Three Rivers COMMUNITY COLLEGE

Office of the President

President's Cabinet Meeting Minutes

Date: **Tuesday, November 4, 2014**

Present: President Jukoski, Betty Baillargeon, Ann Branchini, June Decker, Steve Finton, Steve Goetchius, Christine Languth, Meghan La Casse, Mike Lopez, Laura Qin, Louise Summa & Marge Valentin - Vicki Baker, Celeste Arrieta & Heidi Zenie

Absent with cause:

Topic	Discussion	Action
1. **Approval of Cabinet Minutes from 10-28-14**	Approved.	Meghan will disseminate to the College Community.
2. **Governance Document Revision Presentation**	Vicki Baker presented on the Governance Document Revision. A special taskforce has been formed through Governance to examine our current model and best practices. All faculty and staff will be invited to a series of listening and learning sessions.	Vicki has asked each Dean/Director to arrange a meeting with their respective areas.
3. **Convocation Wrap-up**	Celeste Arrieta and Heidi Zenie joined Cabinet to present the findings from the Convocation 2014 survey. Overall, there was an extremely positive response to the event changes for 2014. The Convocation Chairs will continue to review the event to incorporate new ideas and suggestions for the following year. Please see Cabinet Attachment – Convocation Survey.	NA
4. **Regional Advisory Council**	Mary Ellen provided a rough draft list of local area business partners, stakeholders etc. for Cabinet to review. The goal is to increase the size of the Regional Advisory Council to approximately 40 members. The Council would include key supporters and advocates of the College from our feeder towns.	Cabinet will provide feedback to Meghan by 11-18-14
5. **Commencement Speakers**	Mary Ellen provided the list of names that were submitted as potential Commencement Speakers for 2015.	Meghan will create a survey for the College community.
6. **Institution Reporting Incidents to the BOR**	Mary Ellen reminded Cabinet that we need to maintain an open line of communication with the system office regarding any and all events of importance on campus.	NA

President's Cabinet Meeting Minutes

| Topic	Discussion	Action
7. **Testing Requirements for new students**	Christine presented on new testing requirements for all new students. In the past, we used Accuplacer on all new students, but then transitioned to a Multiple Measures approach. This did not include Accuplacer testing for all students. The PA 12-40 committee feels that Accuplacer is a good tool to utilize to better place student in their first semester English and Math. The Accuplacer testing also allows for better tracking of student academic progress. Christine estimates that this will create an additional 150 Accuplacer tests per year.	NA
8. **Application Change – LAS/GS**	Christine explained a new process that advising will be using to assign LAS/GS students to faculty advisors. LAS/GS students will be asked to choose from a list of 11 uniquely identified areas of interest. This area of interest will help guide the student to a faculty advisor in a similar field.	Christine will meet with Ann to discuss the areas of interest.
9. **Testing Center Data**	Steve F. presented data on the usage of the testing center on a monthly basis. There are seasonal trends that occur for each test. The goal going forward will be how to best schedule and utilize this space to its full potential. Please see Cabinet Attachment.	NA
10. **Welcome Center Shirts**	Steve F. provided a mock-up of the proposed polo shirts for Welcome Center student ambassadors. The polo shirts will be TRCC blue with the school logo and the title "Student Ambassador" on the shirt. The goal is to help new or incoming students to easily identify students who can provide assistance.	NA
11. **Winter Weather**	Mike provided an overview of the winter weather cancellation process. Mike gathers pertinent information to advise the President who will then make the call on whether to close the facility. Please see Cabinet Attachment – Winter Weather.	NA
12. **Workforce Five Year Trends**	Marge provided data that highlighted Workforce trends over the past five years. Some of the programs with growth at Allied Health and Veterinarian Tech. Please see Cabinet Attachment – Workforce Trends	NA

President's Cabinet Meeting Minutes

Topic	Discussion	Action
13. P-Tech Norwalk Visit	Marge and Peg Stroup visited the new P-Tech Program at Norwalk Community College. Going forward, we will call the P-Tech Program CT-ECO (Early College Opportunity). It is modeled on the original P-Tech Program in Brooklyn, NY with IBM. The students at Norwalk are matched with a mentor from IBM and guaranteed preferential job placement after they complete their Associate's Degree. Three Rivers is involved in a partnership with Electric Boat, EWIB and New London High School to investigate the possibility of a similar program here at TRCC.	A series of ongoing meetings will continue in the next few months regarding this program.
14. Student Nursing Association – Minutes	Please the amended minutes from Cabinet on 10-7-14 regarding funding to SNA: Student Government Association (SGA) provides funding to each of the clubs on campus, generally in the amount of $1,200. Nursing is currently receiving $5,000.	NA
15. All other business	None	NA

MEETING ADJOURNED AT 11:40 am

Convocation 2014 follow-up survey - Results

1. The prior Convocation survey indicated that the majority of the college community thought that the purpose of Convocation was to welcome the college community and new students back to campus and officially start the academic year. Do you think that 2014 Convocation achieved these purposes?
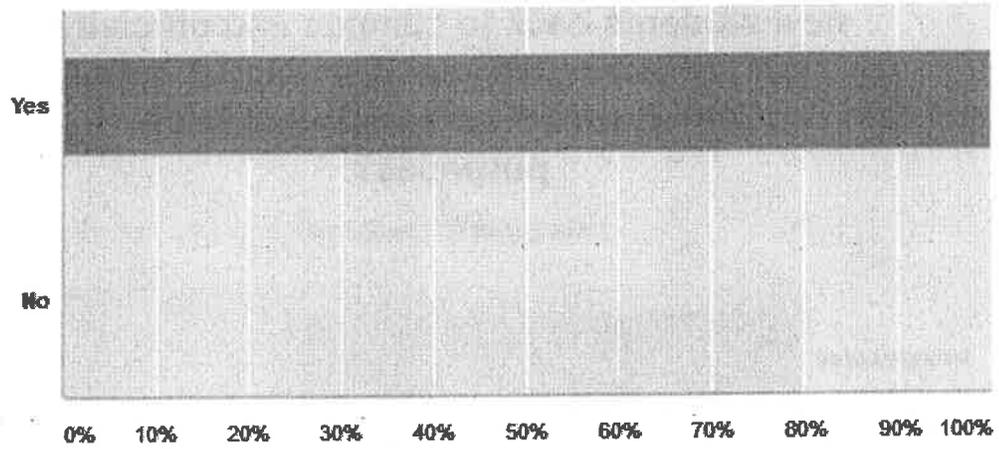
Answered: 63   Skipped: 0
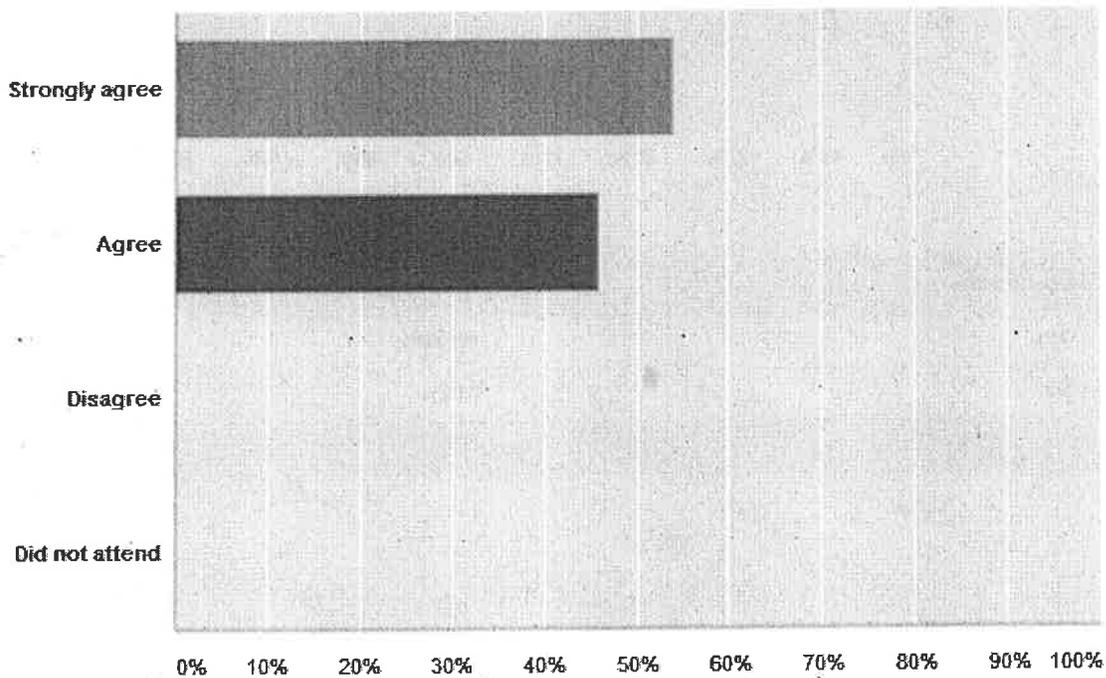
Answer Choices	Responses	
Strongly agree	53.97%	34
Agree	46.03%	29
Disagree	0.00%	0
Did not attend	0.00%	0
Total		63

2. Did you like the Convocation's new format?

Answered: 62   Skipped: 1

Answer Choices	Responses	
▼ Yes	100.00%	62
▼ No	0.00%	0
Total		62

3. Do you think that scheduling the event during the common hour was effective?

Answered: 63   Skipped: 0
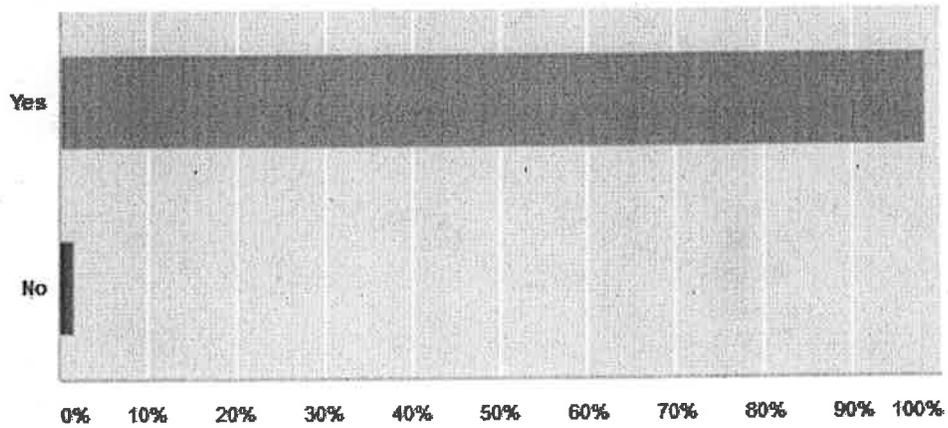
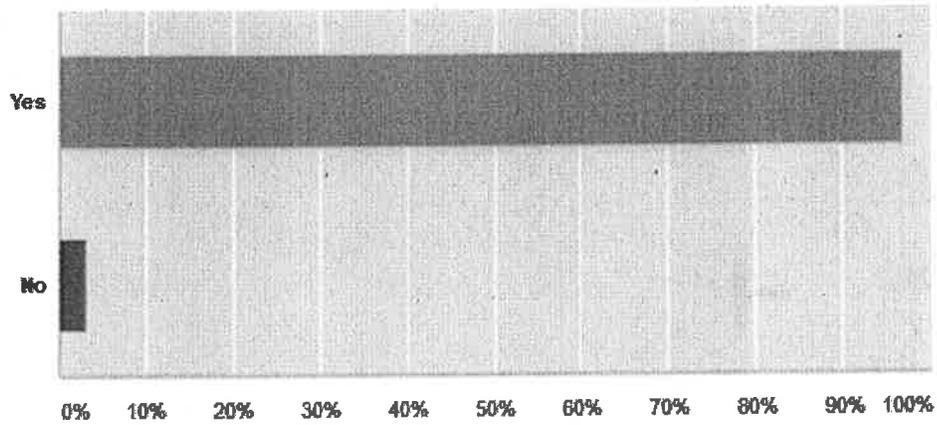| Answer Choices		Responses	
▾ Yes		98.41%	62
▾ No		1.59%	1
Total			63

