to the board meeting.

9. Board members may utilize email to communicate individually; however, email communications among a quorum of the board or the full board such as reply all responses are restricted in compliance with the state’s Open Meetings Law.
Howard Community College’s
*Dragon Principles*

We promise to help our students, employees, and community members “get there from here.”

We pledge to...

Be friendly
Be helpful to our students and community
Be considerate of each other

And we pledge to…

**Work with Elected Officials and the Community**
1. Report on the Maryland Council of Community College Presidents’ Retreat

2. Review of the Draft Fiscal Year 2014 Maryland Association of Community Colleges’ Legislative Agenda

3. Howard Community College Legislative Breakfast

4. Student Advocacy Day

Future meetings of the legislative and community relations committee are scheduled for November 4, 2013, and February 10, 2014
1 – Report on the Maryland Council of Community College Presidents’ Retreat

Background

The Maryland Council of Community College Presidents’ (MCCCCP) retreat was held at Prince George’s Community College on August 5-6, 2013. During the meeting, the first draft of the Maryland Association of Community Colleges’ (MACC) legislative agenda for the 2014 Maryland General Assembly was presented. The presidents’ suggested changes to the legislative agenda draft. A final draft of the 2014 MACC legislative agenda will be presented for approval at the September 20, 2013, MCCCP meeting, and for final adoption at the MACC Board of Directors meeting on October 23, 2013.

The retreat opened with a panel discussion on “the next steps of reform.” The panel consisted of Senator Paul Pinsky, Senator Richard Madaleno and Delegate Anne Kaiser. These legislators, along with Delegate John Bohanan, were the key authors of the recently enacted SB 740 – The College and Career Readiness and College Completion Act. The panel's initial reaction to “next stages of reform” is to give the segments time to institute the legislation and make adjustments as they arise.

Some additional highlights of the retreat include:

Following a presentation on “Accessibility to Bachelor’s Degrees” by Dr. Bill Comey of the College of Southern Maryland, the presidents recognized that not all institutions may want to pursue the bachelor’s option, but reached consensus to explore low cost options for baccalaureate access.

Presidents voted to support a Maryland Online (MOL) restructure that maintained intellectual property of Quality Matters while allowing for the maximum level of operating independence.

The presidents recommended surveying the colleges on the costs to serve disabled students, and to compare funding allocated to serve K-12 students with disabilities.

The presidents recommended surveying the colleges for the cost to implement the Affordable Care Act without adjustments in policy. The Department of Education delayed the mandate to July 2015 to give the IRS time to review impact.

Discussion among the presidents included how the changes in Pell grants have affected enrollments across the nation. College affordability has become a concern for Congress. Congress is focused on college affordability.
In addition, the presidents reviewed and suggested updates to the MACC Strategic Plan goals for 2013-2014. The presidents agreed to retain advocacy as a strategic goal, and suggested adding goals for COMAR revisions, and implementation of the recently enacted SB 740 College and Career Readiness and College Completion Act.

President Hetherington will serve as vice president of the executive committee of the MACC Board of Directors and chair of the MCCCC.

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**Recommendation**

This item is for information only and requires no action.
2 – Review of the Draft Fiscal Year 2014 Maryland Association of Community Colleges’ Legislative Agenda

Background

The Maryland Association of Community Colleges’ (MACC) legislative agenda acts as the general model for Howard Community College’s Legislative Agenda for any given year. The MACC legislative agenda determines where special emphasis should be placed in the college’s agenda as it relates to state issues that affect the welfare of Howard Community College students. The agenda identifies the key priorities for focus during the 2014 session of the Maryland General Assembly, and includes talking points for support of community colleges.

The presidents suggested a number of changes, including:

- Acknowledge that during the worst economic times, community colleges were cut the most.
- Provide a historic trend of:
  a. tuition increases;
  b. state aid contributions; and
  c. enrollment trends.
- Insert funding request for disabled students.

