The College of Education and Human Development (CEHD) at the University of Massachusetts Boston includes three academic departments: Counseling and School Psychology (CSP), Curriculum and Instruction (C&I), and Leadership in Education (LIE). CEHD is also home to four centers and institutes: Adult Literacy Resource Institute (ALRI), Center of Science and Mathematics in Context (COSMIC), Institute for Learning and Teaching (ILT), and New England Resource Center for Higher Education (NERCHE). Individual reports from CEHD departments, centers, and institutes are available upon request.

Headcount enrollment in CEHD doctoral and master’s degree and certificate programs was 1287 in Fall 2010, representing nearly 40 percent of all UMass Boston graduate students. FTE graduate enrollment in CEHD was 909, equivalent to 42 percent of all UMB FTE graduate enrollments. In addition, 39 students enrolled in our new undergraduate major, Early Education and Care in Inclusive Settings (EECIS). These students were served by 42 tenured and tenure-track faculty (including the interim Dean), a Distinguished Professor and a Commonwealth Professor, 3 full-time non-tenure track lecturers, and nearly 100 part time faculty. Each of the three academic departments has administrative support from one classified staff member. Three professional staff and one half-time classified staff member work in the CEHD Student Support Center. Two professionals staff the Office of Teacher Education in the C&I Department. CSP has a part time assistant to manage the online programs with shared funding through the department and University College (UC). An additional four professional staff and two classified staff are assigned to the Dean’s office. The professional and classified staff members who conduct the work of the four centers and institutes are supported primarily by external funding.

1. Broad strategic objectives of the College of Education and Human Development

The CEHD mission statement and associated core values, last revised in April 2009, serve as a philosophical and operational guide for all activities of the CEHD:
The College of Education and Human Development (CEHD) generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The urban setting of the University of Massachusetts Boston informs -- and is informed by -- CEHD efforts to fulfill the academic and civic purposes of education in a diverse democracy.

Core values include:

I. **Academic excellence**, which applies theory and evidence-based practice to produce effective and sustainable learning and development outcomes;

II. **Social justice and inclusion** involve equality of access and success for all students, especially those who historically have had limited educational opportunity because of education level, national origin, socio-economic status, gender, age, sexual orientation, disability, or race, ethnic, linguistic, or cultural background;

III. **Community engagement**, which integrates academic knowledge with community-based knowledge to address public and policy issues, improve quality of life, and support a just and inclusive democracy.

Our vision for CEHD is:

*The UMass Boston College of Education and Human Development (CEHD) seeks to become the premier public urban college of education, recognized nationally and internationally for our academic excellence, active collaboration with community partners, our commitment to social justice, and our efforts to improve policy and practice that enhance individual, organizational, and community learning and development.*

The mission, vision, and core values of the CEHD are accomplished in collaboration with students, professionals, and other stakeholders by:
A. offering learning environments that prepare students, educators, and other professionals to
assume leadership roles in the design, development, and implementation of teaching and learning
experiences that are consistent with our values;

B. conducting research directed at improving educational policy and practice in school, higher
education, and community settings to improve the quality of life for all individuals;

C. disseminating materials and information to increase knowledge, improve practice, and facilitate
the learning and development of all individuals in school, higher education, and community
settings;

D. offering technical assistance to enhance learning and skill development in community settings
including schools, colleges and universities, and community-based organizations and programs
at local, state, national and international levels.

I. CEHD AY 2010-2011 Goals and Progress

Carol Colbeck resigned her position as Dean in January, 2011. Associate Dean Felicia Wilczenski
accepted an appointment as interim Dean as of January 24, 2011. Goals outlined by former Dean Carol
Colbeck for the previous academic year (2010-11) primarily focused on the UMass Boston Strategic Plan
of enriching and expanding academic programs and research as well as developing an infrastructure to
support those goals. These efforts are all to support our overarching concern to advance student success
and development.

1. Quality assurance of our academic programs will continue to be a top priority.

   • C&I faculty began to identify program goals and learning outcomes that are the basis of
     the inquiry brief proposal being prepared for TEAC. Department personnel are working
     collaboratively with the new CEHD Director of Assessment, Laura Vanderberg, to ensure
     an effective program evaluation process.