4. Were you pleased with the more informal atmosphere during Convocation 2014?

Answered: 62   Skipped: 1

Answer Choices		Responses	
▾ Yes		96.77%	60
▾ No		3.23%	2
Total			62

5. Do you feel that the T-shirts served its purposes of enhancing a sense of community while also expanding the college marketing initiatives?
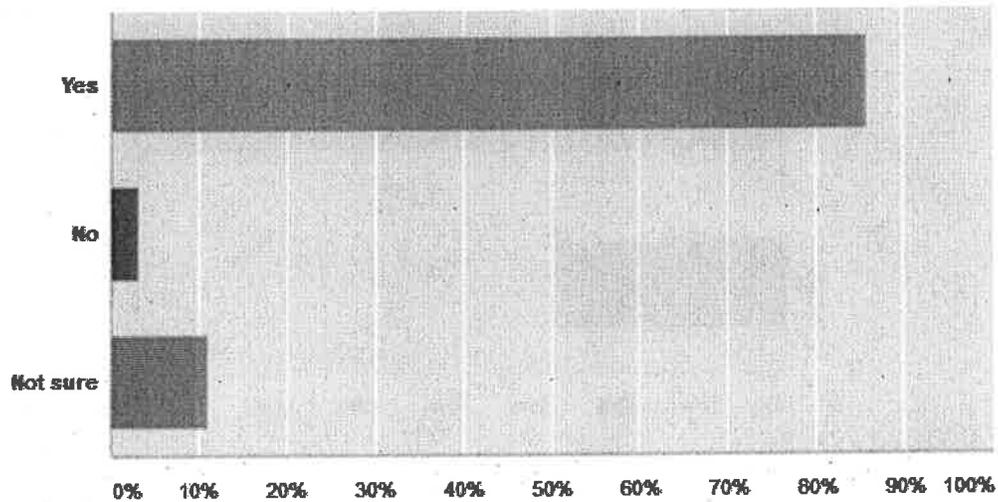
Answered: 62   Skipped: 1
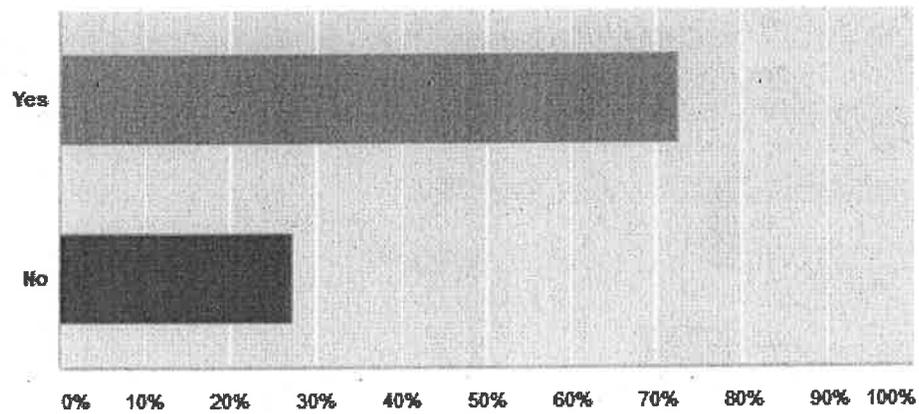
Answer Choices	Responses	
▾ Yes	72.58%	45
▾ No	27.42%	17
Total		62

6. Do you think it was positive to incorporate Students Program's "Get the scoop" event (ice-cream/clubs) after Convocation?

Answered: 63   Skipped: 0

Answer Choices	Responses	
▾ Yes	85.71%	54
▾ No	3.17%	2
▾ Not sure	11.11%	7
Total		63

7. Do you feel that the type of food served after Convocation encourages and promotes social gathering?

Answered: 59   Skipped: 4
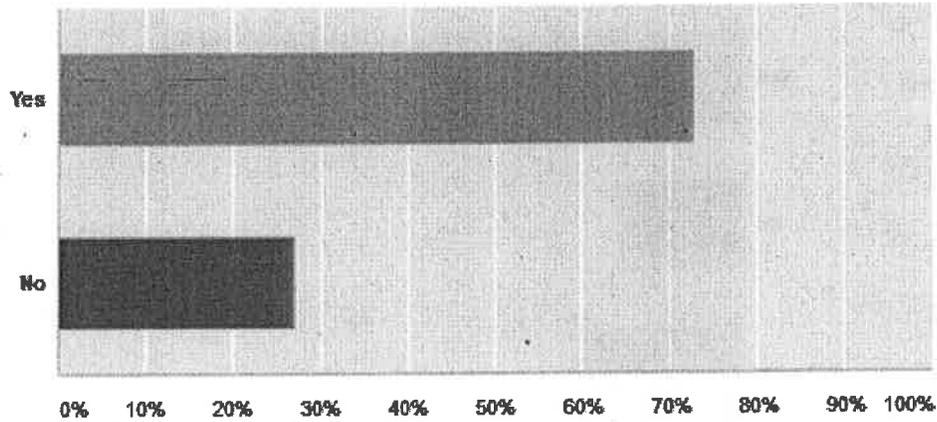
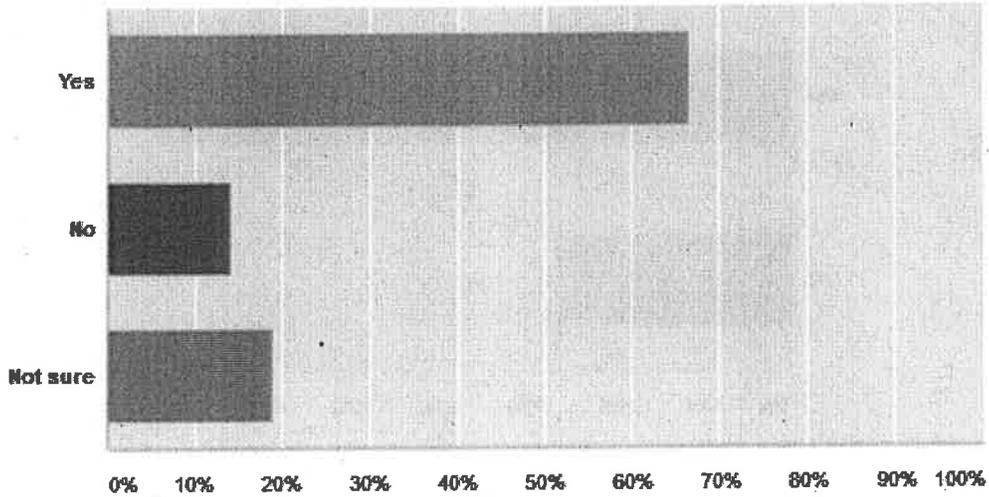| Answer Choices		Responses	
▾ Yes		72.88%	43
▾ No		27.12%	16
Total			59

8. Do you think that the event offered enough time for greeting and socializing with the college community?

Answered: 63   Skipped: 0

Answer Choices	Responses	
▾ Yes	66.67%	42
▾ No	14.29%	9
▾ Not sure	19.05%	12
Total		63

Comments

A real lunch would have attracted more faculty/staff to the social time after the ceremony.

10/15/2014 8:49 AM View respondent's answers

Did not like the set up of the food stations. For those of us having to get back to our offices it did not work.

10/14/2014 1:21 PM View respondent's answers

I think we could have done without the t-shirts.

10/14/2014 10:02 AM View respondent's answers

A light lunch should be served buffet style since it is held during lunch time. The line was too long for the ice cream, so many people left rather than staying to socialize.

10/14/2014 9:57 AM View respondent's answers

Lose the t-shirts; otherwise a nice change of pace...!

10/13/2014 1:34 PM View respondent's answers

It was very well received by all!

10/11/2014 7:40 PM View respondent's answers

Length of line for food/ice cream discouraged participation

10/11/2014 9:30 AM View respondent's answers

Celeste & Heidi did a great on Convocation 2014!

10/11/2014 8:07 AM View respondent's answers

I think many people have class right after convocation hour so perhaps doing something during? As people walk in, provide some form of sustenance.

10/10/2014 2:57 PM View respondent's answers

Well done !

10/10/2014 1:27 PM View respondent's answers

Although Tshirts were cute, not sure that they were effective,

10/10/2014 1:25 PM View respondent's answers

Great job this year. Thank you for changing the format! The President was spectacular and the speaker from Student Government was aces.

10/10/2014 11:50 AM View respondent's answers

i was unable to attend the post-Convocation event and cannot really comment on the food.

10/10/2014 11:46 AM View respondent's answers

I enjoyed the informal setting. The positive message and energy that the President and Deans sent to the college community was very inspiring. It was a nice way to celebrate the start of a new academic year.

10/10/2014 11:41 AM View respondent's answers

Well planned and executed! Enjoyed the new format. Very welcoming, more uplifting, and more inclusive! Hope this format for Convocation continues.

10/10/2014 11:32 AM View respondent's answers

Overall festive and fun - thanks. Would love in the future for tshirts to either include relevant topics or to include LAB theme... Something that serves as a benchmark of the year, with date at TRCC. Students will love and it would be great to include one of their drawings.

10/10/2014 11:26 AM View respondent's answers

I was unable to attend the after ceremony celebration, so I cannot comment on the food etc

10/10/2014 11:24 AM View respondent's answers

I think a general picnic outside would be better. Much improved yes but still not a fan. Is there data that suggests it is effective in meeting its goals, especially at a community college.

10/10/2014 11:23 AM View respondent's answers

well done!

10/10/2014 11:19 AM View respondent's answers

We need more staff helping with ice cream to speed the line up. Thanks.

10/10/2014 11:11 AM View respondent's answers

i think the student club event should be its own event, lines got too long and a lot a staff/ faculty did not participate. I think a cookout with hot dogs/ hamburgers would be better and more relaxed.

10/10/2014 11:00 AM View respondent's answers

The food items offered after Convocation was not good. I enjoyed the format, was emgaging.

