



CONNECTICUT STATE  
COLLEGES & UNIVERSITIES  
BOARD OF REGENTS FOR HIGHER EDUCATION

**Early College Steering Committee Meeting  
61 Woodland Street, Hartford  
Minutes of January 14, 2015**

**Present:** Robin Golden, Michael Breen, Robert Henderson, Mary Skelly, Katie Magboo, Arthur Poole, June Sanford, Lori Matyjas, Bob Trefry, Tracy Ariel, Suzanne D'Annolfo, Tony Gasper, Carmen Cid, and Gillian Thorne

**Called in:** Elliot Ginsberg, Sal Pascarella, Kate Carter, and Elizabeth Cowles

**Absent:** Dianna Roberge-Wentzell, Ted Gardella, Dolores Garcia-Blocker, Ray Rosomondo, Manuel Rivera, Sally Biggs, Dennis Bogusky, Melony Brady-Shanley, Kate Carter, Stephen McKeever, Steve Minkler, Gail Stevens, Judy Resnick and Kathleen Kelley

**I. Welcome:**

The meeting was called to order by Robin Golden at 9:10 am, and introductions were made.

**II. Mid-Year Report to the Legislature:**

A conversation began with a discussion about Robin's mid-year presentation to the legislature (Robin was asked to present in addition to Dr. Gray regarding Transform, Elsa Nunez regarding use of funding for Developmental, and a presenter on Go Back to Get Ahead). In addition to the in-person presentation, Robin and Katie are working on an in depth written Mid-Year Report to be sent to the Legislature in January. Robin called the group's attention to the Early College FY 15 Budget Status. Robin explained that the funding originally allocated for staff support was not needed which is why \$95K has been reallocated to address critical system-wide system support and development. The remaining funds in the original line item will be used for the Early College administrative operational expenses such as Robin's attendance at the Jobs for the Future Post-Secondary Policy meeting in Seattle, Washington. Robin added that Jobs for the Future works closely with the CT Student Success Center headed by Dr. Duncan Harris. The group agreed that it would be helpful to invite Dr. Harris to a future Early College Steering Committee meeting to speak about his work with the CT Student Success Center.

Robin then reviewed the status of the Competitive Funding Pool to bring dual enrollment programs up to NEASC standards.

College and Reason for Request	Approved	Pending
Quinebaug Valley CC (campus specific to address Faculty Standards)	\$ 19,250	
Three Rivers CC(campus specific to address Faculty Standards)	\$ 14,132	
Naugatuck Valley CC(campus specific to address Faculty Standards)	\$ 17,000	
Gateway CC(campus specific to address Faculty Standards)	\$ 17,000	
Manchester (campus specific to address Faculty Standards)	\$ 13,214	
Asnuntuck (campus specific to address Faculty Standards)	\$ 17,000	
Capital (campus specific to address Faculty Standards)	\$ 16,942	
NorthwesternConnecticut CC (campus specific to address Dual Enrollment program expansion)	\$ 7,500	
Housatonic CC (campus specific to address Faculty Standards)		\$ 16,998
Middlesex CC(campus specific to address Faculty Standards)		\$ 17,000
Norwalk CC (campus specific to address Faculty Standards)		\$ 17,000
Tunxis CC (campus specific to address Faculty Standards)		\$ 17,000

She noted that most colleges used the funding to address the Faculty Standards which was the priority for NEASC as reflected in the Phase-In Plan approved by NEASC. All 12 CCCs requested funding thus indicating their commitment to the process.

In addition to this financial status report, the comprehensive update/report for the legislature will include an executive summary with appendices. In compiling the information, Katie noted that while all the colleges are at different places, in terms of NEASC compliance, each institution is moving forward. Summaries and data received, thus far, indicate that the dispensed funding is being used well. Robin and Katie will provide the Early College Steering Committee with this document when it is finished.

The conversation then focused on potential uses for the remaining funding. Katie Magboo updated the group on progress towards the purchase of a dual enrollment software management system. Next week, she and Robin are meeting with the Banner and IT staff to discuss CCP student enrollment and how the software would interface with the existing system. Elliot Ginsberg interjected that he is working on regional data collection issues and that his experience might be helpful to us and he offered to provide input and expertise.

A question was asked about what the new software does that our current system does not. Beyond enrollment, the new software tracks teacher credentialing, instructor management and the process to accreditation. Essentially, it takes all the components of dual enrollment programs and streamlines the processes.

Dr. Cid raised the issue of coding dual enrollment students within our current system and structures. Katie explained that one of the salient discussion points for her meeting with the Banner and IT teams is how these students will be coded. Dr. Cid said, at ECSU, they count high school students in their part-time head count. This is not currently the case at the CCs.