   • In Spring of 2011, AQUAD reviews were conducted in C&I for the Learning, Teaching,
     and Educational Transformation (LTET) master’s degree program, the certificate and
master’s degree programs in Critical and Creative Thinking, and the Instructional Design program. Instructional Design will move to the University College. Discussions to implement the recommendations of the other AQUAD review teams are ongoing.

- The Leadership in Urban Schools (LIUS) Doctoral program in LIE plans to have an AQUAD review team on campus in the early fall of 2011. In CSP, an AQUAD review of the Mental Health Counseling program and a review of the School Psychology program by the National Association of School Psychologists are planned during the 11-12 academic year.

- The LIE department’s application for membership in the University Council for Educational Administration (UCEA) was accepted and faculty are working to prepare their administration programs for a review.

- CEHD has not yet received the results of the Department of Elementary and Secondary Education (DESE) review conducted in October of 2009.

2. New Program Development was a priority, as CEHD continues progress made last year on (a) Ph.D. in Counseling and School Psychology, (b) a Ph.D. in Leadership in Education, (c) an undergraduate minor in Teacher Education, (d) Certificate of Advance Graduate Study program in Educational Administration for the Superintendent of Schools license, and (e) new CAGS in Teacher Leadership program -- a collaboration between LIE and C&I.

- **Ph.D. in Counseling and School Psychology**: The proposed 2-track doctoral program includes tracks in Counseling and School Psychology. The program received final approval by the Board of Higher Education on June 7, 2011.

- **Ph.D. in Leadership in Education**: The LIE Department is developing a proposal for a Ph.D. track while retaining the Ed.D. degree for both the Higher Education Administration (HED) and the Leadership in Urban Schools (LIUS) tracks. As a first step, a proposal to separate the HED and LIUS Ed.D. tracks into two distinct programs was prepared. This
proposal was not approved by the Board of Higher Education (BHE) at a recent meeting in June, 2011. LIE faculty will decide on the next steps in consultation with the Office of Graduate Studies and Provost’s Office.

- **Undergraduate Minor in Teacher Education**: Discussions continue with the Colleges of Liberal Arts (CLA) and Science and Math (CSM) about best ways to develop an education minor, encouraged by the Department of Elementary and Secondary Education (DESE) reviewers and desired by increasing numbers UMB undergraduate students.

- **Superintendent Licensure**: Development of this track is delayed because the DESE is not approving new programs until the Board of Education adopts new standards for administrators. There is documented need for well-prepared Superintendent candidates in Massachusetts and the department intends to pursue this option.

- **Teacher Leadership CAGS**: This track in the Educational Administration Program received final approval in Spring, 2011. It is a collaborative effort between LIE and C&I.

- **Infant Track for the Mental Health Counseling Program**: Faculty in CSP in collaboration with Ed Tronick and other faculty in the Psychology Department developed a program in Infant Mental Health that will be reviewed by the college and university curriculum committees in the Fall, 2011.

3. **Enhanced Faculty Support** included the implementation of two orientation sessions for part-time faculty, development of a faculty handbook with links to College and University policies and resources, support with grant writing, and development of an infrastructure to support community engagement by faculty and staff in CEHD. The Dean’s Office provided professional development for faculty including workshops on AFR preparation, tenure and promotion processes, FERPA regulations, search committee procedures, and implementation of the Chalk and Wire (C&W) e-portfolio system.
4. **Review and reorganize staffing**: After discussions with department chairs and faculty and searching for alternatives, reorganization and/or hiring efforts are underway to support placement, admissions and coordination functions within departments. For example, C&I established an Office of Teacher Education to deal with admissions, school placements and other matters specifically related to teacher education. An additional full time professional staff position was approved for the Office of Teacher Education and a search will be conducted in the Fall.

5. **Enhanced Student Support**: With reorganization, the Student Services Center (SSC) is now supporting students in all departments from recruitment and orientation through writing support, MTEL preparation, graduation, licensing, and leads for job searches. Personnel in the SSC are also members of critical University committees (e.g., advising, orientation, and commencement).

