



CONNECTICUT STATE  
COLLEGES & UNIVERSITIES  
BOARD OF REGENTS FOR HIGHER EDUCATION

**Early College Program Steering Committee Meeting  
61 Woodland Street, Hartford  
Minutes of November 10, 2014**

Present: Tracy Ariel, Sally Biggs, Suzanne D'Annolfo, Tony Gasper, Robin Golden, Bob Henderson, Michael Kent, Katie Magboo, Lori Matyjas, Arthur Poole, Judy Resnick, June Sanford, Mary Skelly, Gail Stevens, Gillian Thorne, Bob Trefry

Guest: Rich Pearson, OWC/CETC

Via Telephone: Elizabeth Cowles, Elliot Ginsberg, Katie Kelley, Sal Pascarella, and Ray Rossomando

Absent: Melanie Brady-Shanley, Mike Breen, Kate Carter, Carmen Cid, Dolores Garcia-Blocker, Ted Gardella, Stephen McKeever, Steve Minkler, Manuel Rivera, Dianna Roberge-Wentzell

The meeting was called to order at 10:00 am with a welcome from Robin Golden. Brief introductions were made so that all parties were identified.

Robin informed the committee that she had followed-up with Diana Roberge-Wentzell regarding the proposed plan for a joint conversation with NEASC secondary and higher education representations. The purpose for this meeting will be to explain the implications of and air the concerns over NEASC's timeline for faculty standard compliance on the high schools. Diana's office is currently trying to schedule and facilitate this. In the meantime, Robin will be attending a New England Alliance of Concurrent Enrollment Partnerships (NEACEP) meeting next week and will have a chance to speak to our higher education NEASC contact, Pat O'Brien.

The conversation then shifted to a more targeted discussion of faculty credentialing. The standards for credentialing high school instructors as adjuncts are not clear system wide. The Chief Academic Officers (CAOs) of each community college do not interpret the system guidance in the same way – some see more flexibility than others. The documentation of adjunct credentialing standards developed by MxCC (a process overseen by Steve Minkler) was referenced as a model. Steve and his faculty went through each academic area and came up with a set of minimum standards for all adjunct faculty, including more flexible standards for some introductory course. This is the model that then Provost, Mike Gargano, was hoping that other community colleges would emulate. Such guidance regarding standards for adjuncts

will be useful as colleges need to make decisions regarding the credentials of dual enrollment faculty at high schools. Gail Stevens stated that as is required by NEASC, at Norwalk Community College, these decisions are also driven by the respective academic department. In some instances, Gail added that the new dual enrollment policy has made departments look more closely at what is required of adjuncts and make revisions regarding minimum credentials. Bob Henderson added that requiring content specific Masters' Degrees bring specific challenges when hiring faculty to teach trade classes such as those in culinary and manufacturing. Currently faculty for those programs generally has associates degrees and many years of field experience. Bob then stated that Manchester Community College has already processed 30 of its 150 high school faculty applications for the 2015 – 2016 school year and approved 29 of those teachers. This has been done on a department by department basis. They have also come up with contingency plans for late hires and long- term substitutes. Gillian Thorne added that while most UCONN departments have developed flexibility, 2 – 3 departments still require content specific Master's Degrees for adjunct faculty. This is not a realistic expectation for high school faculty at this time because most teachers have a Bachelor's Degree in a content area and a Master's Degree in education.

Elizabeth Cowles from Eastern Connecticut State University spoke to how the four year institutions determine qualifications for adjuncts. She referenced page 34 of her collective bargaining agreement where it clearly states that adjunct faculty has to have 3 years of teaching experience at a college along with a content specific Master's Degree in the discipline taught. She added that exceptions have been made for high school teachers that have taught for enough years to give them the equivalent of a degree credential.