A question was asked about IPEDs reporting to the federal government. Robin stated that according to the information she received from Bill Gammell, Interim Director of Policy, Research & Strategic Planning, UCONN does not count dual enrollment students in IPEDs. Gillian Thorne interjected that UCONN does count them as non-degree seeking students. It was agreed that the Colleges should get credit for their dual enrollment students. Elliot asked a question about how the CCs receive funding relative to their enrollment. Robin explained that it is not done on a “per student/per head count” basis.

Mary asked for clarification on NEASC & NACEP policy about when a student withdraws from a dual enrollment college course and how that grade is reflected on the college transcript. Students should be treated like all other CC students where withdrawals that occur outside of the designated add/drop-period are recorded on the transcripts and have the corresponding consequences. In their work with

the Banner and IT staff, Robin and Katie will be working to help the CCs phase-in these changes to grading procedures.

Bob Henderson then talked about the need for flexibility. At Manchester Community College they came up with a date of April 21, 2015 (which is 2/3 of the way through the AY) for high schools students to withdraw without penalty. He said we need to make a different type of arrangement acknowledging that they are high school students while still teaching the students to be mindful of the withdrawal deadline.

For this to be a college's policy, the institution would have to offer the same opportunity to all students. If a student withdraws, and gets a "W" on their transcript, it will affect the GPA and financial aid eligibility. Robin explained that if a student who receives a "W" applies to a different community college, the same consequences would not apply.

Gillian stated that UCONN allows students to audit if it is determined that they are not going to be successful in a course. Robin asked for data on how many students take advantage of the change to audit at UCONN. Gillian said it is low, and will provide her with that information. Elizabeth Cowles from ECSC said that their students are given a credit/no credit option. The question of whether either of these could be an option at the CT Community Colleges was raised. Robin said it would have to be consistent with what is offered to every student on the campuses.

Robin stressed that determining the appropriate timeframe to have dual enrollment students withdraw from a college course is the next big challenge that we have. Communicating the policies clearly to students and parents is required by NEASC and NACEP and will be critical.

### **III. Review of BOR Early College Budget Request:**

The conversation shifted to the Early College Program Biennium Budget Request – Current request comprises:

- Infrastructure: \$2.12 M and \$2.24 M for each respective year of the Biennium Budget (and beyond) to support State Early College staffing as well as staffing at each community college to maintain K-12 and industry partnerships;
- CT-ECO (P-TECH) Model Initiative: program builds on cohort groups with gradual building of layers in each institution, and increasing the number of participating institutions over the years. This is a long-term commitment as once a cohort is begun there is an expectation that those students can complete the entire program. First two-year funding requirements are \$377K and \$1,179K for FY 2016 and FY 2017 resp. This program is critical to aligning students with Connecticut workforce requirements; and,

Projected Roll-Out										
	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	
NCC(NECA)	\$64,520.00	\$177,728.15	\$356,133.36	\$657,475.74	\$938,114.05	\$1,059,081.90	\$1,090,854.36	\$1,123,579.99	\$1,157,287.39	\$6,624,774.94
NVCC		\$66,455.60	\$183,059.99	\$366,817.37	\$677,200.02	\$966,257.48	\$1,090,854.36	\$1,123,579.99	\$1,157,287.39	\$5,631,512.18
QVCC		\$66,455.60	\$183,059.99	\$366,817.37	\$677,200.02	\$966,257.18	\$1,090,854.06	\$1,123,579.67	\$1,157,287.39	\$5,631,511.28
TRCC		\$66,455.60	\$183,059.99	\$366,817.37	\$677,200.02	\$966,257.18	\$1,090,854.06	\$1,123,579.67	\$1,157,287.39	\$5,631,511.28
<b>Total</b>	<b>\$64,520.00</b>	<b>\$377,094.95</b>	<b>\$905,313.34</b>	<b>\$1,757,927.85</b>	<b>\$2,969,714.11</b>	<b>\$3,957,853.73</b>	<b>\$4,363,416.83</b>	<b>\$4,494,319.31</b>	<b>\$4,629,149.55</b>	<b>\$23,519,309.68</b>
MXCC			\$68,449.27	\$188,551.79	\$377,821.89	\$697,516.02	\$995,245.20	\$1,123,579.99	\$1,157,287.39	\$4,608,451.54
NCC			\$68,449.27	\$188,551.79	\$377,821.89	\$697,516.02	\$995,245.20	\$1,123,579.99	\$1,157,287.39	\$4,608,451.55
HCC			\$68,449.27	\$188,551.79	\$377,821.89	\$697,516.02	\$995,245.20	\$1,123,579.99	\$1,157,287.39	\$4,608,451.55
GCC			\$68,449.27	\$188,551.79	\$377,821.89	\$697,516.02	\$995,245.20	\$1,123,579.99	\$1,157,287.39	\$4,608,451.55
CCC				\$70,502.75	\$194,208.35	\$389,156.54	\$718,441.50	\$1,025,102.56	\$1,157,287.39	\$3,554,699.08
<b>Totals</b>	<b>\$64,520.00</b>	<b>\$377,094.95</b>	<b>\$1,179,110.41</b>	<b>\$2,582,637.76</b>	<b>\$4,675,210.01</b>	<b>\$7,137,074.35</b>	<b>\$9,062,839.13</b>	<b>\$10,013,741.83</b>	<b>\$10,415,586.50</b>	<b>\$45,507,814.93</b>

- Expansion of other Early College Initiatives: \$1 M per year to replicate and enhance Fifth Year Program, High School/college Alignment, college of Technology/Tech High School pathways and Dual Enrollment;
- Total request \$3.50 M and \$4.47 M in FY 2016 and FY 2017 resp.