Recommendation

This item is for information only and requires no action.
2014 Legislative Agenda
To be presented to MACC Board of Directors
October 23, 2013

SUMMARY

MACC’s Legislative Agenda includes items for legislative action at the state level on issues that affect the welfare of Maryland’s community colleges. MACC will focus on the following issues in the 2014 Session of the Maryland General Assembly:

1. Operating Funds:
State aid for community colleges is funded through a formula that ties a percentage of the annual state aid allocated per full-time equivalent (FTE) at the four-year public colleges and universities to the state aid granted per FTE to the community colleges. For 15 of the 16 community colleges this is the Cade funding formula; Baltimore City Community College (BCCC), being a state community college is funded through a separate funding formula.

The funding formulas have been altered 5 times since 2008 by reducing the percentage ties in the formulas and thereby reducing the annual state aid allocation to the community colleges.

In order to keep tuitions for rising, MACC seeks to restore Cade and the BCCC funding formulas by increasing the percentage tie by at least 2% each year until the full statutory intent in reached. This will require the following:

- Seek an increase of approximately $20 million in the state aid allocation to community colleges. This will enhance the percentage tie in the formula from the current 19.7% to approximately 22% for the Cade funded community colleges in fiscal 2015.
- Likewise, seek an increase of approximately ___ million the fiscal 2015 state aid allocation to BCCC. This will enhance the percentage tie in the BCCC formula from 61% to 63%.
- Pursue legislation that increases the percentage tie by at least 2% each year until the full statutory intent of 29% for the Cade-funded community colleges and 68.5% for BCCC is reached.
- In addition MACC seeks $____ in state support to assist with increased healthcare costs as the institutions incorporate the Affordable Care Act.

2. Performance Based Funding:
New funding allocated to the colleges should be used to increase the basic state aid allocation to the colleges via the formulas. Once the full statutory intent of the formulas is funded at 29% of the FTE allocated each year to the public colleges and universities and 68.5% to BCC, any performance-based funding (PBF) should be applied as an incentive to improve completion.
3. **Health Occupation Shortage Programs and Statewide Programs:**

Pursue full funding for the Health Manpower Shortage Grant and Statewide Programs. The Budget Reconciliation and Finance Act of 2011 (BRFA) permanently altered the funding for these programs. Instead of reimbursing the colleges on an FTE basis for the out-of-county cost differential, the colleges receive a prorated reimbursement in accordance with an annual appropriation in the budget. For the past two years, funding for these programs has been capped at $6 million. In fiscal 2013 the appropriation was short $2.5 million.

This grant program has proven to be a very successful, cost efficient program, permitting community colleges to:

- Offer resident tuition to students taking a specialized technical program that is not available at the student’s local area community college.
- Serve students in high demand programs that have reached capacity at their local area community college.
- Cost effectively serve the state’s workforce needs by sustaining enrollments in high cost, unique programs that have been identified as filling workforce shortage areas.

4. **College Readiness & Completion Act:**

- The number one reason students drop out of college is cost. MACC seeks grant funds to encourage near completers to return to their local area community college to complete their associate’s degree or program of study.
- Pursue amendments to SB 740 – the Career and College Readiness and College Completion Act of 2013. (list emerging)

  Streamline the billing process for the dually enrolled student program by 1) Eliminate the “5% of the pupil targeted population” as a factor in determining the community college tuition reduction; 2) Eliminate the need to track the number of courses in order to maintain the tuition reduction; 3) Permit students to take advantage of the dual enrollment program as long as they are enrolled in high school (over the summer months).

5. **Capital Request:**

Fully fund the 2015 request of $116.95 million for 19 projects at 11 community colleges across the state. Of this amount, $44.3 million has been preauthorized for 4 projects that were carried over from last year. *(See chart attached).*

After several years of discussion with the Department of Budget and Management and General Services, community colleges have modified the CIP priority program to include parking garages. As a result, the first parking garage project is expected to enter the MACC capital prioritization list in fiscal 2016.

6. **Part-Time Grant:**

Community colleges support an increase in the need-based Part-Time Grant Program. The current grant is funded at $5.1 M and has not increased since 2006. Community colleges ask that the grant be increased to $10.2 M.

