



Early College Program Steering Committee Meeting  
39 Woodland Street, Hartford  
Minutes of August 18, 2014

Present: Tracy Ariel, Mike Breen, Carmen Cid, Elliot Ginsberg, Robin Golden, Katie Kelley, Katie Magboo, Lori Matyjas, Steve Minkler, Arthur Poole, Ray Rossomando, Judy Resnick, Mary Skelly, Gail Stevens, Gillian Thorne

Absent: Sally Biggs, Dennis Bogusky, Kate Carter, Elizabeth Cowles, Dolores Garcia-Blocker, Robert Henderson, Robert Trefry, Dianna Roberge-Wentzell, Ted Gardella,

**Introductions:** Robin Golden opened the meeting with introductions including Katie Magboo, the ZOOM Fellow-Early College Steering Committee support staff member and Constance Rotondo, BOR support staff member.

**Review of revised Early College Initial Report:** The Committee reviewed and revised the Early College Program report. (See handout). Note: the appendixes were not attached and are not created, yet. Robin explained that the Connecticut Employment and Training Commission (CETC) Statewide Planning Process, mandated by the State legislature, is supposed to come up with a plan for early college, middle college, and contextualized learning, including proposed funding. The revised Steering Committee report is being given to the CETC consultants (Rich Pearson and Alice Pritchard) to inform the draft of the Statewide Plan which is due to the Legislature in January.

The Early College Program is one of the major items being discussed at a presentation to the Legislature's Appropriation and Higher Education Committees. Robin has been asked to provide 5 slides to show progress and future direction for the Early College Program. Robin wants to show the legislature how connected the various initiatives are (such as the CETC Plan, PA-12-40, coordination of BOR and the Technical High School system).

The Early College Program report was discussed and edited by the Early College Program Steering Committee during this meeting. The report will be resubmitted to CETC and Robin will add the appendixes.

Questions were raised about how the High School Partnership Program expenses are actually reflected. The wording used by Robin in the draft revised report came from a report by the former head of Institutional Research. Robin will find out more information regarding how HSP expenses are handled. Robin will also share a recent report prepared on HSP by the BOR Institutional Research staff.

It was mentioned that the community college partnerships with CT Technical high schools (CTHSS) were not reflected in the first report. This will be changed in the next draft of the report. One of the “Next Steps” to focus on will be coordination with the CTHSS.

Discuss Next Steps (Review and Revise next steps from the Initial Report and draft Roll-Out). Recommendations for Next Steps were also discussed.

There was a lengthy discussion around the CTHSS in terms of some of their innovative strategies and the strengthening connections with the BOR.

- The Technical High Schools are implementing dual enrollment courses with UCONN ECE.
- The BOR and the CT Technical High Schools have a new Educational Success Compact to strengthen the supports for the successful transition of students moving to the Community College. Tracy is working with Karen Wosczyzna Birch to make it seamless. Tracy will be meeting with the CT Technical High Schools and Karen to discuss the Education Compact with the Technical High Schools. Robin will include the Compact in her report to the legislators.
- The CTHSS ran summer programs for 7<sup>th</sup> and 8<sup>th</sup> graders at Vinal Tech and Goodwin to introduce students to the various career pathways offered by the Tech High Schools.
- The CTHSS already uses a mastery model in terms of the trades. They are now starting to implement use of the mastery model in academics starting with math in 3 locations. They are using the Aleks on-line system (MCC already uses this.)

The CTHSS is also working with the Workforce Investment Boards (WIBS) to provide adults with training for second careers. Example: QVCC offering courses in the fall at Windham Technical School.

**Stackability of Credentials:** Robin said we need to do more work stackable credits. Tracy mentioned that the Advanced Manufacturing Centers are starting to offer students to get a 1<sup>st</sup> year certificate which is a one year program that requires 34 credits. This model could also work with high school students earning half of their credits towards the credential over their 11<sup>th</sup> and 12<sup>th</sup> grade). In turn, these certificates can lead to an associate’s degree.