With regards to infrastructure funding, Mary asked how the costs per college were calculated. Robin explained that we have to cover the cost of the BOR early college staff and dedicated staff at each college Robin explained that it was built around the budget that Bob Henderson provided to the Committee over a year ago. It is essentially the cost of a dedicated person and related expenses. Bob asked when Robin will find out about the budget status. Robin said April.

In the meantime, we all need to reach out to our local legislators to garner support for both the legislation and the budget. Robin is working on identifying key legislators and their constituencies.

#### IV. Clarifying Guidance on Minimum Hiring Qualifications for Adjunct Faculty (see attached):

Robin will be taking this guidance to the Academic Council for approval. It will clarify adjunct standards, exceptions to those standards and who gets to make the decision about applying exceptions. It will encourage colleges to do what Middlesex CC did in terms of developing a comprehensive list of requirements by course level and subject. This should help clarify the process used to make decisions about high school teachers participating in dual enrollment programs at the colleges.

#### V. Updates/Other Business:

**Letter to NEASC** – Robin asked Suzi about a letter to NEASC describing the challenges that high schools are experiencing due to the colleges’ compliance with the faculty standards phase-in plan. The idea for this letter came from extensive conversations surrounding the necessity for high school instructors to have more time to submit their credentials. Suzie indicated that she had no new information to share at this time.

**MCC/UCONN ECE Collaboration** - Bob said Manchester Community College has developed a package of courses to ensure students accrue meaningful and transferable credits. Tony Gasper echoed the necessity to create packages of courses and explained that Windham Public Schools will be having high school students select “majors.” This will get students thinking in a college way and ensure that

students take relevant courses. Mary said in the CT Technical High Schools students choose their career path halfway through freshman year after the exploratory period.

Mike Breen praised this initiative and emphasized the importance of providing high school guidance counselors and CCP coordinators with the necessary information so that they can advise students appropriately. Bob and Gillian agreed and expressed that they are planning an event for guidance counselors to discuss how students can use dual enrollment courses to advance towards a college degree.

Lori Matyjas suggested having UCONN and MCC work with the State Department of Education in planning a conference in the fall to highlight best practices. June Sanford stated that this type of collaboration occurred in the past when programs of study were the practice. Robin suggested that moving forward it would be beneficial for the colleges to look at school districts' regional professional development dates when planning events.

Gillian invited the Early College Steering Committee to an event at UCONN called "Alphabet Soup" on February 23<sup>rd</sup> (see attached invitation). This event is focused on making sense of all the different early college opportunities available for high school students in Connecticut.

**COT/CTHSS Transfer and Articulation Pathways:** Tracy Ariel spoke to the collaboration between the CT Technical High School System and the College of Technology. This work is mandated by House Bill #5435 as included in Special Act 14-19. (<http://www.cga.ct.gov/2014/act/sa/pdf/2014SA-00019-R00HB-05434-SA.pdf>) Tracy, Mary, Robin and Karen Wosczyzna-Birch are developing pathways for students at the Tech High Schools to receive articulated credit for specific courses taken and skills mastered. They are starting with advanced manufacturing. Once this first pathway has been approved, students could receive up to 11 credits in manufacturing which feed directly into an associate's degree and potentially a COT bachelor's degree. Charter Oak State College was involved in originally determining the value of the high school courses in terms of college credits.

Bob Trefry commended the work and suggested that the concept be expanded into additional career areas. He reported that at the Superintendents Association meeting they talked about competency-based models, and he was pleased to hear about the potential for these pathways. Mary agreed and stated that culinary/food service, allied health (in conjunction with the CT Health, Life, Sciences Initiative) and automotive all have nationally recognized credentials that also have the potential to translate to college credits. Having transfer and articulation agreements like these would allow for a broader approach to expanding early college opportunities.

**CT Community Colleges Service Regions Map:** The Committee reviewed the service regions document. Mary expressed her concern that the service regions are archaic. She suggested that the Steering Committee recommend that the Board reconsider the district lines. The map was originally drawn up by populations. The boundaries were intended to make service manageable and equitable for the colleges.

The next Early College Steering Committee meeting is scheduled for February 9<sup>th</sup> @ 2:30 PM at 61 Woodland Street, Hartford.

Katie mentioned the April 8<sup>th</sup> Early College Steering Committee will be at the Norwalk Early College Academy located within Norwalk High School.

The meeting ended at 11:15 am.