10/10/2014 10:50 AM View respondent's answers

I liked the informal format, however, there should have been an expanded teaching moment in reference to the college academic theme of sustainability. Thank you for the opportunity to share my suggestion.

10/10/2014 10:50 AM View respondent's answers

As with Professional Day, Convocation stressed the importance of the Faculty being the backbone...the heartbeat...giving the impression that they were the only essential piece. Staff were disheartened and felt an unappreciated member of the TRCC "team" of which only the Faculty were the heart and soul of.
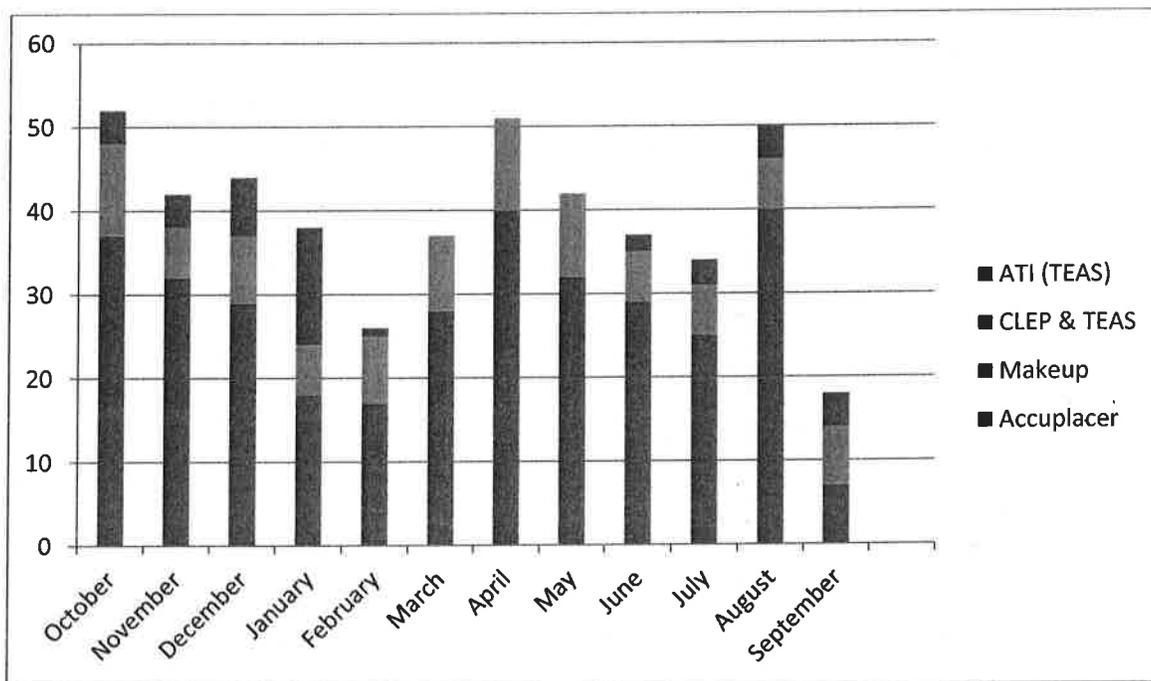
10/10/2014 10:43 AM View respondent's answers

Thanks!

10/7/2014 11:45 AM View respondent's answers

	OCT (2013)		NOV (2013)		DEC (2013)		JAN (2014)		FEB (2014)		MAR (2014)		APR (2014)		MAY (2014)		JUN (2014)		JUL (2014)		AUG (2014)		SEP (2014)		TOT (2013-2014)	
	stdts	ssns	stdts	ssns	stdts	ssns	stdts	ssns	stdts	ssns	stdts	ssns	stdts	ssns	stdts	ssns	stdts	ssns	stdts	ssns	stdts	ssns	stdts	ssns	stdts	ssns
Accuplacer	52	17	60	17	92	15	172	18	8	3	14	4	92	21	129	20	236	21	235	25	305	40	37	7	1432	208
Makeup	82	20	76	15	49	14	0	0	20	14	50	24	78	19	53	12	1	8	0	0	0	0	0	0	409	126
CLEP & DSST	10	11	19	6	16	8	9	6	13	8	24	9	33	11	21	10	13	6	9	6	13	6	4	4	184	94
ATI (TEAS)	80	4	80	4	140	7	280	14	20	1	0	0	0	0	0	0	18	2	28	3	31	4	35	4	712	43
TOTALS	224	52	235	42	297	44	461	38	61	26	88	37	203	51	203	42	268	37	272	34	349	50	76	18	2737	471

Testing Center
Total Students Tested per Month
October 2013 - September 2014

Legend:
- ATI (TEAS)
- CLEP & DSST
- Makeup
- Accuplacer
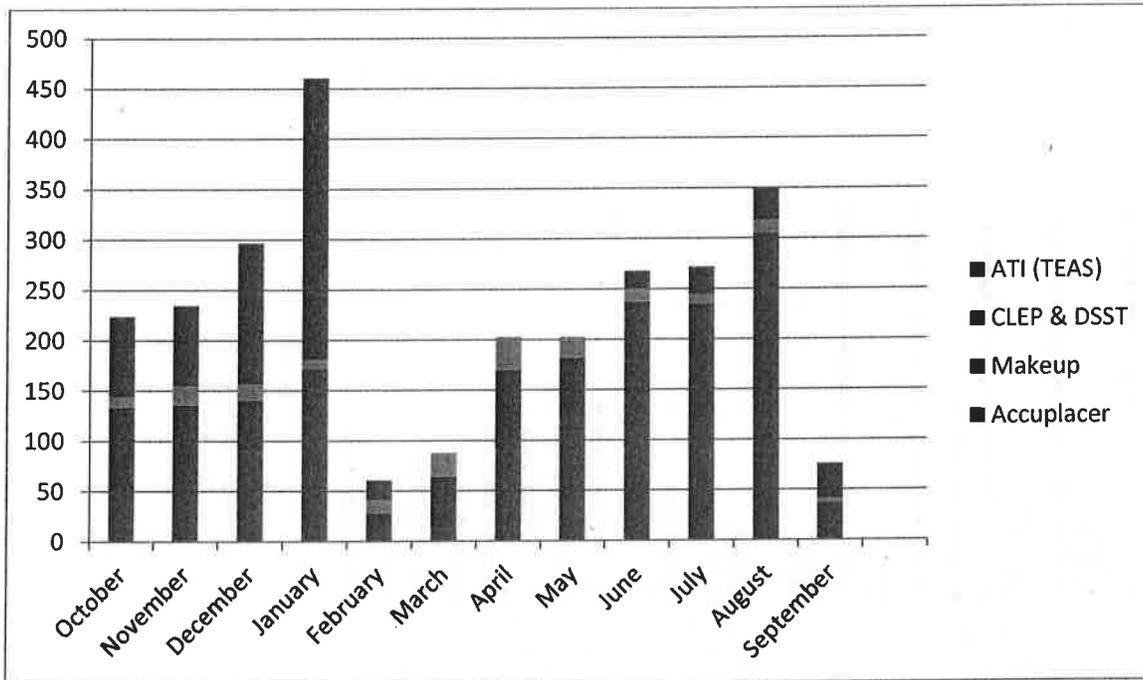
Testing Center
Total Sessions per Month
October 2013 - September 2014

Legend:
- ATI (TEAS)
- CLEP & TEAS
- Makeup
- Accuplacer

Testing Center
Total Students Tested per Session
October 2013 - September 2014
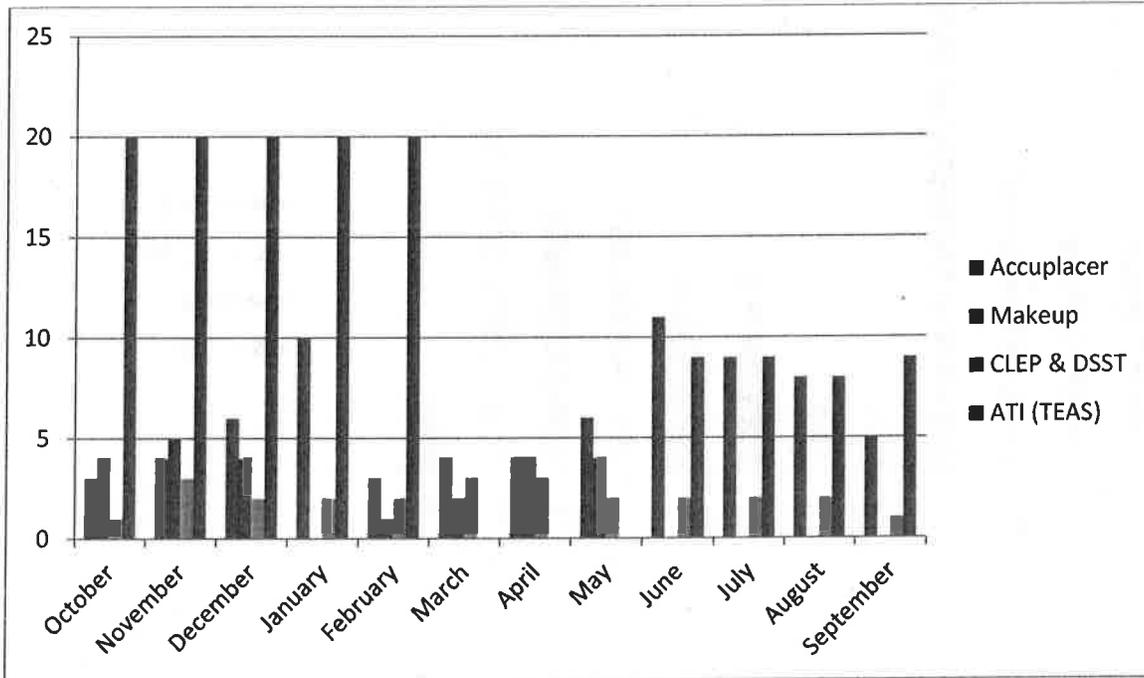
COMMUNITY COLLEGE POLICY REGARDING
COLLEGE CLOSINGS, DELAYED OPENINGS AND EARLY RELEASE*

PREAMBLE

This policy is written to provide consistent administration of class cancellation, delayed openings, early release of employees and college closings resulting from extreme adverse weather conditions or other emergency situations. The policy applies to classified and unclassified employees, and is intended to balance the interests of providing services to our students and the citizens of Connecticut, with the safety of our faculty, staff, students and facilities. The underlying premise is that colleges will be open in the morning as soon as conditions permit, will remain open for as long as conditions permit, and will close only when emergency conditions related to extreme adverse weather conditions or conditions related to individual facility emergencies dictate that we close.

AUTHORITY

Governor's Authority. When the Governor asks that "non-essential" state employees not report to work due to extreme adverse weather or other emergency condition, community college facilities will be closed. When the Governor asks that "non-essential" state employees delay their arrival at work until after the usual opening time for their agency due to extreme adverse weather or other emergency condition, community college facilities will also have delayed openings. When the Governor orders an early release of "non-essential" state employees, community college employees will also be released early. The Office of Emergency Management is charged with communicating directives from the Governor.