**Discussion of Role of AP:** Robin mentioned that few colleges have stated AP policies. It would be good to have a consistent AP policy across the colleges and/or at least ensure that each college has a policy and publicizes it. Dr. Gargano wants AP to be part of the Early College toolbox. She will add dealing w/AP to the next steps on the agenda for the Early College Steering Committee policy development. Conversation followed about AP courses vis-à-vis dual enrollment. Mike said that his school is not offering AP because students are taking UConn ECE courses and they consider the ECE course to be superior. Carmen suggested that in the sciences AP course are more uniform than their UConn ECE equivalents. Mary said there is some confusion about whether a student can take both AP and a dual enrollment courses. Some colleges have indicated that they can’t have both. Steve Minkler has been asked to represent the BOR at some regional AP meetings. Gillian said there can be big issues around differentiating AP and dual enrollment. AP teachers do not have to meet any particular credentials to teach the

AP course (except go to AP training). If a high school wants to offer a joint AP and ECE dual enrollment course, need to make sure the syllabus matches the UCONN course. Then, any AP specific preparation needs to be above and beyond what is covered in the syllabus.

**Expanding Early College Efforts to CSUs:** Carmen said once we bring in AP, we want to involve the 4 state universities. Conversation followed on which (if not all) CSU are doing AP. Dual Enrollment/Next Steps: Carmen said she knows Western CSU has dual enrollment. Gillian said they have math. Robin will survey the state universities to see what they have.

**Funding and Evaluation:** Katie Kelley suggested the next steps regarding funding and evaluation be expanded. The limitations for sustainability and where the shortfalls are need to be addressed. Judy suggested that we develop a financial model, or look at several models. . Robin said that we will be looking at other funding models, evaluation, and sustainability. In terms of funding requests for next year, Robin's goals are 1) sustainable staffing at community college level to develop and maintain K-12 partnerships, and 2) funding for college courses under the P-TECH model. Robin noted that most places that have robust dual enrollment programs charge for CCP-like programs because the minimal funding (\$25 per credit) does not pay for the program. Gillian agreed. For UCONN ECE these funds pay for staff, professional development and faculty oversight. Robin can add the financial information in each area in a grid. The grid could show funding per student per credit. Ray said the funds need to be specified for each program. Robin stated that we wanted to avoid charging students for early college programs due to equity issues.

**Status of NEASC Submission:** A list of all the approved CCP/dual enrollment courses being offered at each CCC in September 2014 will be sent to NEASC with a letter signed by all of the Presidents. Also included will be the Faculty Standards Phase-In Plan. NEASC Commission on Higher Education is requiring a list of all college courses being offered at high schools approved by college to offer college credit with the name of the high school teacher approved to teach the course, how many times the teacher has taught the course, and how many years the teacher has taught in total. Robin has asked the CCP Coordinators, and CAOs and other dual enrollment engaged college staff to provide this information to her before August 22<sup>nd</sup> so that she can send a report to the NEASC Commission on Higher Education. Quinebaug Valley CC has an application process in place and may be adding new teachers. According to Robin, when it is sent, we will tell them this is what we know, and it will give veteran teachers opportunity to see what we are doing.

Katie Kelly said it is difficult getting the information that is needed for NEASC regarding the people who will be teaching high school courses vetted by the college this coming academic year. Robin said she will tell NEASC that some courses will be added.

**New Early College Program Steering Committee Members -** The SDE asked to have 5 people added to this steering committee. Tracy Ariel has been asked to participate on the Early College Program Steering Committee.

Robin will send out the revised Report with the “next steps” section expanded.

Steering Committee Meetings - The next meeting dates were discussed. The next meetings will be on 9/23 @ 3 PM; 10/15 @ 3 PM; 11/10 @ 10 AM; 12/9 @ 3 PM. The future Early College Steering Committee meetings will take place at 61 Woodland Street, Hartford in room 331. The meeting ended at 12:05 PM.

Respectfully submitted,

Constance Rotondo  
Administrative Assistant