

Early College Task Force meeting minutes 3/24/14
BOR Board Room 123, 39 Woodland Street.

Present: Robin Golden, Steve Minkler, Lori Matyjas, Robert Trefry, Katie Kelly, Arthur Poole, Kate Carter, Dennis Bogusky, Gillian Thorne, Judy Resnick, Jane Williams, Tracy Ariel, Gail Stevens, and Sally Biggs

Robin Golden reported on the six community colleges to be showcased further in 2014-15 in the BOR system as models for existing partnership with their local high schools. These included Gateway Community College (representing a partnership to address college readiness), Norwalk Community College (a new Pathways in Technology Early College High School model program), Three Rivers Community College (a cohort/school-wide program located on a college campus), Manchester Community College (example of a partnership to provide broad access to college credit-bearing experiences), Naugatuck Valley Community College (a targeted partnership between a school district and college), and Asnuntuck Community College (showcasing the fifth Year Associate Degree Program in Advanced Manufacturing Technologies).

Starting before July 1st we will be taking advantage of grant funding available to support alignment of K-12, college and the workforce to start the National Alliance of Concurrent Enrollment Partnerships (NACEP) accreditation process for the College Career Pathways programs at Manchester Community College and four other colleges - Asnuntuck, Norwalk, Three Rivers, and Quinebaug Valley. The self-assessment process needed for NACEP accreditation will be started. At the May 9, 2014 gathering at MCC, the morning session will cover NEASC accreditation guidelines for CCP-type of programs.

In addition, there is a joint BOR and Connecticut Technical High School System ((CTHSS) task force to look at how to align programs and share resources such as facilities. This group is coordinated by Tracy Ariel and is working on developing “educational compact” agreements between the two systems.

To help with the recruitment of students into the various career clusters showcased at the above community colleges, we are encouraged to use the DVD's and teacher materials that CBIA has created to do manufacturing outreach and showcasing women in manufacturing careers (“You Belong – Women in Manufacturing”), along with the same type of materials for health and bioscience, energy and green technology, and engineering- go to the Ed foundation in the CBIA website to view the materials in their Educational Foundation webpage (<http://www.cbia.com/edf/>).

The BOR will need to look next into other high school-community college sites for developing other PTECH-like partnerships. There are other potential sites for PTECH partnerships in New Britain, New Haven, Bridgeport, Waterbury, with additional corporate sponsors - how do we expand this to Hartford or the manufacturing programs in tech high schools? - three of the manufacturing centers are working with other college connection programs. Will need to check on the vet tech programs at some of the colleges as other potential partners for future PTECH models.

There is a lot of potential in trying to partner with the Aquaculture and Agriculture high schools as well. Another possibility is looking into the several National Academy Foundation academies in association with CBIA. NAF academies look for students that are planning to go to four year programs, but understand that may not be possible for everyone. The CBIA pathways to technology high school partnership is in Windsor, CT and is a NAF academy. Robin to follow up with Judith Resnick about the NAF programs. Another potential corporate sponsor for other PTECH-like partnerships may be Travelers, which is currently in high school partnerships with both Goodwin College and Capital CC. [Although a subsequent conversation with Dr. Nieves from CCC suggests that Travelers and the other Insurance companies do not have problems filling their jobs and are not interested in hiring anyone with less than a Bachelors/]

Other good news for the BOR in its ability to develop better college transition programs is that the Kresge Foundation (see handout from Jane Williams) has given the BOR a grant to start a System Office Student Success Center office, with money to hire a director to be starting the end of May. This office would support the Early College initiative and CCP model, do research and pilot strategies looking at states that have used this model. The Student Success Office would also gather information at the national conferences and there would be a Student Success committee started for the BOR, with the director of the program providing the info to other college advisory committees. The Student Success office will have a web page dedicated to the progress. There are already a couple of these centers in other states and we can look at them on the web. The Michigan Student Success center is bigger than what CT is planning for now.

As we proceed in trying to improve high school-college dual enrollment programs in the system, we still need clarification on how the high school students get college credit for courses they take at the high school - the Trinity Academy does not grant dual credit for college courses students take at Trinity towards the high school degree. The State's legislation says that the high school may grant but not must.

After the meeting, Robin followed up on the legislation which does not say clearly that a college course can count for more than .5 of high school credit. Robin followed up with folks at the SDOE and Liz Donohue in the Governor's office and the general sense is that there is flexibility but it is not clear what is required to ensure that flexibility. Liz said that she thought the answer was in the "Personalized learning/mastery based legislation passed last year." The Steering Committee should consider following up on this issue, particularly because PTECH programs must have the college courses count equally towards the high school degree in order to operate as planned.

To aid with all these partnerships, we need a better definition of college readiness. The P-20 Council has a two-page definition - so we need a shorter definition synthesized by the Early College task force.

No Child Left Behind-related remediation legislative hearings this week on adding more money to PA-1240 remediation process with multiple measures of assessment.

Review of the Early College Data subcommittee report – P-20 will work to have longitudinal

data available from high school to college – will need to be able to track remediation efforts - PSAT and SAT information could be used more fully by principals and teachers to assess college readiness. There are two goals to the data group - to define and track metrics related to early college programs and to figure out how to share information from H.S. to college. So far the research shows there is little information on the CT State Dept of Education website about the CCP program, and it needs to highlight which high schools have “early college” programs.