

Early College Steering Committee Meeting Minutes 7/28/14

Present: Nivea Torres, Mary Skelly, Robert Trefry, Ray Rossomando, Dennis Bogusky, Gail Stevens, Mike Kent (CSDE), Robin Golden, Carmen Cid, Kate Carter, Katie Kelly, June Sanford (CSDE - on the phone).

Absent: Liz Cowles, Dolores Garcia-Blocker, Ted Gardella, Steve Minkler, Mike Breen, Bob Henderson, Sally Biggs, Judy Resnick, Elliot Ginsberg, Gillian Thorne, Dianna Roberge-Wentzell.

1) Discussion of Connecticut Employment and Training Commission (CETC) activities that connect with our Early College Steering Committee (<http://www.ctdol.state.ct.us/OWC/CETC/members.htm>).

This State Commission includes Stefan Pryor, Commissioner of Education and Gregory Gray from the BOR. Its major purpose is to oversee and provide policy for the activities of the Workforce Investment Boards of the state. In the 2014 Legislative Session, in the implementer bill section 818, the Legislature mandated that CETC develop, no later than January 1, 2015, “in collaboration with the regional workforce development boards . . . , a state-wide plan for implementing, expanding or improving upon contextualized learning programs, career certificate programs . . . , middle college programs and early college high school programs to provide education, training and placement in jobs available in the manufacturing, health care, construction and green industries and other emerging sectors of the state’s economy. Such plan shall include a proposal to fund such programs.” Alice Pritchard (Connecticut Women’s Education and Legal Fund) and Richard Pearson are both consultants to CETC on this effort and have developed a working group to assist them in preparing the report. (Both were consulted on a project for the Office of Workforce Competitiveness (OWC, reporting to CETC) researching best Contextualized Learning Program Attributes for OWC.) They are working from the workforce perspective – they have focused on adult learners coming back into the workforce (see the working draft document hand-out from CETC to see description of the contextualized learning program initiative). Robin is on the working group. Tracy Ariel (BOR) will be working with this CETC task force so the CETC task force can develop guidelines for workforce development certificates that fit this state’s needs. Nivea Torres (CT Technical High Schools) is also on the regular CETC Commission and met with Alice Pritchard to provide input from the perspective of the technical high schools. Connecting with CETC is an opportunity for coordinating our statewide voices on the workforce preparation and early college issues. The CETC consultants (Alice and Rich) will be doing most of the work on the report. They will present a draft of the report to the Commission in the fall and allow for public input prior to presenting it to the legislature. It would be good to have Alice Pritchard come to our committee after they have a draft of their report so we can provide feedback.

Technical High School Input on BOR Strategic Planning and other news from the Tech High Schools. Nivea Torres has also met with Wilfredo Nieves (President of Capital Community College) who is the Executive Sponsor for the workforce related initiatives out of Transform C SCU 2020. Nivea and her staff will provide input on these initiatives and will help with alignment of curriculum between the CT technical high schools and the community colleges. She also reported that Wright Tech HS, Ellis Tech HS and Ella Grasso Tech HS have initiated a competency-based model for mathematics – to allow students to progress based upon their own mastery. (i.e., if a student completes the modules for Algebra I the students can move to Algebra II immediately) – ALEKS software is used. The CT Tech high schools will be starting this new math competency curriculum model with 9th graders in Fall 2014. Finally, the Tech HS System is adding UConnECE courses. The students are going to be charged unless they are eligible for free and reduced lunch. (One of their Tech HS is 80% free and reduced, so no student at that HS will be charged).

2) Budget request to CT legislature for Early College programming from the BOR.

Robin will be meeting with Erika Steiner (Finance Director for BOR) to develop the request for funding for early college programming and staffing. In CT the community colleges do not get funded on a Full-Time Equivalent (FTE) basis. This means that the community college gets no additional funding for high school student enrolled in their college courses. In most states that have sustainable early college funding, the college does get additional funding for high school students (based upon increased FTE). This kind of major change in funding structure is not going to happen during this biennial budget session. Need to think about what structures advocate for that will be sustainable.

First priority is to ensure that each college has dedicated staffing funds to support partnerships with high schools. Need to go back to the initial discussion of having one person per community college to coordinate the high school early college partnerships. Robin has provided this information to Erika. We still need to do more research on best practices for early college program coordination in other states that are more along with CT's extensive high school partnerships per school district.

We also need to make sure that colleges understand the most cost effective way to run courses for high school students in the Early College programs. Colleges may charge by instructor if the course is exclusively for a cohort of high school students. This saves money rather than charging for credits for each student.

3) Status of dual enrollment standardization process.

There was a discussion about how the CCP program charges high school students who don't qualify for free lunch per credit of the college level courses they may be involved in. UCONN has a \$25/credit charge for high school students – other states charge at least \$15/credit.