Part-time students are the fastest growing segment of the State’s student population. Approximately 70% of the students enrolled in community colleges are part-time students.
• The Part-time Grant is administered by the institutions on campus, and therefore addresses the needs of the large number of students who fail to meet the early application deadlines that are required for traditional financial aid.
• A large portion of the Part-time Grant funds are awarded to first generation college-going students.
• Ten percent of the Part-time grant can be used to assist dually enrolled students with fees and books costs.

7. Internship Grant:
Community colleges request state assistance to establish internship programs with local area business and industries in order to provide students with practical experience in the work field.

**Evolution of the Cade Tie w/ BCCC Tie**

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## Maryland Association of Community Colleges
### Tentative Prioritization: FY 2015

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**Preauthorized Total** $44,325,295

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<th>Weight</th>
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**Grant Total FY 2015 Request:** $120,407,567

*Note: Final Prioritization will be approved by the MCCCP in August, 2013*

*Baltimore City Community does not prioritize capital projects through the MACC prioritization process.*
**TALKING POINTS**

**Why should the State support community colleges in difficult economic times?**

The quick answer: Community colleges can readily assist in getting the workforce retooled and back to full employment.

- Over 500,000 Marylanders enroll annually in one of Maryland’s 16 community colleges – 150,000 in credit courses; 225,443 in workforce development courses; 213,358 in contract training and 179,801 in community service and lifelong learning classes (*MACC Databook*, p. 32).

- 85% of the jobs of the future require some form of postsecondary education (GWIB Sept 2009).

- 80% of the Maryland’s employment growth is in jobs that can be mastered at a Maryland community college.

- 96% of the students who attend community colleges are Marylanders who choose to stay in Maryland after receiving their degree.

- Community colleges tuition continues to be less than half the cost of tuition at one of Maryland’s four-year public colleges or universities and one-eighth the cost of a private institution.

- For four consecutive years, community colleges have shared best practices to enhance completions. As a result, Associate degree completions have increased by 33% and licensure and certificates have increased by 38%.

- More than half of all Maryland undergraduates attend a community college. Over 12,000 transfer annually to a four-year institution.

- Maryland’s community colleges are the State’s largest providers of Registered Nurses, graduating nearly 1500 nurses annually and showing a 90% licensure passing rate, which is well above the national average.

- Community colleges offer programs in every political subdivision in the state. There are 16 community colleges with 23 campuses and have course offerings at approximately 1,100 different sites.

- For every tax dollar spent on community colleges, taxpayers get $2 back in higher tax revenues and avoided social costs.

- For every dollar a student invests in a community college, they get $5 back in higher earnings throughout their career.

- Each credit earned at a community college boosts average annual income by $174.
3 – Howard Community College Legislative Breakfast

Background

The annual Howard Community College legislative breakfast is scheduled from 8:00 a.m. to 10:00 a.m. on Friday, January 3, 2014, prior to the session of the Maryland General Assembly, which convenes January 8, 2014. Securing a date in January has proven to be very successful in past years, as it accommodates the schedules of numerous elected officials. Invitations will be emailed the 4th week of September 2013.

The event will be held in The Rouse Company Foundation Student Services Hall, RCF-400. Selected students and parents will be scheduled to address the elected officials. The event will also be an opportunity for Dr. Kate Hetherington to detail the college’s legislative agenda via a comprehensive presentation. Board members and senior college staff will also be invited to attend.

Recommendation

This item is for information only and requires no action.
4 – Student Advocacy Day

Background

Representatives from each community college in the State of Maryland participate annually in Student Advocacy Day. Designed to solicit continued support for the community college mission, Student Advocacy Day engages state representatives in support of the college’s legislative agenda.

As in past years, selected students will be invited to travel by bus to the Miller Senate Office Building in Annapolis to meet with senators and delegates to tell stories about the impact that community colleges have made on their lives. Key talking points will be given to the students in preparation for their meetings with legislators. Students’ name badges will include their legislative districts so legislators will know the district where they vote.

The Maryland Association of Community Colleges will confirm a date for Student Advocacy Day later this semester; February 2014 is the tentative month, however.

Recommendation

This item is for information only and requires no action.