Suzanne D'Annolfo, representing the Connecticut Association of Schools Board of Directors, spoke again to the tight timeline for NEASC compliance and the inconsistent messages regarding faculty credentialing from institution to institution. Robin explained that because NEASC reviews accreditation by institution, each college has its own unique relationship with NEASC, so there will be differences. An institution needs to be allowed its own integrity and we cannot force departments to change their requirements as it would be an attack on academic freedom. Suzanne continued to explain that the timing of compliance is not ideal because high school students are choosing their schedules for next year beginning now and with the uncertainty of faculty credentialing, the students will pay the ultimate price. The high schools need time to get things in order and we always need to be mindful of their timelines.

Bob Trefry then added that State Board of Education will be voting on the policies interpreting and implementing following amendment to state statute regarding teacher certification:

Sec. 10-145b

(g) On or after July 1, 1989, and prior to July 1, 2016, to qualify for a professional educator certificate, a person who holds or has held a provisional educator certificate under subsection (e) of this section shall have completed thirty credit hours of course work beyond the baccalaureate degree. It is not necessary that such course work be taken for a master's degree and such work may include graduate or undergraduate courses. **On and after July 1, 2016, to qualify for a professional educator certificate, a person who holds or has held a provisional educator certificate under subsection (d) of this section**

**shall hold a master's degree in an appropriate subject matter area, as determined by the State Board of Education, related to such teacher's certification endorsement area.**

There was some discussion about how the State Board of Education would interpret this language. The thought is that they will not go so far as to require a master's degree in the specific content areas. Currently, there are three levels of certification for K – 12 teachers: initial, provisional, and professional. This new standard would go into effect for those seeking professional certification. Gillian Thorne then spoke to how the State Board of Education should communicate these new standards / expectations to higher education schools of education so that their programs of study can be adjusted where necessary. Currently, teacher preparation programs are turning out graduates with Master's Degrees in education. [This is not in alignment with the proposed amendment.]

A discussion of academic equity then ensued. Judy Resnik expressed that in the end it will come down to issues of equitable access to educational opportunities. Gillian Thorne then stated that there is inequity on many levels and we must remain focused on the purpose of our dual enrollment program which is to bridge the gap between high school and college and to give opportunities to as many students as possible.

As we look to provide early college opportunities to as many students as possible, we must also be aware that not every student will want them. This came through when Robin met with the CCP coordinators and they shared their concerns over requiring that all students in a class be enrolled for college credit. Dianna Roberge –Wentzell , Chief Academic Officer for the SDE, and then Provost, Mike Gargano, feel that we should be moving towards the goal of having all students enrolled but are cognizant that we cannot do this immediately. Robin will be meeting with Dianna later in the week to discuss this issue.

The conversation then shifted to a brief share-out of take-aways from the NACEP conference.

- Collaboration between K – 12 and post – secondary is essential. Both sides have much to gain.
- Many of the successful programs that were highlighted had state funded support behind them.
- Dual Enrollment program management software exists that can help with student applications, registration, teacher credentialing, and accreditation process tracking. The software that was demonstrated at the conference is compatible with Banner and we are going to be looking into purchasing one for the Community Colleges to use.
- Everyone all over the country is struggling to have their programs meet NACEP and local accreditation standards. Connecticut is not alone.
- The keynote speaker Jeff Charbonneau, 2013 National Teacher of the Year, was excellent and really understood Dual Enrollment on both the K–12 and post–secondary sides. Many folks who attended the conference feel that bringing him to Connecticut to speak at a professional development day would be invaluable.
- Having a professional development day for those who were not able to attend the conference would be good so that those who went could help to develop a system-wide shared understanding and vision for our dual enrollment programs. Sal Pascarella, Superintendent of Danbury Public Schools, stated that the Western portion of the state is moving towards a

regional calendar with common PD days. This would provide an easier way to facilitate a system-wide dual enrollment professional development day. We would like to do this in May but that is not ideal for the K–12 folks. Manchester Community College is planning a development day sometime in November of 2015.