High school students in the ECE courses register by June 30th but don't get billed by UCONN till August and its due by September. They get their college ids activated once they pay. Most states with dual enrollment courses like CCP and UConn ECE, charge students. We do not want to charge students because of equity issues. Also, if you charge students, it makes it difficult to limit the course only to students taking it for college credit. But, without charging, it makes it difficult to support excellent programs.

Some discussion on how some of the high school students participating in CCP courses do not know they are getting college credit and when they apply for college don't know they have already covered one of their college courses work. There is some consideration of high school students who take the college level course at their high schools but don't pass the college level work, to have their transcripts show they audited the course, although they are not getting a college grade but just a high school grade for the course at that point.

Gail Stevens discussed various ways in which Norwalk CC handles high school students enrolled in college classes, and the differences in the coding system if the students take the class at the college vs. at the high school. NEASC is only concerned with the high school students taking the college class at the high schools, taught by high school teachers. We will look at other NACEP-accredited states and see what they do with small rural high schools. June indicated that in VT the high school teachers do meet the NEASC qualifications and is not sure why CT high school teachers would not do so too. Robin indicated that, because the CT high school faculty have not yet gone through a formal application process with the colleges, we do not know how many of them will be deemed qualified according to the particular college's policies.

Another issue that we need to research is the impact of a withdrawal or failing grade on a student's ability to get financial aid in the future.

Discussion of what was learned at the NACEP training on July 14-15, 2014. We thought that we could get all the high school teachers' credentials in August and make decisions in September. Decided instead to approve all the high school teachers who had been involved in successfully teaching the same college course in the past (veteran teachers). No new high school teachers can be approved without going through a formal application process. Each community college is supposed to inform all the principals at their partner high schools regarding the process. Regardless, a grid with information on each high school teacher in terms of how many years they have been teaching a given college level course, needs to be filled out per high school, in order to meet the provisional standard. The more comprehensive credentials will be collected during the fall semester. New teachers will undergo further review and not be able to teach till that review process is done. The faculty liaisons at the community colleges (those associated with the college level courses) will be doing the high school site visits to ensure that the course meets the college standards and to connect to the high school faculty. These liaisons will get some release time for that or have it be part of their additional duties per contract. The cc faculty union will have to sit down to discuss that to standardize the process for the community colleges. We need that high school information to send to NEASC – Pat O'Brien (NEASC) will get one package for the Commission on Higher Education for its September meeting by August 22nd that includes information from all the community colleges. The community colleges will be putting together their own CCP teacher approval application process. Next CCP coordinator meeting will be in September 2014 and will help to have this be part of their meeting's agenda. Robin offered to bring in a NACEP trainer to meet with the CCP coordinators if that would be helpful. We will need to know who is regularly approved, who is provisionally approved and site visits happen by end of Spring for each high school. We will give the community colleges the list of all the ECE UCONN courses per high school (in case that helps with their planning). In July 2014, all the community college academic officers were at the NACEP training. The BOR will use some of the early college funding to pay for one person from each community college (and the other is paid for by the college for a 2 person team) to attend the NACEP conference in October 2014 in Chicago. Community college Presidents will be signing the letter going to NEASC with this arrangement on CCP programs.

4) Update on PTECH-like program development.

QVCC and MCC have submitted proposals for some of the money available for them. QVCC needs to develop the scope of their proposal further to use all of the money allotted to them once the high school partner is confirmed. We will need to develop the concept of 9-14 and other early college partnership models between the CT Technical high schools and community colleges. The PTECH model is not a good fit for the Technical High Schools. The Tech HS students are already graduating with certificates with national accreditation related to manufacturing, and allied health areas. Because the 9th grade class is around 120 students for each Tech HS, and from there, students are put into 10 or 12 separate tracks, there are much fewer students in the starting cohort for a particular pathway than in a PTECH model. However, there is already the type of coalition needed with the manufacturing industry to support these alternative workforce development partnerships.

The P-TECH model depends upon the cohort model, starting it at the 9th grade and insuring that the students in the cohort are all striving for an associate degree at the end of their high school years (12, 13, or 14). Also, there needs to be a specific liaison from industry to help in developing the scope and sequence of courses to fit the industry needs – QVCC has the advanced manufacturing curriculum and working with the Eastern Advanced Manufacturing Alliance (EAMA) on that too. Discussing this further

to include Three Rivers CC in the partnership with EAMA. Next meeting of the Steering Committee is August 18, 2014 at the BOR – 39 Woodland St., Room 123 – 10 am to 12 noon meeting. Will also need to do some possible rescheduling of some of the upcoming Early College Steering Committee meetings in Fall.