"Non-essential" employees are those employees whose presence is not critical to the health, safety and security of the state. "Essential" employees include those in 24/7 agencies, e.g., corrections officers, public safety officers, medical personnel, residential facility personnel, as well as employees in critical service positions, e.g., maintenance and security positions.

In the case of delayed openings and early release, community college employees in critical service positions, and their supervisors, may be expected to report to work as scheduled or to remain after other employees are released in order to secure the facility and remove snow and ice.

President's Authority. In the absence of a directive from the Governor, presidents may close the college for a full day or a portion thereof. Partial day closing of the college will be referred to as a delayed opening or an early closing.

*NOTE: This Policy may have been modified as a result of collective bargaining. Please be sure to consult any and all appropriate contracts.

OPERATING PRINCIPLES

College Closings. When the president directs that the college will be closed, employees are not expected to report to work, except that the president may require the attendance of employees in critical service positions such as maintenance and security, and their supervisors. Employees who are not expected to report to work need not charge the time off to accrued leave balances. If the president authorizes cancellation of classes and scheduled educational activities for an entire day, the college will be closed.

Delayed Openings. Delayed openings are similar to college closings in that, with the exception of employees in critical service positions and their supervisors who may be required to report, staff members are not expected to report to work until the specified opening time and need not charge the time off to accrued leave balances. Employees who do not report to work by the specified opening time who are covered by a collective bargaining agreement that excuses late arrivals under specified conditions are entitled to the benefit of such provision. However, provisions for late arrival are to be measured from the beginning of the employee's shift. Employees who do not report to work at all on a day when the college opening has been delayed will charge the entire shift to an appropriate leave balance.

Early Release. If the president directs an early release, the president shall indicate the time when the college will be closed for the day. Employees who are at work and who leave when the college closes need not charge the time remaining in their shift to an accrued leave balance. Employees whose scheduled work shifts have not begun when the president announces early release need not report to work; however, any time between the scheduled commencement of a shift and the time of college closing shall be charged to an accrued leave balance. Employees whose work shifts would not begin before the time of college closing need not charge the time to an accrued leave balance. Employees in critical service positions (e.g., maintenance employees designated for snow and ice removal and security personnel) and their supervisors may not be subject to the early release provisions of this policy.

NOTE RE: WEATHER CONDITIONS

Because weather conditions may vary from one college to another, decisions respecting college closings, delayed openings and early release due to inclement weather should be based upon local weather conditions. Resources available to the college for obtaining information about local or regional weather conditions, including short and long term forecasts, weather watches, warnings and advisories, include the National Weather Service and the State Office of Emergency Management (OEM). Links to these Internet sites are: NWS (http://iwin.nws.noaa.gov/iwin/graphicsversion/bigmain.html) and OEM (www.ct.gov/oem).

NOTE RE: OTHER EMERGENCY CONDITIONS

Closure of a college as whole or of an individual college building because of emergency conditions unrelated to weather, including but not limited to extreme hot or cold conditions caused by inoperable heating and air conditioning systems, and interruptions in electricity and water service, is subject to the following considerations:

- The anticipated length of time expected to resolve the problem
- The approximate number of employees impacted by the problem

- If the condition is limited to a portion of the college campus, whether employees can be relocated to an unaffected area of the college.

NOTIFICATION REQUIREMENTS

Notification to Faculty, Staff, Students and the Public. College presidents shall provide a communication to all employees annually to inform them about how they will be advised of college closings, delayed openings, and early release. The communication should include details about the various means of communication (e.g., specific radio and television stations where announcements will be broadcast, if any; the college web address; broadcast to employee voicemail mail boxes; and, where applicable, the dedicated telephone line for recorded messages). If a college has opted not to use radio and television media for such announcements, the communication to employees should specifically say this. In addition, employees should be instructed to assume that they should report to work as scheduled, unless the chosen communication channels clearly indicate otherwise.

Notification of Designation of Critical Service Employees. Annually, colleges should inform employees who provide critical services that they may be required to report to work in the event of closure, delayed opening of college facilities or early release due to weather or facility-related conditions. The communication channel selected by the president for informing employees about college closings or late openings shall indicate
whether critical service employees must report. Employees in critical service positions include those whose jobs involve protecting the safety and security of people, property and facilities, including security personnel, maintenance personnel who have been designated for snow and ice removal and appropriate supervisors.

Notification to the System Office. College presidents are asked to inform the System Office via email when the college is closed, when opening is delayed and when early release of employees is authorized. Emails should be directed to Pamela Coleman (PColeman@commnet.edu).

RECORDING OF ABSENCES

In general, employees who are not able to report to work due to adverse weather conditions when the college is open must account for the day or portion thereof through use of appropriate accruals, as outlined more fully on the attached summary of contract provisions impacting inclement weather.

The following direction is provided with respect to recording of absences on timesheets:

o If the Governor authorizes a college/agency closing, delayed opening or early release due to inclement weather, employee absences are recorded on timesheets, and subsequently in the CORE CT HRMS System, using the Time Reporting Code "LWGOV" as directed by the Office of Labor Relations. If, in the absence of a Governor's directive, a college president authorizes a college closing, delayed opening or early release due to inclement weather, or if a president's directive covers a larger period of time than the Governor's directive for the same event, employee absences are recorded on timesheets, and subsequently in the CORE CT HRMS System, using the Time Reporting Code "LWWTR." For ease of data entry, it is not recommended that two codes be used on a

single day, i.e., one code for a period of absence authorized by the Governor and a second code for an additional period of absence authorized by the president.

o Two other time reporting codes are used for non-weather related absences that are authorized by the Governor or by a college president. The code "LWGOV" is used when the Governor expressly authorizes time off for exceptional circumstances, e.g., to honor the passing of former President Ronald Reagan. The code "LOPD" is used for absences where non-weather related emergencies require the closing of a facility, e.g., power outage. (Note: If a power outage is due to a weather-related emergency, then the code "LWWTR" is used.)

o Please note that the codes "LWWTR," "LWGOV," and "LOPD" supersede any different codes identified in collective bargaining agreements.

o In general, if an employee is on a scheduled day off due to sick, personal or vacation leave or leave of absence without salary on a day where the Governor or college president orders agency/college closure, late opening or early release, the employee is required to charge the time to sick, vacation or personal leave, as appropriate, and is not permitted to charge the time to the "LWWTR," "LWGOV" or "LOPD" code.

o The determination whether an employee is required to charge a late arrival to accrued leave time should be made with reference to the employee's normal start time (i.e., the beginning of the employee's shift) and not from the delayed opening time.

o When the college is closed, opening is delayed or early release is ordered, part-time hourly employees are not paid for hours not worked, unless the absence can be covered with accrued leave. Recognizing that certain groups of part-time employees may not have accrued leave, part-time hourly employees should be permitted to make-up missed hours whenever possible, subject to the operating needs of the college.

Summary of Contract Provisions Concerning Inclement Weather, Hazardous Driving or other Emergency Conditions

Administrative Clerical Bargaining Unit (NP-3)

Article 38, Section 13 of the Administrative Clerical contract provides that when an employee is late for work due to inclement weather or hazardous driving conditions, the employee shall not be charged if he/she reports within one hour of the start of the shift; in exceptional situations the employee may be excused for up to 2 ½ hours. In assessing whether or not to excuse lateness in excess of one hour, consideration will be given to the time the employee arrives at work when compared to other employees traveling to work under similar circumstances.

Administrative and Residual Bargaining Unit (P-5)

Article 16, Section 6 of the Administrative and Residual contract provides that when an employee is late for work due to inclement weather or hazardous driving conditions, the employee shall not be charged if he/she reports within one hour of the start of the shift; in exceptional circumstances, the employee may be excused for up to 2 ½ hours. In assessing whether or not to excuse lateness in excess of one hour, consideration will be given to the time the employee arrives at work when compared to other employees traveling to work under similar circumstances.

Article 16, Section 6 of the Administrative and Residual contract also states that in cases in which either the additional 1½ hours are not credited to the employee (i.e., in cases where the employee would have been expected to arrive up to an hour late but did not), or where the lateness exceeds 2½ hours, the employee may opt to either make up the time or charge the excess time to accrued leave.

When a full day off is granted by act of the Governor, an employee on vacation (but not an employee on sick leave) shall not have the day charged as a vacation day. For example, an employee scheduled for vacation on June 11, 2004, which was designated by the Governor as a special holiday in recognition of Ronald Reagan, should have had his/her June 11, 2004 vacation day restored and been charged LWGOV instead. An employee out on sick leave at that time would have had the day charged to sick leave.

Maintenance and Service Bargaining Unit (NP-2)

The Maintenance and Service contract contains special provisions relating to employees designated as having a "snow and ice assignment". Article 49 provides for the annual designation of bargaining unit employees whose normal duties include snow and ice removal as having such assignment for the current snow season (defined as November 1 through April 30). Employees designated as having a snow and ice assignment are treated as "essential employees" and are required to report to work unless the Governor has closed the State or unless local management directs them not to report. Colleges need to assure that routines are established and that appropriate information is made available to designated employees. Employees should be informed of their designation in writing prior to November 1 of each year.

Engineering, Scientific and Technical Bargaining Unit (P-4)

The Engineering, Scientific and Technical bargaining unit contract does not have language on inclement weather conditions or hazardous driving. It does address the subject of temperature variations which, if outside prescribed guidelines, may result in the dismissal or transfer of affected employees. Employees who are dismissed in such circumstances have no loss of pay or benefits.

Protective Services Bargaining Unit (NP-5)

The Protective Services contract does not have language on this issue.

Congress and AFSCME Administrator Bargaining Units (Congress/AFSCME)

Article X of the 2007-2010 contracts with the Congress and AFSCME unions adopts the Board Policy on College Closings, Delayed Openings and Early Release with certain modifications: (1) Where administrators, counselors or librarians ("ACLs") are not at work when the decision to close the college is made, they are expected to report unless the scheduled beginning of their work day coincides with or is later than the time that the college will close. If such employees do not report to work at all, they are required to use accrued leave to cover only the period between the scheduled beginning of their work day and the time that the college closes. In the case of a delayed opening, ACLs who do not come to work, or who come to work after the time of the delayed opening, are required to use accrued leave to cover only that portion of their scheduled work day following the delayed opening when they are not at work.

Federation Bargaining Unit (AFT)

Section 18.8.1 of the AFT contract provides that when the college is closed due to weather or other circumstances, all Faculty Members (both teaching and non-teaching) need not report to work and shall suffer no loss of pay or charge to any other leave.

