



The Commonwealth of Massachusetts
University of Lowell
One University Avenue
Lowell, Massachusetts 01854

OFFICE OF THE PRESIDENT

February 9, 1984

Chancellor John B. Duff
Board of Regents of Higher Education
One Ashburton Place
Boston, MA

Dear John:

The University of Lowell is pleased to submit the attached proposal in response to your memorandum of January 12. Building on our experience with the Lowell Model for Educational Excellence, a prime example of the type of collaborative effort you and the Governor are promoting, we are developing a series of collaborative projects with the public school systems in our region. With support from the Board of Regents, these collaborative projects can be implemented promptly, with immediate impact on thousands of elementary and secondary school students, teachers, and parents.

In the spring of 1983, Senator Paul Tsongas called for a partnership between government, industry, and educational institutions in the Lowell area. The purpose of the partnership is simple: to have an immediate and dramatic impact on the quality of public school education in the city of Lowell. A Study Commission was formed, chaired by Mario D. Fantini, Dean of the School of Education at the University of Massachusetts in Amherst, and including M. Virginia Biggy, Dean of the College of Education at the University of Lowell, and Robert I. Sperber, Special Assistant to the President and Professor of Education at Boston University. A Task Force, including 23 leading citizens of Lowell, was established soon thereafter, and Donald E. Pierson was appointed director of the project in July, 1983. This new venture elicited very positive responses from community, business, and academic leaders. The partnership was created, and has begun to yield benefits for the schoolchildren of Lowell.

The University of Lowell has been deeply involved from the outset. We have invested University resources and energies in the project, and recently appointed Dr. Pierson as Director of the Center for Field Studies and Services and Professor of Education in order to ensure continuing support for this very important collaborative effort. We understand, and practice, cooperation.

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Using the Center for Field Studies and Services as the focusing point for our efforts, we plan a three-pronged approach during the next twelve months.

First: Continuing to work with the Lowell School Committee and City Council, we will take the next steps in the development and implementation of the Lowell Model for Educational Excellence. These action steps will be taken under the direct leadership of Dr. Pierson, and will further develop and demonstrate the theme of building partnerships between government, industry, and education. (We are attaching a copy of the Executive Summary Report of the Study Commission, which provides detail about the Lowell Model.)

Second: Responding to an invitation from another town or city in our region, we will replicate the collaborative model and begin the regenerative process in the schools of a second community. Initial inquiries have been received from other towns, and we believe a second project could begin in the fall of 1984.

Third: Serving the northeastern region of the Commonwealth more generally, we will offer programs and services through the Center for Field Studies and Services to another 20-25 communities. Teachers, students, administrators, civic leaders, elected officials, and parents will be brought into new partnerships in a vigorous effort to improve the quality of public education in our region.

We are proposing four separable but complementary projects in computer literacy, in-service training for teachers of mathematics and science, programs for the gifted and talented, and research and development. To support this extensive and ambitious program, we ask for \$1,457,000. In addition, we expect to raise at least another \$575,000 in equipment grants from corporations and organizations. Because we have been extremely successful in these fund-raising efforts in the past few years, we understand the dimensions of the task and believe we are capable of meeting our goals.

We look forward to working with the Board of Regents in this important endeavor.

Sincerely,

WILLIAM T. HOGAN
President