

7-11-14 Early College Steering Committee Meeting – BOR - 39 Woodland St. – Rm 209

Present: Jill Thorne, Bob Trefry, Arthur Poole, Sally Biggs, Mike Kant (from the Turnaround Office at the SDE), Robin Golden, Steve Minkler, Dianna R-W, Mike Breen, Katie Kelley, June Sanford, Lori Matyjas,

Via telephone: Elliott Ginsberg, Bob Henderson,

Absent: Carmen Cid, Gail Coppage, Lola Garcia-Blocker, Kate Carter, Gail Stevens, Dennis Bogusky, Judy Resnick, Liz Cowles, Ted Gardella, Ray Rossomando

Everyone introduced themselves for the benefit of Mike Kant.

1. Update on NEASC/NACEP process

A. Implications for High Schools and Colleges

B. Opportunities for strengthening partnerships

Robin gave a quick overview of NEASC, NACEP, CCP compliance/accreditation issues to Mike Kant from the SDE.

In order to meet the proposed plan being presented to NEASC, colleges need to provide the CCP courses offered at the high schools in their service region and the HS faculty credentials ASAP but timing is problem because teachers are off during summer. The colleges also need to identify their existing policies for adjunct faculty because the same standards need to be applied to the high school faculty teaching courses for college credit.

There was a general discussion regarding various issues related to dual enrollment:

- There was a question about under what conditions a single course might be able to offer either UCONN credit (through ECE) or credit through a community college. Robin reminded everyone that Pat O'Brien was skeptical that NEASC would approve such a joint course. But, after a general discussion, it was agreed that it might be possible to get NEASC to approve of such an arrangement if there were articulation agreements for that specific course between the two institutions offering credit. The University of Hartford and UCONN have this kind of arrangement for some courses. The students pick which institution they want credit from. If they select the University of Hartford, they end up doing additional work. Each institution goes through a separate selection process for the same teacher.
- Whether all students in a dual concurrent course are expected to take the course for college credit - Dianna RW stated they should be in order to ensure equity. Dr. Gargano also feels strongly about this. Pat O'Brien definitely does not want the situation where the student decides at the end of the semester whether or not they want the college credit. UCONN ECE cannot require that because they charge the students.
- Mike commented that HS faculty credentials are a bigger issue and that the NEASC requirements may cause issues with teachers not being qualified to teach a CCP course even though the reality is that students are already signed up for that course in the fall. Parents and students will be upset. Also, there could be a case where one teacher is selected and another is not for the same course, which will make for an uncomfortable situation. Since AP teachers do NOT need to be credentialed, high schools may decide to run AP courses instead of dual enrollment courses.
- Mike also asked for clarification on the time frame for site visits from college. Mike does not believe they can all be arranged for the fall semester. Robin will amend the plan to say that initial site visits will be over the course of the entire 2014-15 academic year..
- Whether dual enrollment courses in the high schools need to have the same name as the college course. Jill said the ECE courses have the same name. NACEP standards require this. This does not mean that the high school

has to only use the college course name, they can list both names, but it is important that the syllabus have the college course name. The high school transcript may not have the college course name, but a student should be able to prove that a particular high school course provided the credit for a particular course. If the syllabus has both names, it makes it easier to show the connection after the fact.

- “No new dual enrollment programs for 2014/15” and what this means in regard to veteran or new faculty teaching those courses. If a high school teacher meets the regular required criteria at a particular college, that college can decide to add a course in the spring of 2015. However, no new “veteran” teachers can be added.
- Mike questioned if end of course assessments are to be developed by college faculty or HS faculty. (college will set the parameters). Robin suggested that this is something that we would like to encourage, but this year may be focused on just getting the faculty standards in place.
- Do adjunct faculty credentials differ or are they the same for all colleges? Professional qualifications of HS faculty for ECE are determined on a course by course basis by each college dept. at UConn. Recertification of existing adjunct faculty is required every 2 yrs. and obtained through professional development provided by UConn.

2. Training Agenda for July 14th and 15th

The Agenda for the upcoming training was reviewed by the Steering Committee. Robin told the group the attendance was going to be strong with the majority of Chief Academic Officers attending.

3. Review of application process for early college funding for first seven colleges

Robin reported that the Requests for Plans for the first seven colleges to access early college development funds had gone out and that two had already been submitted (QVCC and MCC). Robin described how TRCC was originally getting funds to enhance their existing Middle College Program. However, with the new President coming in, and plans for a P-TECH model program, the college has requested the ability to change the focus of their plan.

Robin said that, although we started by identifying 6 model programs, that there were really 4 models that were emerging as the strongest. Those are: the P-TECH model, the Asnuntuck 5th Year Program, the Dual Enrollment model and Gateway’s intensive intervention work with New Haven Public Schools.

Elliott requested a write-up describing these 4 early college models in more depth. He suggested that we look at the Asnuntuck model as representing programs that expose students to career paths. Another good model for that is “Dream It, Do It” which Dr. Gray co-chairs.

Robin will develop a brief write-up of the four models. She also reported that Dr. Gray thinks we need our own Connecticut name for our P-TECH model programs.

Robin then gave out a revised budget for the \$1 million in early college development funds and asked the Steering Committee its thoughts on how best to structure the two competitive pools (one for use by colleges to support their efforts to bring their dual enrollment programs up to NEASC standards and one for additional early college program development). Recommendations made included: for the dual enrollment funding, we should come up with a list of eligible activities and perhaps incentivize regional collaboration in terms of scoring; for the early college development funds, members suggested encouraging planning efforts focused on the 15-16 school year, particularly where a college might engage with a high school from an Alliance District. Everyone felt that it was important that these funds be used for non-recurring costs or that the applicant show how they would cover the costs in the future.

4. Status of P-TECH outreach

Robin gave a very brief status regarding P-TECH model program expansion.

5. Report on Connecticut Employment and Training Council meeting and presentation by Travelers

Robin reported that she was invited to speak at the CETC youth employment sub-committee about the work of the early college steering committee. She is also going to be included in the group that works on the required report to the Legislature on early college, middle college, and contextualized learning.

At this meeting there was a presentation by two people from Travelers, Tara Spain and Normal Ortega, on their education work. Both were intrigued with the P-TECH model because their efforts were so costly and high school students did not always end up moving into the college programs.

6. ZOOM Fellow and possible other staffing

UPDATE: ROBIN RECEIVED A CALL FROM THE ZOOM FOUNDATION THAT OUR FELLOW, JASMINE FRYER, TOOK A PERMANENT JOB IN NEW YORK AND WILL NOT BE STARTING ON MONDAY, JULY 28TH. THE FOUNDATION IS LOOKING FOR A REPLACEMENT.

7. Other Business

- Goodwin College requested to be allowed to send a representative to the steering committee. Sally said that didn't coincide with the original intent of the group- to be a community college focus. Others agreed that this was a joint committee of the BOR and SDE, and that it should stay focused on the collaborative work between these two departments. The consensus was not to allow someone directly from any independent college, but a HS principal connected one of Goodwin Colleges' partner schools could be on the committee, just as Sally in on the committee even though her high school is associated with Trinity College. Others suggested that Goodwin could get involved with NACEP as a way to share information about early college programs.
- Arthur asked about utilizing Alliance District funding to help fund some of our early college initiatives. Mike Kant said that can be looked into by the CSDE Talent Office. Arthur also suggested looking into smaller grant sources for 2015/16.
- Sally also mentioned that districts are using assessments through NWEA MAP. Robin had not heard of this before and agreed to look it up. Here is a link to the web-site: <http://www.nwea.org/>