Revised 11-15-11

Workforce and Community Education Enrollment Data

	2010	2011	2012	2013	2014
Not Coded	133	62	56	21	24
Credit B & I-Cont Ed Deliv	0	0	19	0	0
N/C B & I- WD Cont Ed Deliv	527	1086	341	397	424
N/C PD- Comm Svc Deliv	124	146	70	0	0
N/C Allied Hlth-WD Cont Ed Del	244	181	173	216	255
N/C CNA- WD Cont Ed Deliv	97	91	66	40	76
N/C Ed2go- WD Cont Ed Del	265	231	257	219	221
N/C Gaitlin- WD Cont Ed Deliv	13	27	41	55	14
N/C Hlth&Welln- PD Cont Ed Del	42	8	0	35	102
N/C In Service-WD Cont Ed Del	23	19	35	50	26
N/C JobsBill-WD Cont Ed Deliv	0	28	15	0	0
N/C LifeLong Ln-PD Cont Ed Del	2957	2889	2976	2143	3336
N/C Other-WD Cont Ed Deliv	754	696	485	614	557
N/C PatCare Tch-WD Cont Ed Del	43	52	36	33	32
N/C Software Tr-WD Cont Ed Del	29	73	101	119	76
N/C Weatherization-WD CE Deliv	0	43	60	0	0
Workforce Train/Retraining *	54	0	0	0	74
Grand Total	**5305**	**5632**	**4731**	**3942**	**5217**

	Summer 2009	Summer 2010	Summer 2011	Summer 2012	Summer 2013
Not Coded	0	12	20	24	
Credit B & I-Cont Ed Deliv					
N/C B & I- WD Cont Ed Deliv	122	655	190	55	26
N/C PD- Comm Svc Deliv	6	118	2		
N/C Allied Hlth-WD Cont Ed Del	0	37	60	52	55
N/C CNA- WD Cont Ed Deliv	19	19	11	12	32
N/C Ed2go- WD Cont Ed Del	43	36	32	51	33
N/C Gaitlin- WD Cont Ed Deliv		6	7	2	2
N/C Hlth&Welln- PD Cont Ed Del		8			0
N/C In Service-WD Cont Ed Del		9		0	
N/C JobsBill-WD Cont Ed Deliv			15		
N/C LifeLong Ln-PD Cont Ed Del					
N/C Other-WD Cont Ed Deliv	330	135	67	218	238
N/C PatCare Tch-WD Cont Ed Del	13	24	6	9	11
N/C Software Tr-WD Cont Ed Del	0	0	12	9	9
N/C Weatherization-WD CE Deliv			37		
Workforce Train/Retraining *	54			53	
Grand Total	587	1059	439	428	483

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Not Coded	22	36			0
Credit B & I-Cont Ed Deliv					
N/C B & I-WD Cont Ed Deliv	52	249	43	131	85
N/C PD- Comm Svc Deliv	57	25	32		
N/C Allied Hlth-WD Cont Ed Del	147	84	73	66	80
N/C CNA- WD Cont Ed Deliv	34	32	32	16	24
N/C Ed2go- WD Cont Ed Del	59	79	80	57	91
N/C Gaitlin- WD Cont Ed Deliv	2	11	12	40	10
N/C Hlth&Welln- PD Cont Ed Del	9			35	60
N/C In Service-WD Cont Ed Del	18	4	29	37	21
N/C JobsBill-WD Cont Ed Deliv			0		
N/C LifeLong Ln-PD-Cont Ed Del	1291	1605	1542	951	1657
N/C Other-WD Cont Ed Deliv	93	241	129	105	64
N/C PatCare Tch-WD Cont Ed Del	15	16	12	9	10
N/C Software Tr-WD Cont Ed Del	9	65	32	65	35
N/C Weatherization-WD CE Deliv		19	23		
Workforce Train/Retraining *					11
Grand Total	1808	2466	2039	1512	2148

	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Not Coded	111	14	56	1	
Credit B & I-Cont Ed Deliv			19		
N/C B & I-WD Cont Ed Deliv	353	182	108	211	313
N/C PD- Comm Svc Deliv	61	3	36		
N/C Allied Hlth-WD Cont Ed Del	97	60	40	98	120
N/C CNA- WD Cont Ed Deliv	44	40	23	12	20
N/C Ed2go- WD Cont Ed Del	163	116	145	111	97
N/C Gaitlin- WD Cont Ed Deliv	11	10	22	13	2
N/C Hlth&Welln- PD Cont Ed Del	33				42
N/C In Service-WD Cont Ed Del	5	6	6	13	5
N/C JobsBill-WD Cont Ed Deliv		28			
N/C LifeLong Ln-PD Cont Ed Del	1666	1284	1434	1192	1679
N/C Other-WD Cont Ed Deliv	331	320	289	291	255
N/C PatCare Tch-WD Cont Ed Del	15	12	18	15	11
N/C Software Tr-WD Cont Ed Del	20	8	57	45	32
N/C Weatherization-WD CE Deliv		24			
Workforce Train/Retraining *					10
Grand Total	2910	2107	2253	2002	2586

Connecticut State Colleges & Universities (ConnSCU) Duplicated Non-Credit Course Registrations, Trends (Workforce Development and Personal Development Combined) [1]

Annual

Year	Community Colleges													Charter Oak State College [2]	State Universities [2]					Grand Total [32]
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern Connecticut	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Community Colleges Total [1]		Central	Eastern	Southern	Western	State Universities Total [2]	
2003	1,409	4,872	3,931	1,374	9,960	2,549	8,191	2,235	11,939	2,965	3,622	4,081	57,128	n/a	n/a	n/a	n/a	n/a	n/a	57,128
2004	1,294	6,001	4,545	1,282	10,039	4,613	7,186	2,274	13,050	2,145	4,069	3,529	60,027	n/a	n/a	n/a	n/a	n/a	n/a	60,027
2005	1,250	5,651	4,598	954	9,115	2,494	6,272	1,968	10,667	3,895	4,712	3,585	55,161	n/a	n/a	n/a	n/a	n/a	n/a	55,161
2006	1,492	4,915	5,075	743	10,435	2,239	6,302	1,902	10,783	4,837	4,719	5,233	58,675	n/a	n/a	n/a	n/a	n/a	n/a	58,675
2007	1,632	5,628	4,331	678	10,856	2,477	5,997	2,036	9,089	5,945	4,166	11,878	64,713	n/a	n/a	n/a	n/a	n/a	n/a	64,713
2008	1,983	5,361	3,360	617	10,457	3,384	6,138	2,214	12,645	5,663	5,278	6,988	64,088	n/a	n/a	n/a	n/a	n/a	n/a	64,088
2009	1,423	4,676	4,112	427	10,268	2,183	5,880	1,831	11,678	5,776	4,184	5,927	58,365	n/a	n/a	n/a	n/a	n/a	n/a	58,365
2010	2,268	3,684	3,565	457	8,673	6,516	5,130	1,674	10,514	5,681	5,172	5,299	58,633	n/a	n/a	n/a	n/a	n/a	n/a	58,633
2011	2,218	2,984	2,961	547	8,614	8,689	3,962	1,703	9,380	5,112	5,570	6,545	58,285	n/a	n/a	n/a	n/a	n/a	n/a	58,285
2012	2,440	2,854	2,123	526	8,737	7,866	4,287	1,694	9,664	4,810	4,675	5,843	55,519	n/a	n/a	n/a	n/a	n/a	n/a	55,519
2013	2,057	5,627	2,317	980	8,573	6,869	3,798	1,170	9,149	5,383	3,923	6,545	56,391	n/a	n/a	n/a	n/a	n/a	n/a	56,391
2014	2,713	1,439	5,053	985	8,885	6,649	3,211	987	9,074	4,546	3,597	6,445	53,584	n/a	n/a	n/a	n/a	n/a	n/a	53,584
% Change																				
1 year	31.9	-74.4	118.1	0.5	3.6	-3.2	-15.5	-15.6	-0.8	-15.5	-8.3	-1.5	-5.0	n/a	n/a	n/a	n/a	n/a	n/a	-5.0
5 years	90.7	-69.2	22.9	130.7	-13.5	204.6	-45.4	-46.1	-22.3	-21.3	-14.0	8.7	-8.2	n/a	n/a	n/a	n/a	n/a	n/a	-8.2
10 years	109.7	-76.0	11.2	-23.2	-11.5	44.1	-55.3	-56.6	-30.5	111.9	-11.6	82.6	-10.7	n/a	n/a	n/a	n/a	n/a	n/a	-10.7
since 2003	92.5	-70.5	28.5	-28.3	-10.8	160.8	-60.8	-55.8	-24.0	53.3	-0.7	57.9	-6.2	n/a	n/a	n/a	n/a	n/a	n/a	-6.2

Source: Connecticut Board of Regents for Higher Education's Banner administrative data system. SWRXS09 non-credit registration data extracted in October 2014 for the previous year.

Note (1) Registrations are coded as Workforce or Personal Development; those not coded are excluded from formal counts.

Note (2) Not only do students enroll at more than one college and within one or more sectors of higher education; they often register for more than one offering in a given semester or semesters over the course of the academic year. The subject of interest here is now registrations rather than individual students. When assessing total registrations, a duplicated count is the metric of choice. As such all college numbers, sector totals and the grand total will provide duplicated counts of registrations or seats.

Produced by the Connecticut Board of Regents for Higher Education, Office of Policy and Research,10/17/2014

Connecticut State Colleges & Universities (ConnSCU) Unduplicated Non-Credit Student Headcount, Trends (Student Enrollment)

Year	Community Colleges														Charter Oak State College [2]	State Universities					Grand Total [2]
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern Connecticut	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	Total [1]	Unduplicated Total [2]		Central	Eastern	Southern	Western	State Universities Total [2]	
2002	1,658	4,376	3,222	794	7,030	1,753	5,668	1,728	7,922	1,252	2,497	3,493	41,593	40,462	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2003	1,189	3,117	3,366	1,221	6,810	1,531	5,963	1,390	7,839	1,267	2,077	3,594	39,354	38,789	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2004	987	3,964	3,302	1,188	7,000	1,769	5,384	1,716	8,250	1,228	1,847	3,081	39,716	39,149	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2005	1,309	3,730	3,519	890	6,708	1,423	5,077	1,427	7,267	1,929	2,001	3,535	38,815	38,044	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2006	1,499	3,655	3,320	677	7,456	1,360	4,851	1,547	6,999	2,115	1,643	4,678	39,800	38,973	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007	1,659	3,915	3,029	603	7,721	1,369	4,814	1,600	6,177	2,644	1,483	5,289	40,303	39,162	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008	1,567	3,633	2,717	729	7,111	1,416	*4,448	1,898	7,337	2,423	2,621	5,925	41,725	40,372	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2009	1,207	3,221	2,888	794	7,142	1,447	4,177	1,640	7,076	2,201	1,223	5,179	38,195	37,445	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010	1,229	2,535	2,280	561	5,803	1,587	3,627	1,402	6,495	2,104	1,652	4,691	33,946	33,440	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011	1,213	2,089	2,040	511	5,393	1,684	3,269	1,162	5,375	2,019	1,924	4,995	31,674	31,067	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	1,448	1,921	1,696	455	5,499	1,882	3,256	1,094	5,396	2,028	1,575	4,817	31,067	30,601	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	1,170	2,676	1,484	566	5,188	1,587	2,746	651	5,399	1,973	1,445	5,002	29,887	29,306	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	1,379	1,769	1,599	648	5,344	1,075	2,536	611	5,292	1,640	1,557	5,388	28,838	28,331	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Change																					
1 year	17.9	-33.9	7.7	14.5	3.0	-32.3	-7.6	-6.1	-2.0	-16.9	7.8	7.7	-3.5	-3.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5 years	14.3	-45.1	-44.6	-18.4	-25.2	-25.7	-39.3	-62.7	-25.2	-25.5	27.3	4.0	-24.5	-24.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10 years	39.7	-55.4	-51.6	-45.5	-23.7	-39.2	-52.9	-64.4	-35.9	33.6	-16.7	74.9	-27.4	-27.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a
since 2002	-16.8	-59.6	-50.4	-18.4	-24.0	-38.7	-56.8	-64.6	-33.2	31.0	-37.6	54.3	-30.7	-30.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Source: Connecticut Board of Regents for Higher Education's Banner administrative data system, SWRXF05 non-credit enrollment data extracted during October 2014 for the previous year.