6. **Global Initiatives**: In Spring of 2011, a new Institute for International and Comparative Education (IICE) was established in CEHD under the leadership of Professor WenFan Yan. As an initial partnership, IICE will serve as a platform from which UMass Boston, Beijing No.2 Experimental Primary School, and the High School Affiliated with Renmin University of China may launch initiatives for sharing expertise, broadening educational vision, and deepening global understanding. The IICE will engage in activities related to the three (primary, secondary, and post-secondary) levels of comprehensive educational systems, with a focus on urban education, and will establish relationships with more partners in the near future. Online programs in the Department of Counseling and School Psychology are attracting increasing numbers of international students. The Vision Studies program, a collaboration between C&I and the Institute for Community Inclusion (ICI), is providing professional development for Universities in Taiwan and Guam.

7. **Faculty searches**: CEHD faculty hiring and retention are consistent with the UMass Boston strategic goal of attracting, developing, and retaining highly effective faculty. CEHD reached successful conclusions to three of four searches for tenure-line faculty and one successful search for a full time clinical position. Hiring Assistant Professor Kristin Wendell addresses a high
need area in science education in association with COSMIC and the Curriculum and Instruction Department. Assistant Professor Patricia Kruger-Henney is joining the faculty of the Leadership in Urban Schools (LIUS) doctoral program in the Department of Leadership in Education. Associate Professor Sharon Horne joins the Mental Health Counseling faculty in the Department of Counseling and School Psychology and will lead the new doctoral program in counseling psychology. Amy Cook is hired as a full time lecturer in the School Counseling program. The search for a faculty member in public finance with a joint appointment in CEHD and McCormack Graduate School will continue next year. Faculty strength in number, research, and teaching quality continues to grow in CEHD. Sharon Lamb, Arthur Eisenkraft, Lusa Lo, Tara Parker, and Melissa Pearrow were granted tenure this year. Drs. Lo, Parker, and Pearrow were also promoted to the rank of Associate Professor. As this academic year concludes, we have one retirement (MaryAnn Byrnes), and a faculty member moving to the University of Hawaii (Sam Museus).

II. Other Major CEHD Achievements of AY 2010-2011.

Additional CEHD achievements include (1) external funding, (2) increased state, national, and international visibility, (3) faculty professional development, (4) assessment and planning, and (5) student support.

1. **External Funding:** Professional staff in CEHD’s four centers and institutes have long been successful at securing external funding to support their personnel and programs. In AY 2011, faculty and staff submitted 22 grant proposals. Preliminary figures from the Office of Research and Sponsored Programs (ORSP, June 29, 2011) show that the grants awarded to CEHD for FY 2011 totaled $5,886,260.52. The following table summarizes grant money obtained by the various units within CEHD:

<table>
<thead>
<tr>
<th>UNIT</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Literacy Resource Institute (ALRI)</td>
<td>$558,188.24</td>
</tr>
<tr>
<td>Institute for Learning and Teaching (ILT)</td>
<td>$655,358.03</td>
</tr>
<tr>
<td>New England Resource Center for Higher</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>Budget</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Education (NERCHE)</td>
<td>$395,381</td>
</tr>
<tr>
<td>Center of Science and Mathematics in Context</td>
<td>$2,665,314</td>
</tr>
<tr>
<td>(COSMIC)</td>
<td></td>
</tr>
<tr>
<td>Dept. of Counseling and School Psychology</td>
<td>$300,000</td>
</tr>
<tr>
<td>Dept. of Curriculum and Instruction</td>
<td>$411,137.25</td>
</tr>
<tr>
<td>Dept. of Leadership in Education</td>
<td>$201,586</td>
</tr>
<tr>
<td>Dean’s Office</td>
<td>$699,296</td>
</tr>
</tbody>
</table>

2. **Increased State, National, and International Visibility:** The work of CEHD administrators, faculty, and professional staff makes a significant impact on Massachusetts, national, and international policy and practice and provides important visibility for UMass Boston. Examples of group efforts are listed below.

   a. **COSMIC** was invited to present their initiatives on K-12 vertical teaming approaches to science curriculum coordination at a full day workshop at the National Conference of Science Education in San Francisco. Twenty BPS teachers also presented papers at the conference reflecting their work with the Boston Science Partnership. COSMIC was also involved in creating the Common Core standards for science education for the National Academy of Sciences.

   b. The **Greater Boston Readiness Center (GBRC)** is comprised of lead partners UMass Boston, Framingham State College, Wheelock College, MassBay Community College, and four education collaboratives (EDCO, TEC, SHORE, and ACCEPT). Lead partners of the GBRC agreed to focus on improving teacher professional development for STEM Education. GBRC will be able to continue its work with funding from the Massachusetts Race to the Top award. An executive director was recently hired.