A brief status update on the CT–ECO programs was then provided. As new programs are considered, priority will be given to alliance districts. For the fall of 2015, two of the three new programs are confirmed and it is expected that a final answer on the third will come this week. It is expected that within the next two weeks, a formal announcement of the two programs in Eastern Connecticut will occur. Electric Boat has agreed to serve as the lead EAMA member for both the Windham– QVCC and New London–TRCC programs in advanced manufacturing. A kick off meeting was held on Thursday November 6, 2014 at the Eastern Workforce Investment Board (EWIB). During this time the group decided to have individual Steering Committees for each program but to have a joint committee to work on the degree scope and sequences. As more of these programs launch it is imperative that we get a piece of legislation passed that recognizes the unique 9 – 14 structure of CT – ECO programs and sustainable funding. This kind of structure (legislation) will help to ensure adequate funding for the future. Kyle Thomas, Legislative Liaison at the BOR, is drafting this legislation and Robin will be getting it to the SDE as soon as possible. Collaborating with the SDE in this way will be essential in order to rally as much support as possible. We will need to engage industry support as well to ensure that the Legislature understands C–ECO’s importance and the programs long term benefits for the state.

As 2014 draws to a close, we will be looking at the final funding pool and possibly repurposing these funds. Should we gather the support for the procurement of software to help manage our dual enrollment program, we could do so using these funds. It may also be necessary to purchase a mentoring platform for CT–ECO programs because IBM cannot guarantee that they will be able to give theirs to us. We have promised our industry partners that we will have this to ease the burden of mentorships and we must follow through. It is possible that there will still be funds available to provide to the colleges for other early college support.

Funding was at the forefront of many folks’ minds as the conversation shifted to a discussion about responses to the CT–ECO and Early College initiatives within the scope of transform 2020. There was also growing concern that our efforts have focused solely on work with the community colleges and not on the four year institutions. Robin explained that we are hoping to move into relationships with the four year universities but there are union issues that need to be dealt with there. The model that Gateway uses in collaboration with New Haven public schools to align high school curriculum with college expectations has been expanded to include Southern Connecticut State University. Arthur Poole pointed out that there are many 8<sup>th</sup> graders that are on a trajectory towards the regional universities and thus far the institutions have not done a good job reaching out. We need to generate more interest as some up and coming bio-tech careers will require more than an AS. Eastern Connecticut State University recently started a program with Windham Public Schools to increase the pool of minority teachers. Sally Biggs also mentioned President Nuñez’s program for a small group of Hartford Public School graduates to be dually enrolled in community college for remediation and Eastern. However, it

was noted that this program is very small in that it only has about 12 students. Wherever we have the opportunity to increase access to early college programs we need to capitalize on it both within the high school setting and by giving students the opportunity to come onto college campuses.

The meeting came to a close with a discussion about collaboration and communication between programs lead by Gillian Thorne. We need to help high schools to facilitate dual enrollment programs for students especially when students have more than one programmatic option available. We need to create packages of credits that make sense for students and that are transferrable to many institutions. This is a large task and will be labor intensive but is in the best interests of the students that we serve. It was suggested that a pilot collaboration between UCONN's ECE program and Manchester Community College. In the beginning, these conversations will be between higher education partners because they are probably just about facilitation. As we move forward, Anthony Gasper suggested that we develop a strategic calendar to keep our work focused and results driven. A sub-committee will be developed to generate this. Mary Skelly, representing the Connecticut Technical High School System, reinforced the importance of program collaboration so that high schools can make programmatic decisions that best serve their students. It was then suggested that a college liaison should go to a meeting of the Connecticut Association of Superintendents to present our work and ensure that the right message goes out. Sal Pascarella agreed and indicated that he could help to facilitate this.

The meeting was adjourned at 12:00 pm.

Katie Magboo

ZOOM Public Policy Fellow/BOR Early College Program