Note (1) Because community colleges share a common data management system, it is possible to count students attending more than one college only once; this unduplicated total will be less than the sum of unduplicated counts at each institution.

Note (2) Non-credit data for Charter Oak and State Universities has not been collected at this level of detail for state reporting purposes in the past, but processes needed to do so are being developed. It is too soon to know if the individual CSU college data will be unduplicated or not. For consistency, the Community Colleges, Charter Oak and CSU totals will represent a duplicated headcount for each of the three sectors.

Produced by the Connecticut Board of Regents for Higher Education, Office of Policy and Research, 10/17/2014

IBM'S P-TECH SCHOOL: NORWALK EARLY COLLEGE ACADEMY (Norwalk, CT)

Background

President Barack Obama has acknowledged IBM's key role in creating a new education model that will build technical skills and fill good jobs in the United States.

Norwalk Early College Academy is an IBM-inspired innovative public school based on this new education model called Pathways in Technology Early College High Schools (P-TECH). In partnership with the Norwalk Public Schools, Norwalk Community College, and IBM, this first of its kind program in Connecticut spans grades 9 to 14 and brings together the best elements of high school, college, and career.

Within a six-year, structured and integrated time frame, students have the opportunity to earn a high school diploma, an Associate in Applied Science (A.A.S.) degree from Norwalk Community College, along with the skills and experience they need to step seamlessly into available, well-paying jobs in the Information Technology (IT) industry. IBM is guaranteeing job interviews for qualified NECA graduates.

This new breed of grades 9-14 public school pairs students, who are admitted with no special tests or requirements, with mentors from the business community and provides practical workplace experience with paid internships. Each student will have the opportunity to visit various IBM locations in the region, and participate in a daily workplace learning course. Students will also have access to meaningful college coursework early on in their program experience. Housed within Norwalk High School, NECA is currently made up of 89 ninth graders, and will add 100 students each year.

Leadership

NECA is led by Director Karen Amaker. Ms. Amaker joined Norwalk Public School in 2007, serving as school counselor and department chair at Brien McMahon High School. In 2013, she took on the role of housemaster at Norwalk High, where her responsibilities have included assisting the principal with overall school administration, overseeing implementation of instructional programs, and collaborating with department chairs and other administrators to improve teaching and learning.

Prior to joining Norwalk Public Schools, Ms. Amaker worked as a middle school dean and high school placement counselor at Presidio Hill School in San Francisco. Her other experience includes roles as director of education opportunity programs at Yale School of Medicine, program officer for A Better Chance of New Haven, and school counseling experience at New Haven Academy and Wilbur Cross High School.

Student Profile

- 89 9th graders
- 63% Male, 37% Female
- 36% Black; 47% Hispanic; 14% Caucasian; 3% Asian
- 55% of students on free and reduced lunch

NECA Mentoring Program

In October 2014, NECA welcomed nearly 90 IBM mentors to kick-off its inaugural Mentoring program. Each NECA scholar is matched with a current IBM employee to help students gain exposure to careers in IT, and have role models to guide them.

Throughout the course of the year, IBM employees volunteer their own time to serve as mentors, and commit to communicating with his or her NECA scholar through a secure online platform. The platform uses a curriculum that guides each pair through a series of topics, emphasizing the "soft" skills of presentation, self-marketing and communication critical to success in the workplace.

In addition to the weekly communication, mentors also attend three in-person events at NECA in which they spend time with their mentees on hands-on project-based learning. Mentors are encouraged to leverage their expertise to help students, advising them on activities such as public speaking, school projects, and future career ambitions.

IBM mentors come from various locations across Connecticut and New York and span a wide-variety of professional roles across the company.

IBM's Philanthropic Initiatives in Education

Reinventing education isn't new at IBM. The company has long brought the education community together to help establish national standards. Figuring prominently in IBM's philanthropic portfolio is the support given to the education community, from kindergarten all the way through college, as well as to not-for-profits involved that support non-traditional students. To that end, IBM supports improved career and technical education, particularly for the topics of science, technology, engineering and math (STEM), subjects that contribute to societal improvement and economic development.

Experts are troubled that STEM studies are not sufficiently emphasized in the United States. This is a missed opportunity, in particular, for the socio-economically disadvantaged. Even graduates with technical skills are often at a disadvantage because they have no prior exposure to the workplace, which demands proficiency in social and business skills. At the same, demand for college graduates with STEM skills is growing.

Philosophy

IBM believes that the public, private and not-for-profit sectors should partner with one another to create a new model for STEM education and workplace preparedness. To foster collaboration among these communities, IBM developed a career and technical education model that emphasizes STEM subjects, and blends free, public high schooling with community college. This new breed of grades 9-14 public school pairs students, who are admitted with no special tests or requirements, with mentors from the business community and provides practical workplace experience with internships. It provides students with a solid foundation across the core academic curriculum linked directly to common core standards.

P-TECH Adoption Nationwide

There are now 27 schools modeled on IBM's P-TECH blueprint currently in operation: the original P-TECH in Brooklyn; five in Chicago that opened in 2012; two that opened in New York City in September 2013; Connecticut's NECA in August 2014; two in September 2014 in New York City; and 16 new schools throughout New York State that opened in September 2014. At least 10 more schools in New York State are slated for opening in September 2015.

For more information on P-TECH-model schools: http://www-03.ibm.com/press/us/en/presskit/42300.wss

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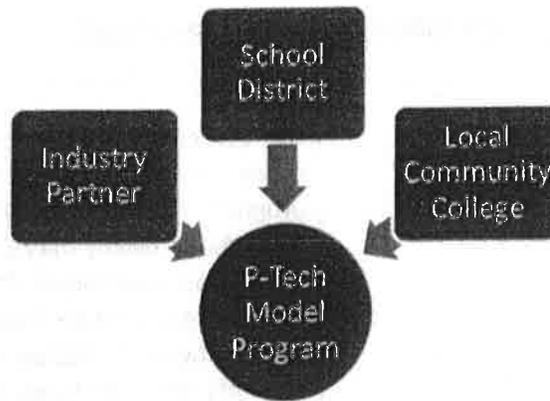
What is a P-TECH 9-14 Model Program?

P-TECH (Pathways in Technology Early College High School) 9-14 model programs offer students the unique opportunity to earn an industry-recognized, two-year postsecondary degree, along with their high-school diploma within a six-year experience. The model enables students to master the academic, technical and workplace skills necessary to enter entry-level jobs in STEM industries or continue their education in four-year institutions. P-TECH 9-14 model programs feature integrated high school and college coursework, along with workplace mentorship and internships, giving students access to a career ladder and laying the foundation for lifelong success. In conjunction with industry partners, P-TECH 9-14 Model Schools also importantly help to fill critical skills gaps in growth industries.

What are each party's responsibilities?

School district	Local Community College	Industry Partner
• Commit to a 9-14 model cohort, starting with a class of up to 100 ninth graders. • Commit to success for all students through the development of a Scope and Sequence that integrated high school and college classes, along with workplace learning. • High quality leadership including a dedicated principal/director. • Teachers and staff committed to the model. • Provide dedicated space for the school that will accommodate all six years of students. • Full participation in partnership with college and industry partner.	• Work with partners to create an integrated Scope and Sequence leading to an industry-recognized, two-year postsecondary degree for all students. • Provide access to college professors, as well as other college resources, which include supports for young people participating in college classes • Hire a College Liaison dedicated to supporting the school partnership • Enable all P-TECH model students to participate as college students starting in 9th grade.	• Provide each student with an industry mentor, who serves as role model and guide to workplace experiences, and help students learn to build professional relationships and gain confidence. • Provide skills-based, paid internships, starting the summer after the 11th grade to eligible students, giving critical opportunities for students to engage with industry professionals and further develop workplace competencies. • Provide work site visits, speakers, project days. • Hire an Industry Liaison dedicated to manage Industry responsibilities and support the school partnership. • Take the lead on workplace learning curriculum and skills mapping.

Frequently Asked Questions

Will a 9-14 model affect our high school graduation rate?	No. Students will earn all necessary credentials to receive a high school diploma by the end of the program. Students remain as high school students throughout. (Many may decide to participate in graduation ceremonies after 12th grade, but will not formally receive their diplomas until completing the entire program). The benefit of a 9-14 model is it gives students the opportunity to earn a two-year, industry-recognized, postsecondary degree in conjunction with their diplomas. Some students could earn their postsecondary degree by the end of grade 12.
How is this funded?	- At a District Level- Restructuring of existing resources - At the State Level- sustainable funding structures need to be created to cover the cost of college courses. - Industry partners are not required to provide cash resources. - Partners can work together to obtain private funding.

P-TECH 9-14 model programs provide students with early access higher education and skilled job training. The technical skills and workplace skills that they gain from participation in these schools enable them to fill gaps in growth industries such as advanced manufacturing, technology, and health.
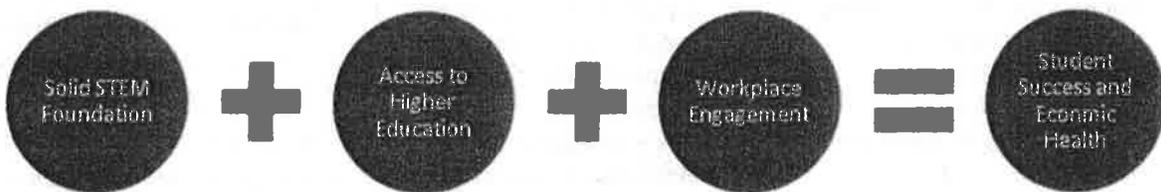
The BOR and Three Rivers Community College are exploring the creation of a Pilot P-TECH model program in Southeastern Connecticut starting the fall of 2015. This aggressive goal requires the identification of a District partner as soon as possible. If you are interested in having a high school in your district participate in this Pilot, please contact the Board of Regents- Early College Program staff.