   c. **The Boston Writing Project** in ILT hosted a successful conference for the National Writing Project at the Colonnade Hotel in April, 2011.
d. *Teacher Performance Assessment* is the focus of a pilot in twelve states to explore effective ways to evaluate pre-service teachers’ readiness to assume independent responsibility for classroom teaching. UMass Boston, along with three other UMass Colleges of Education and Boston College are leading the pilot for Massachusetts.

e. *Project ALERTA received a 2010 Coming Up Taller Award* by the President's Committee on the Arts and the Humanities and its partner agencies, the Institute of Museum and Library Services, the National Endowment for the Arts, and the National Endowment for the Humanities. ALERTA, a project of the Institute for Learning and Teaching (ILT) has been recognized through this award for the excellent work it has accomplished in youth after-school and out-of-school arts and humanities learning. There were 458 nominations submitted from 48 states, the District of Columbia, and Puerto Rico. Project ALERTA was chosen as one of 15 to receive the award, consisting of a plaque and a $10,000 award. Michelle Obama presented the award to the recipients at a White House Ceremony to be held in November 2011.

f. The *Adult Literacy Resource Institute* provided significant staff and program development supports and various other services and resources to adult basic education programs in the Boston region. The Institute is exploring the use of on-line distance learning as a vehicle to extend its professional development activities in the field.

3. **Faculty Professional Development:** Workshops were conducted periodically throughout AY 2010-2011 to support the professional development of all CEHD faculty, and in particular, for tenure-seeking faculty undergoing the review process.

4. **Assessment and Planning:** Laura Vanderberg streamlined the CEHD course evaluation procedures to save money and increase the efficiency of our reporting systems so that faculty now receive course feedback in a timely manner. She also coordinates our efforts to pilot Chalk and Wire e-portfolio and data collection systems. Dr. Vanderberg consults with the three departments regarding program evaluation, accreditation, and data management issues. The Office also maintains and updates the CEHD website.
5. **Student Support Center**: The office directed by Aimee D’Avignon now serves the needs of the three departments in CEHD. The office assists with recruiting, advising, course registration, and Department of Education licensure.

### III. Strengths and Challenges

1. **Strengths**: Outstanding faculty and professional staff are key strengths of CEHD. The College is also cost effective.

   a. CEHD faculty and staff contribute to College and University governance, handle large teaching loads, and make major contributions to national associations. A partial list of outstanding service and accomplishments for AY2011 includes:

   - **Laura Bozeman** – Board of Directors, International Association for the Education and Rehabilitation of the Blind and Visually Impaired
   - **Robin Codding** – Co-recipient of the American Psychological Association 2010 Division 16 (School Psychology) Lighter Witmer early career scholar award.
   - **Lisa Cosgrove** – Residential Research Fellow at the Edmond J. Safra Center for Ethics at Harvard University
   - **Anne Douglass** – Steering Committee member for the Federal Child Care Policy Research Consortium
   - **Lisa Gonsalves** – UMass President’s Award for Public Service
   - **Virginia Harvey** – Chair, Graduate Studies Committee
   - **Varda Konstam** – Chair, Faculty Council
   - **John Saltmarsh** – Board of Directors, International Association for Research on Service Learning and Community Engagement
   - **Angela Stone-MacDonald** – Massachusetts Department of Public Health Interagency Coordinating Council Higher Education Task Force Member
   - **Katalin Szelenyi** – Healey grant award
   - **Felicia Wilczenski** – Fulbright Specialist, Beijing Normal University, China
b. **Cost effectiveness**: The most recently available analysis of cost and revenue per IFTE prepared by the Office of Institutional Research and Planning (OIRP) in April, 2010 shows that CEHD has consistently had the lowest direct cost per student IFTE, or instructional full time equivalent. For FY09, that amount was $3,400, which was $800 less that the next lowest cost per IFTE in one college and $7,100 less than the higher cost per IFTE in another. In addition, at $10,400 the estimated gross revenue per student in CEHD is the third highest of all UMB colleges, and only $200 less than the college with the highest estimated gross revenue. Consequently, the CEHD estimated net gain per student when considering direct cost per IFTE is the largest in the University at $7000. Although CEHD appears to be the most cost effective academic unit at UMass Boston, this economic efficiency may belie the lean administrative supports and ongoing needs for faculty resources.

