Notes- Early College Steering Committee meeting 5/16/14-3pm rm 209

Present: Robin Golden, Carmen Cid, Elliot Ginsberg, Gail Stevens, Mike Breen, Ray Rossomando, June Sanford (CDSE representing Dianna Roberge-Wentzel), Lori Matyjas, Tracy Ariel (representing Gail Coppage), Robert Trefty, Arthur Poole, Liz Cowles, Kate Carter and Steve Minkler (last two on the phone)

Absent: Sally Biggs, Dolores Garcia-Blocker, Gail Coppage, Ted Gardella, Dennis Bogusky, Robert Henderson, Judy Resnick, Katie Kelly, Gillian Thorne, Dianne Roberge-Wentzel

Guest: Mike Gargano, Provost and Vice President for Academic Affairs, BOR

Mike Gargano, BOR Provost, spoke about the Louisiana State University system experiences with regard to high school/college partnerships. He recounted events associated with Katrina hurricane recovery and how this required rebuilding the relationships between colleges/universities and high schools. He handed out a chart defining the components of Louisiana’s high school/college partnerships and suggested that our CSCU system needs to now work on a similar set of components. Louisiana had invested in its dual enrollment and early college programs. The legislature there required that all high schools offer AP courses and also mandated that every student take the PSAT and SAT. The colleges and universities were able to include the high school student credit hours in their head count and the State paid the colleges $300 per course for each of the high school students enrolled. The regional accreditation commission also regulated the accreditation of high schools teaching college courses. The state of Louisiana paid for the high school student to take a college course but made it clear that any high school student who dropped out of a college course would have to pay for the next college course he/she took in the future. The students could not take the course only for high school credit - if the student got a W or Incomplete in the course, the college/university would not get reimbursed. The focus was to have high school students work out an academic plan for their college coursework and not just sign up for individual courses. They also tracked the high school students’ success in college coursework. Ultimately these efforts were viewed by the colleges as part of student recruitment initiatives. The students’ academic plans were more like career tracks. The students could switch tracks midstream. College courses were offered at the high school and this was preferred but some were offered at the college. The high school teachers had to participate in a summer training program to qualify for teaching the college courses. It was a statewide training program per subject matter. High school students had to have a 2.5 GPA to qualify for participation in the dual enrollment program. Students who did not have a high enough GPA to qualify for their dual enrollment program would still have the option of taking AP courses for college credit.

Sometimes it is seen as competition to run both AP courses and dual enrollment courses. However, the CCP/dual enrollment programs tend to be two-semester courses that count as a college one-semester course. In Louisiana the high school students have to identify in the 9th grade which type of diploma to pursue whether a workforce diploma or a college-bound one.

In Louisiana some students go into the oil industry's workforce without staying to graduate from
high school or attend community college due to demand from workforce and the opportunity for these students to make a lot of money.

In Connecticut there are some districts that offer many college level course choices to high school students but others don't have those options and it is important to have it standardized. We need a statewide plan to meet needs of the workforce. However, we need the data to help support what those needs are. We know that there will be increased needs for students with nursing degrees because of the age of the workforce. But exactly how many nurses are needed is not easily determined. The CT Employment Governors Commission (CETC – Connecticut Employment and Training Commission) has this as a priority issue.

PA11-135 legislation to mandate Student Success Plans in all K-12 districts, pushes the idea of getting the high school students in career tracks from earlier ages.

Bob Trefry indicated the CT Technical High Schools are working on offering a second shift of college level coursework for their high school students.

Technical high schools are looking to provide an after school technical high school program in the towns with more student need, like Hartford and Meriden, so students in non-tech. high schools who want to take the tech. coursework can do so after their regular high school day, from 3 to 6 pm.

Mike Gargano says it is critical to have the programs at all schools regardless of resources in the district. How can the CCP program be used to get the high school students to work on their math and writing remediation issues before graduating high schools?

We need to have permanent funding for dual enrollment and need to count the student credit hours in the head count and have colleges receive some amount of money per credit for those credit hours, without charging the high school students.

The State legislature’s planning commission on higher education and the Connecticut Employment and Training Commission (CETC) are both working on making our college programs and high school partnerships focus on providing easier entry into workforce with skills-related courses. We need to work on developing the community colleges students’ stackable credentials.

Those two initiatives are very much related to our Early College Steering Committee initiatives and Mike Gargano will be the liaison to legislature’s commission. Judith Resnick is the co-chair of the planning commission with Roberta Willis. Dr. Gray, Commissioner Pryor and Gail Coppage are all on the CETC board. CTEC oversees all the workforce boards and is set up by the Governor. CETC has been tasked with coming up with a plan to promote contextualized learning, middle college and early college programs. The legislation that directs this work provides definitions for these three terms that are not ideal. The BOR Early College Steering Committee needs to strategize to fit with the work of these two committees’ agenda since they are dealing with our issues.
With the funding that was allocated by the State ($1 Million) for early college programs, the BOR will be able to allocate up to $50,000 for each of the six community colleges with model early college programs. Naugatuck Valley CC is planning to do a P-TECH model partnership with Danbury High School starting in fall 2015, in addition to the Ptech one that Norwalk CC and Norwalk HS have already started. We expect QVCC to do a P-TECH type of high school/college partnership with the corporate sponsor being the Eastern Advanced Manufacturing Alliance (EAMA), beginning in fall 2015. Electric Boat will be asked to contribute the cost of the Industry Liaison, since EAMA is a non-profit organization and does not have those kinds of resources, although they can commit to in-kind mentoring and internship opportunities.

In order to meet the new NEASC standards for dual enrollment programs, the colleges need to be able to select, supervise and evaluate the course to be taught by the high school faculty (among other standards). If the community colleges involved get NACEP-accredited, they will be meeting the NEASC standards for this. The BOR should pursue sending a letter to NEASC stating that cc's are looking into NACEP accreditation rather than each community college do a substantive program change write up to meet their NEASC accreditation requirements.

The high schools have been calling Middlesex CC about CCP program issues and accreditation issues regarding the selecting, supervising and evaluation of the college coursework being taught at the high schools Middlesex CC would like to be part of the first community college cohort in the CSCU system to go for NACEP accreditation.

The Steering Committee believes that the money the BOR is receiving for remediation efforts needs to be combined in some effective way with the money received for Early College programs, since it is more effective to improve the math and writing skills of high school students prior to their leaving high school upon graduation, and enrolling in CT colleges.

[UPDATE: Robin attended a meeting with the community college presidents where it was made clear that the funding that is available will all be used to maintain existing initiatives. There did not seem to be room for much collaboration with early college efforts at this point.]