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Roles, Responsibilities and In-Kind Commitments

For Electric Boat

As a Potential Partner for P-TECH 9-14 Model Schools
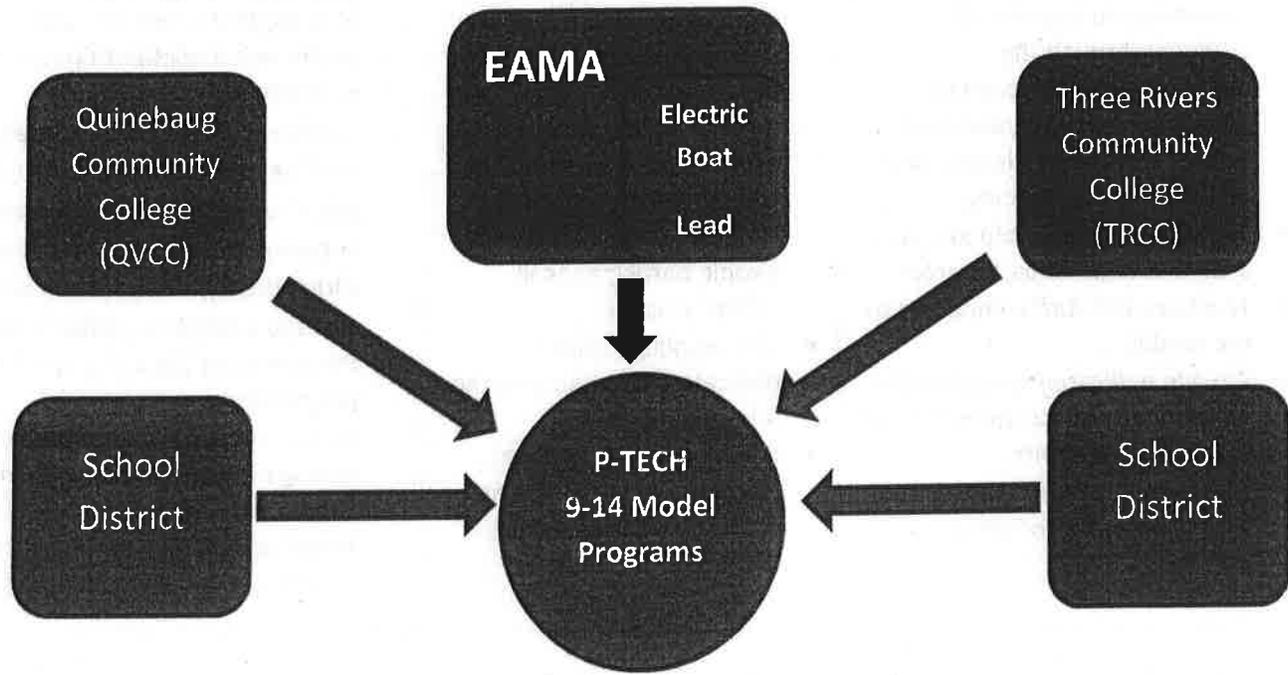
What are P-TECH 9-14 Model Programs?

P-TECH (Pathways in Technology Early College High School) 9-14 model programs offer students the unique opportunity to earn an industry-recognized, two-year postsecondary degree, along with their high-school diploma within a six-year experience. The model enables students to master the academic, technical and workplace skills necessary to enter entry-level jobs in STEM industries or continue their education in four-year institutions. P-TECH 9-14 Model Schools feature integrated high school and college coursework, along with workplace mentorship and internships, giving students access to a career ladder and laying the foundation for lifelong success. In conjunction with industry partners, these programs also importantly help to fill critical skills gaps in growth industries.

1

Overview of each party's responsibilities

School District	Local Community College	Industry Partner
• Commit to a 9-14 model cohort, starting with a class of up to 100 ninth graders. • Commit to success for all students through the development of a Scope and Sequence that integrates high school and college classes, along with workplace learning. • High quality leadership including a dedicated principal/director. • Teachers and staff committed to the model. • Provide dedicated space for the school that will accommodate all six years of students. • Full participation in partnership with college and industry partner.	• Work with partners to create an integrated Scope and Sequence leading to an industry-recognized, two-year postsecondary degree for all students. • Provide access to college professors, as well as other college resources, which include supports for young people participating in college classes • Hire a College Liaison dedicated to supporting the school partnership • Enable all P-TECH model students to participate as college students starting in 9th grade.	• Provide each student with an industry mentor, who serves as role model and guide to workplace experiences, and help students learn to build professional relationships and gain confidence. • Provide skills-based, paid internships, starting the summer after the 11th grade to eligible students, giving critical opportunities for students to engage with industry professionals and further develop workplace competencies. • Provide work site visits, speakers, project days. • Hire an Industry Liaison dedicated to manage Industry responsibilities and support the school partnership. • Take the lead on workplace learning curriculum and skills mapping.

Establishing a close working relationship and a formal agreement with a college or university, a corporate partner and other community partners is crucial for developing a sustainable and effective school model.

Detailed Review of EB Responsibilities

One of the fundamental goals of the P-TECH model is to build partnerships with industry leaders to develop clear pathways founded in standards students must meet to compete successfully in the 21st century job market. Selecting an appropriate lead corporate partner is critical for this venture. Partners should have the capacity to provide input into the specific skills required for jobs in their sector, and should be able to provide meaningful work experiences and a sustainable commitment to the program — including visits and internships for students, and professional mentors.

By providing input into the specific skills required for jobs, corporations help develop better prepared workers. In addition, corporate partners strengthen their recruitment efforts as young people learn about their company and the range of available jobs, and establish relationships with employees who are serving as mentors or speakers. Corporations also may strengthen their citizenship portfolio and increase public awareness of their philanthropic efforts.

1. Leadership and Governance

Electric Boat (EB) will see enormous growth in its workforce over the next two decades. As a result, EB has worked with local and state government and other community organizations to address the need

Pathways in Technology Early College High Schools:
A Grades 9-14 School Model

Pathways in Technology Early College High Schools are innovative public schools spanning grades 9 to 14 that bring together the best elements of high school, college, and career. Within a six-year, structured, and integrated timeframe, students graduate with a no-cost Associate in Applied Science degree, along with the skills and knowledge they need to continue their studies or step seamlessly into well paying, high potential jobs in the Information Technology (IT) industry. This model was designed to be both widely replicable and sustainable as part of a national effort to reform career and technical education.

9-14 Model Tenets and Featured Components
Focus on Public Schools: P-TECH schools are public schools, open to all students at no cost to students and their families.

Focus on Early College: Student learning is focused from grade nine on, through a six-year scope and sequence of high school and college coursework to ensure students earn an Associate in Applied Science degree awarded by the school's college partner.

Focus on Careers: Students participate in an ongoing, sequenced Workplace Learning curriculum informed by current and future industry standards. All students are matched in one-to-one relationships with IBM mentors, participate in project-based learning activities, meet guest speakers, participate in workplace visits and will tackle skills-based, real-world projects through internships and apprenticeships. Minimum requirements for entry-level IT jobs, as provided by IBM and other industry partners, have been mapped to the curriculum and are serving as academic benchmarks and targets.

Focus on Personal Pathways: Each student moves through a personalized academic pathway, aligned to college and career requirements, which is closely monitored by his or her teachers and advisors, based on their individual needs and performance. The focus is on mastery, not seat time.

A Model for Replication
The first 9-14 school, Pathways in Technology Early College High School (P-TECH) opened in September 2011, in Brooklyn, New York, as a collaboration between the New York City Department of Education, the City University of New York, New York City College of Technology ("City Tech") and IBM.

P-TECH was replicated in four schools in Chicago in September 2012. IBM is spearheading one school, the Sarah E. Goode STEM Academy, in collaboration with the Chicago Public Schools, City Colleges of Chicago, and Richard J. Daley College. Other lead companies that IBM is working with include Cisco, Motorola Solutions and Verizon Wireless. (A fifth school in Chicago has partnered with Microsoft and is adapting the model somewhat differently.)

In New York City, two more schools modeled on P-TECH opened in 2013: Energy Tech High School, partnered with ConEd and National Grid, and Health and Emergency Response Occupation (HERO) High School, partnered with Montefiore Medical Center. Three more NYC schools will

open in 2014, in partnership with Microsoft and New York-Presbyterian Hospital, SAP, and the American Association of Advertising Agencies

On August 28, Governor Andrew M. Cuomo announced the 16 winners of a statewide competition that will implement the P-TECH model, preparing thousands of New York students for high-skills jobs of the future in technology, manufacturing, healthcare and finance. Each school is based in one of the state's 10 economic development regions and will help advance the Governor's Regional Economic Development Strategy by linking job training directly to employment opportunities in the regions. IBM is serving as lead industry partner for Excelsior Academy in Newburgh, NY, along with Newburgh Enlarged School District and Orange Community College, and is providing thought leadership across all the schools through its participation in the Governor's Steering Committee.

In his 2014 State of the Union address, Governor Cuomo announced that the state of New York plans to add another 10 P-TECH model high schools, one in each state economic development district, in 2015. Following suit, Connecticut Governor Dannel Malloy announced that the state also will replicate the model. Like in New York, IBM is leading one school, Norwalk Early College Academy, which will open its doors in 2014, and will provide guidance over the state's P-TECH network of schools.

P-TECH is also receiving support from the federal level, through President Obama 2014 budget commitment to "high school redesign." The federal government has now awarded grants through its $100 million grant program, *Youth CareerConnect*, that aims to better equip high school students with the job skills they will need to compete more effectively in the global economy. Some of this funding will support the further replication of the P-TECH model.

School Snapshot: P-TECH, Brooklyn, NY
The first P-TECH 9-14 school, Pathways in Technology Early College High School (P-TECH) launched in September 2011, a partnership with the New York City Department of Education, The City University of New York, New York City College of Technology and IBM.

Leadership and Staff
- Founding Principal: Rashid Ferrod Davis
- 17 teachers, 2 assistant principals, 1 guidance counselor, 1 business manager, 4 central office staff, 2 full-time liaisons from City Tech and IBM
- Student to staff ratio is about 12:1

Student Profile
- 450 total student population
- 74% boys and 26% girls
- 96% Black or Hispanic
- More than 80% of students are on free or reduced lunch
- 16% of students have Individualized Education Programs (IEPs)
- Average attendance to date is 90%

Academic Achievements

At the end of the 2013-2014 schoolyear, of the 323 enrolled students:

- 66 had earned between 1 and 11 college credits
- 44 had earned between 12 and 23 college credits
- 15 had earned between 24 and 30 college credits
- 23 had earned more than 30 college credits

In Fall 2014:

- 208 or **65%** will take at least one college course,
- 146 or **45%** have met the college ready standard in BOTH English Language Arts (ELA) and Mathematics and will take more than one college course
- Only the NYC High Schools that select students based on a Science Admissions Test have higher or equivalent results.

Legacy Cohort (entered 9th grade in Fall 2011):

- 98 students (originally 103) for **a 95%** retention rate,
- 87 students, or 89%, have met at least one college ready benchmark and will be enrolled in at least one college course,
- 69 students , or 70%, have met both college ready benchmarks,
- 61 students, or 62%. Qualified for a paid internship in summer 2014, and
- Six students are on track to complete an AAS degree in May 2015 as they complete their HS Diploma.