2. **Challenges** include high expectations conflicting with a high teaching load, inadequate space, financing and staff support, insufficient support for data collection and management, and insufficient graduate assistantships.

   a. **High expectations for faculty despite high teaching load**: A barrier to excellence is the demanding expectation of teaching, scholarship and research. The 3-3 teaching load for most CEHD faculty, combined with increasing emphasis on research and the need for extensive service (dept, college, UMB, community and profession), contribute to a high level of stress and impaired morale. To reduce the teaching load and provide better support for our students, more faculty are needed in the three departments. In addition, all faculty are likely to feel strained in AY2012 as several faculty take sabbaticals or other approved leaves of absence. Excellent part time faculty teach many of our courses, but the long term solution will lie in hiring more full-time faculty to meet accreditation standards for quality control and sustainability.

   b. **Inadequate space, financing, and staff support** are interrelated issues that may affect effective functioning and growth of CEHD, particularly as the College develops more and deeper partnerships with schools, school districts, and community agencies. As with
all units at UMass Boston, CEHD is suffering from lack of sufficient space to allow our faculty and professional staff to conduct their professional work effectively. The situation was alleviated to some extent with the renovation of the former Copy Center into a seminar room and two faculty offices. Also, we are able to accommodate doctoral students with the opening of a new Graduate Student Resource Room, with a bank of computers and meeting space for students to gather [located in Wheatley Hall, first floor, room 77-O]. There are perceptions of inadequate staff support, lack of administrative infrastructure, and inequitable workloads within CEHD and in comparison to other units across the University.

c. **Insufficient Support for Tracking Program and Department Data.** Programs need support in the systematic collection of alumni and student data to facilitate ongoing evaluation of student progress, learning, and achievement. Dr. Laura Vanderberg was selected from a national pool to become the new Director of Assessment for the College and began work in late June. Dr. Vanderberg learned the available databases at the University and is working with program directors and chairs to improve data collection and management processes. She has a critical role in organizing evaluations for various programs, grants, and departments in helping to implement an e-portfolio system.

d. **Insufficient Graduate Assistantships** All departments report the problem of insufficient Graduate Assistantships to adequately support our students and program administration. This affects our ability to attract students from underserved populations, ethnic minorities, and outside the Commonwealth of Massachusetts. One way we are beginning to address this problem is through external funding. Some proposals (and awards) include direct support for students. As the number and amount of external awards that include buyout of academic year time, we may use salaries saved toward graduate assistantships.
<table>
<thead>
<tr>
<th>Faculty #s</th>
<th>GA Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 07-08</td>
<td>36, 60, .25 FTE; or 15, 1.0 FTE</td>
</tr>
<tr>
<td>AY 08-09</td>
<td>38, 60, .25 FTE; or 15, 1.0 FTE</td>
</tr>
<tr>
<td>AY 09-10</td>
<td>42, 60, .25 FTE; or 15, 1.0 FTE</td>
</tr>
<tr>
<td>AY 10-11</td>
<td>46, 64, .25 FTE; or 16, 1.0 FTE (1 GA increase for HED program per AQUAD recommendation)</td>
</tr>
</tbody>
</table>

Over the past 5 years, there has been approximately a 25% increase in faculty, an increase in enrollment, and an increase in the complexity of programs (e.g., C&I: Early Childhood – undergrad and grad; CSP: Doctoral and OL programs; LIE: Ed Admin and plans for a PhD), as well as greater pressures to obtain national accreditation and external funding, yet the GA allotment for CEHD has remained constant with the exception of an increase in the Higher Education Administration (HED) program.

### IV. CEHD Goals for AY 2011-2012

CEHD’s goals for the coming academic year are compatible with those of the University in advancing student success and development, enriching and expanding academic programs and research, establishing financial resources model consistent with the university’s mission statement, and developing an infrastructure supportive of the preceding goals.

