

Early College Steering Committee minutes -4/21/14 - 3 pm meeting -BOR-39 Woodland St.-Rm 123

Present: Gail Stevens, Katie Kelly, Gail Coppage, Lori Matyjas, Liz Cowles, Bob Henderson, Mike Breen, Robin Golden, Carmen Cid, Kate Carter, Steve Minkler (on phone), Gillian Thorne, Robert Trefry

Absent: Dolores Garcia-Blocker, Ted Gardella, Sally Biggs, Judy Resnick, Elliott Ginsberg, Dennis Bogusky and Dianna Roberge-Wentzell.

Discussed the importance of connecting to the four year universities in developing STEM talent pipelines - not all jobs can do with an associate degree only or certificate as is the case with manufacturing industry careers. In particular, the growing bio-tech and bio-science industries will need employees with BS degrees and higher.

Bob Trefry sees healthcare as requiring only an associate for entry into the health workforce, unlike the insurance field. (Robin reported that one of the problems with the creation of a P-TECH model program with the Insurance Industry is the fact that they only want to hire applicants with at least a BA or BS and do not seem to be having difficulty filling positions.) Bob said that there was going to be a lot of retirements hitting the allied health industry and that there will continue to be a strong need for new employees. We discussed the minutes from last meeting - still not completely clear on how to count a college course toward high school credit because the referenced legislation is not clear and this leads to a problem for the PTECH model programs where the students must get credit towards high school graduation for their college courses if they are to earn an A.S. or AAS degree in 4 to 6 years.

We discussed the latest information on the early college money appropriation recommendations from the state legislature. Legislative leaders put more money into remedial education. That line item went from \$4 million to \$11.5 million with five million of new money and sweeping in the \$2.5 million that had been designated for early college. Efforts are underway to save some funding for early college. Dr. Gray is trying to explain to the legislators that early college programs can address the college ready issues. The Governor's office is also trying to help retain some funding for early college. At the time of our Steering Committee meeting, the early college budget request from the BOR was revised down to 1.8 million [NOTE: At the end of the session there was \$1 million in the budget for early college. The BOR staff does not yet know if there are any constraints on the use of those funds. Remediation received \$10.8 million.] –

Various committee members asked if any of the funding, if we get it, will be able to support high school engagement in planning for early college. The high school faculty and staff are key partners and we need to make sure they are at the table. Gail Coppage said that we should keep this in mind as we look for new grant funding. Robin said that some of the funding, if we get it, can be used to convene the partnerships for planning purposes, and might be able to compensate high school faculty for their participation.

Other Committee members asked what will be tangibly different after this money is spent? How will we know if we are being successful. We need to develop a set of metrics on what we actually believe represents success. One example is that how successful students are in college after an early college experience. Unfortunately, we will not have that kind of data right away. But, we need to set up what we want to measure. If we get funding, we may be able to hire someone to help both with the data process and with the continued development of the P-TECH model programs. Robin met someone who

currently is a Zoom Foundation Fellow working in the Governor's office who might be perfect for that role.

In the original \$2.5 million there was around \$1.3 million total for development of early college programs at the colleges. With significantly less funding we are going to have to prioritize. We definitely have the six initial models, the standardization and accreditation of the CCP programs and the expansion of the PTECH model as priorities for distribution of early college moneys.

The PTECH model requires that students receive the AAS degree for free. But in CT we are still looking for the money to pay for college. In NY state the NY governor put 4 million into the PTECH models. Luckily we have at least a year because the first students at NECA (the Norwalk PTECH academy) will not be taking college courses until the fall of 2015 at the earliest.

Since CT has no policy on dual enrollment programs to make CT more like states that have this as a priority (like New York State) we could try and find a grant to apply to for funding some of the needs on both the K-12 and higher education sides. A lot of money has gone to Alliance districts in recent past—maybe the Hartford foundation for Public Giving can be approached? Kate reported that when Great Path was first being developed, the MCC faculty that was involved took advantage of a 20% faculty release policy available for faculty to work on special projects. Several community college representatives on the committee said that, as budgets have shrunk, and a greater number of adjuncts have been hired, the number of faculty who can use the one-course release time associated with “additional responsibilities” in the contract (instead of teaching 5 courses in a semester), has shrunk and it has been used for other things.

The Steering Committee agreed that we should create a sub-committee to work on a draft dual enrollment policy for the state. In the dual enrollment programs where high school faculty teach college level courses and successful students receive community college credit (the CCP model), colleges must meet NEASC standards. The Steering Committee believes that this is best done by pursuing NACEP accreditation. All early college programs are encouraged to follow our Attributes list. What is the overlap among the three types of requirements (NEASC, NACEP and our Attribute List)? A CT state dual enrollment policy would have to address this type of overlap.

The Committee talked about slightly revising (again) the Attributes List. We need to add a section in the Introduction about how to use the document. Eventually, we can add examples from existing partnerships to further assist colleges and their K-12 partners in using the List. [NOTE: The language was added and the List is now on the CONNSCU website: <http://www.ct.edu/files/pdfs/Middle-College-Attributes-Report.pdf>]

The Committee then talked about the need for a CT definition shared by K-12, college and the workforce of “college and career readiness.” After generating a list of questions (including: Can we use what is already out there to develop a working definition? - How should we implement the use of the definition in developing our high school partnerships more effectively?- Do we need to come up with a college readiness definition that is measurable?) the group suggested that this was not something that this Steering Committee should take on. Gail Coppage suggested that maybe the Steering Committee that will be developed for the BOR's Kresge Foundation grant creating a Student Success Center can work on defining what it takes to enhance student success in a shared way.

Robin shared with the Committee the application process for the Norwalk PTECH. Robin has been working with Bob Fernandez at QVCC (Director of the Willimantic Center) on the creation of a possible second P-TECH model program to open in the fall of 2014. Carmen suggested that, if we are able to get the program going and need to recruit students quickly, we could go to the Barrows STEM academy for the 8th grade class (of K-8 school) or take the committed students from all over who are going to the Windham HS STEM academy for fall 2014 – more discussion with Windham HS and QVCC Willimantic Center administration is taking place for determining best approach for implementing a PTECH model in that partnership.

Hard to get Pell grant money to be used by HS school students for paying college tuition. We need to give HS school students access to money to pay for college tuition while still in HS.