1. **Addressing administrative turn-over and college climate:** CEHD is undertaking a self-study to examine the structural, organizational, and personnel issues that hinder the efficiency and effectiveness of our work. With the support of the Provost’s Office, an external consultant, Tom Gordon, is assisting with this process. Through the Senate and Dean’s Council, CEHD faculty and staff are discussing the College’s current administrative infrastructure and future needs. There is an emphasis on viewing CEHD as a whole, rather than separate departments, centers, and institutes. We intend to begin a Dean’s search in the fall with a clear vision of our priorities and plans for the future.
2. **Recruitment and retention:** We continue to focus our recruiting efforts to attract a diverse student population, with an emphasis on populations under-represented in the field of education i.e. cultural, ethnic, and linguistic minorities. OIRP (6-27-11) reported a 29.6% increase in CEHD student enrollment from Fall 2010 to Fall 2011. CEHD programs continue to have large applicant pools and high yield rates for accepted students. For the majority of programs, student retention is good.

3. **Continuing to assure the quality of our programs:** CEHD addresses this goal, consistent with our college value of Academic Excellence and University goal of advancing student success through engagement in formal assessment of some programs and on-going curricular review and enhancement across all programs. Quality assurance demands on CEHD faculty are especially high because most of our programs must meet standards set by multiple external agencies: federal statutes, state licensing offices, professional accrediting agencies, specialized professional associations, districts and agencies that supervise our interns and hire our graduates, and University quality standards. CEHD programs are currently authorized to endorse graduates for Massachusetts licensure in a variety of teacher education and special education areas, school counseling, school psychology, and educational administration. Formal assessment of programs in 2011-2012 will include AQUAD reviews of the LIUS doctoral program (LIE) and the Mental Health Counseling program (CSP). The School Psychology program in CSP will undergo an accreditation review by the National Association of School Psychologists. The Educational Administration and LIUS program are continuing to work toward UCEA approval. The C&I department’s goal is to compete an Inquiry Brief Proposal as a first step for TEAC accreditation. After an AQUAD review, the program in Instructional Design will move to University College in Fall, 2011.

4. **Professional development:** In addition to the University-wide professional development opportunities, for AY 11-12 CEHD plans activities for faculty and students specific to College needs. A workshop on Qualitative Research Strategies is planned for September. As well, there will be tenure and promotion workshops for pre-tenured faculty. The Office of Diversity and Inclusion will conduct a workshop concerning sexual harassment issues in December. A workshop on grant writing and management is planned for the spring semester. Two part-time faculty orientation sessions are planned at the beginning of fall and spring semesters.
5. **Advancement:** University Advancement implemented a new model for advancement work. Carol Kelley joined CEHD as our Development Officer in December, 2010. We are working to define that new position in the College. The large number of education alumni of the Teachers College of the City of Boston and Boston State College provide many opportunities to build a strong cadre of supporters for the CEHD. Development of relationships proceeded along two parallel paths during Spring, 2011: Fostering donor relationships and re-organizing an Advisory Board.

   a. **Donor relationships:** At its Reunion Dinner, the Class of 1961 at Boston State College donated $12,000 to the CEHD Scholarship Fund. Carol Kelley contacted over 100 individuals to establish new relationship or reconnect with former donors.

   b. **Advisory Board:** Plans are underway to reconstitute the CEHD Advisory Board with a philanthropic orientation. Priorities are identifying strategies and funding sources to enhance our community partnerships. A meeting with the previous advisory council chair, John Flores, is scheduled for summer, 2011.

6. **Community Partnerships:** Past meetings with internal and external stakeholders focused on how best to developing partnerships with a few targeted schools, districts, and community groups to address the needs of the whole child, whole school, and whole community. In the process, CEHD students gain opportunities for professional internships, and CEHD faculty and students collaborate with community partners on research grounded in theory and practice. CEHD enhanced existing relationships with community partners, notably with the Boston Public Schools. The relationship with BPS is long and rich, highlighted in the last decade by the development of our path-breaking practice-based one-year to master’s and licensure program, Teach Next Year (TNY), the nationally-recognized Boston Science Partnership (BSP), a dedicated school counseling and pre-college enrichment program at DEC, and programs for elementary and secondary English Language Learners through our Institute for Learning and Teaching (ILT). CEHD is currently exploring a partnership with the Dever/McCormick School, a K to 8, Spanish-English language immersion program facilitated by the University’s Office of Community Partnerships. During a March, 2011 visit to TechBoston, one of the three academies at the Dorchester Education Complex (DEC), President Obama highlighted the ongoing partnership between DEC and UMass Boston.