Second cohort (entered 9th grade in Fall 2012):

- 84 students, or 71%, have met at least one college ready benchmark,
- 54, or 45%, have met both college ready benchmarks.

Third cohort (entered 9th grade in Fall 2012):

- 37, or 35%, have met at least one college ready benchmark,
- 23, or 22%, have met both college ready benchmarks.

Jobs

Every student who successfully completes the six year program with an AAS degree will be "first in line" for jobs at IBM.

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School Snapshot: Sarah E. Goode STEM Academy, Chicago, IL
Launched in September 2012, Sarah E. Goode STEM Academy is a partnership between Chicago Public Schools, City Colleges of Chicago, Richard J. Daley College, and IBM.

Leadership and Staff
- Founding Leadership: Principal Matsuo Marti & Assistant Principal Brea Stevenson
- 33 teachers, two instructional coaches, two counselors, three school managers, one full-time IBM liaison and one full-time Richard J. Daley College liaison

Student Profile
- 658 total student population (205 9th graders; 238 10th graders; 215 11th graders)
- Approximately 50% male, 50% female
- 90% Black or Hispanic
- More than 86% of students qualify for free or reduced lunch
- 15% of students have Individualized Education Programs (IEPs)
- Year to date attendance is **94%**

Academic Achievements
- **56% of eleventh graders (121 students)** are enrolled in a college course beginning in fall 2014
- **130 year two students** completed a full credit Geometry course in summer 2015 to accelerate their high school credits, preparing them to begin college courses.
- By Summer 2014, students enrolled in college courses had earned an average of **8 college credits** each. Several students have earned over **10 college credits**, some as many as **13 credits** by August 2014.
- Goode's inaugural class gained an overall average of **1.5 years growth** on the 9th grade Explore exam (with an average of 1.8 years growth in English and 1.9 years growth in math), which is a predictive assessment given to students in their 9th grade year in order to anticipate their 11th grade ACT score. Goode was ranked **2nd out of 17 high schools** in the Southwest Area High School Network and **4th out of 106 high schools in the City of Chicago** with regard to average growth.

Jobs
Every student who successfully completes the six-year program with an AAS degree is "first in line" for jobs at IBM.

School Snapshot: Norwalk Early College Academy (NECA), Norwalk, CT
Developed in collaboration between Norwalk Public Schools, Norwalk Community College, and the IBM Corporation, Norwalk Early College Academy (NECA) is Connecticut's first P-TECH 9-14 school.

NECA Student Demographics
- 92 students
- 38 percent female; 62 percent male
- 41 percent Latino/Hispanic; 37 percent African American; 17 percent Caucasian; 5 percent Asian

Leadership and Staff
- Founding School Director: Karen Amaker
- 4 Teachers, 1 Full-time IBM Liaison, 1 Norwalk Community College Liaison, 1 Part-time High School Liaison
- Student to staff ration is roughly 15:1

Academic Achievements
- 100 % of NECA students will be enrolled in a college class starting fall 2014, year one of this six year program

Jobs
Every student who successfully completes the six-year program with an AAS degree is "first in line" for jobs at IBM.

School Snapshot: Excelsior Academy, Newburgh, NY
Excelsior Academy is a partnership between the Newburgh Enlarged City School District, SUNY Orange, and IBM. The first program of its kind in Newburgh, Excelsior Academy provides students with the opportunity to earn a high school diploma, as well as an Associate in Applied Science (A.A.S.) degree in either Computer Networking (C.I.T.) or Cyber Security. Housed within Newburgh Free Academy, North Campus, Excelsior Academy is one of 16 P-TECH high schools that opened in the fall of 2014 as a part of Governer Cuomo's state P-TECH grant.

Leadership and Staff
- Founding Leadership: Excelsior House Principal Kevin Rothman and Newburgh Free Academy Principal Matteo Doddo
- 4 dedicated teachers, one guidance counselor, one full-time IBM liaison and one full-time SUNY Orange college liaison.

Student Profile
- 50 ninth graders (will add 50 students each year)
- 54% male, 46% female
- 54% Hispanic, 28% Black, 16% White, 2% Asian
- 64% of students qualify for free or reduced lunch
- 8% of students have Individualized Education Programs (IEPs)

Inaugural Summer Program Highlights
All 50 students participated in a rigorous four-week inaugural summer program this year. Students immersed themselves in Excelsior's culture of "professionalism and respect," and learned the importance of "college- and career-readiness." Positive momentum emerged from the summer program, and led to a successful first month of school, with student attendance at over 98% through 6 weeks.
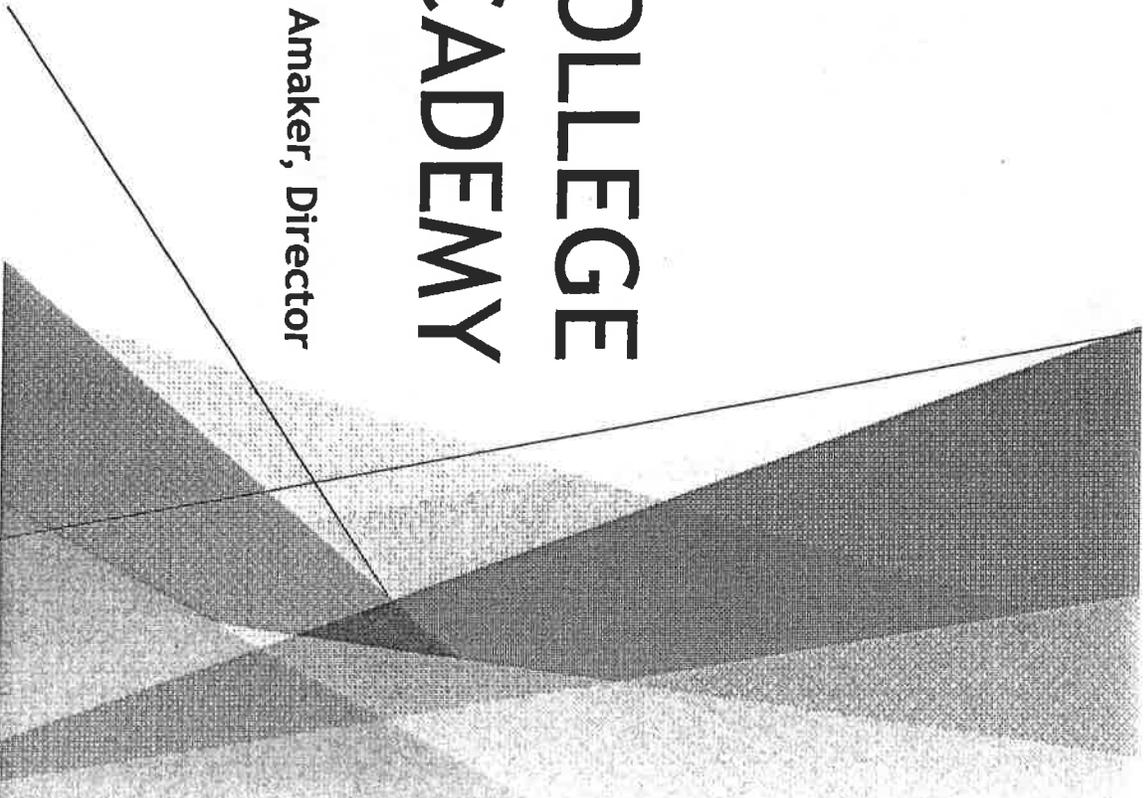
Jobs
Every student who successfully completes the six-year program with an AAS degree is "first in line" for jobs at IBM.

NORWALK EARLY COLLEGE ACADEMY

NECA

Karen Amaker, Director

The 9 - 14 Model

➢ Students earn both a high school diploma and an associate in applied science degree in Mobile Programming or Software Engineering.

➢ Industry partner: IBM

➢ College partner: NCC

➢ NECA is part of the Norwalk public school system, open to all Norwalk students, at no cost to students and their families.

NEICA
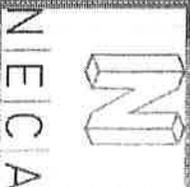
Sample 9th Grade NECA Schedule
School within a School - Electives

Period 1: English

Period 2: English

Period 3: Elective (Language, ROTC, Art, etc.)

Period 4: Workplace Learning

Period 5: Study Hall/Band/Orchestra

Period 6: Math

Period 7: Math

Period 8: Elective

School Day
7:30 a.m. - 2:15 p.m.
46 minute periods
Double blocks of English and Math
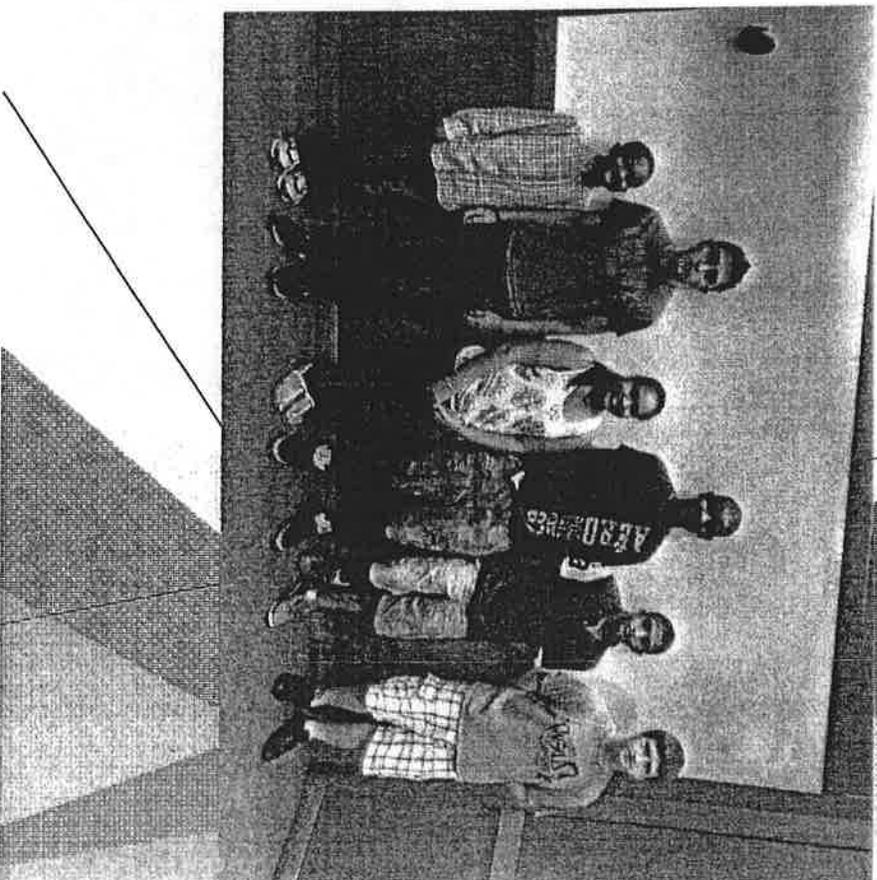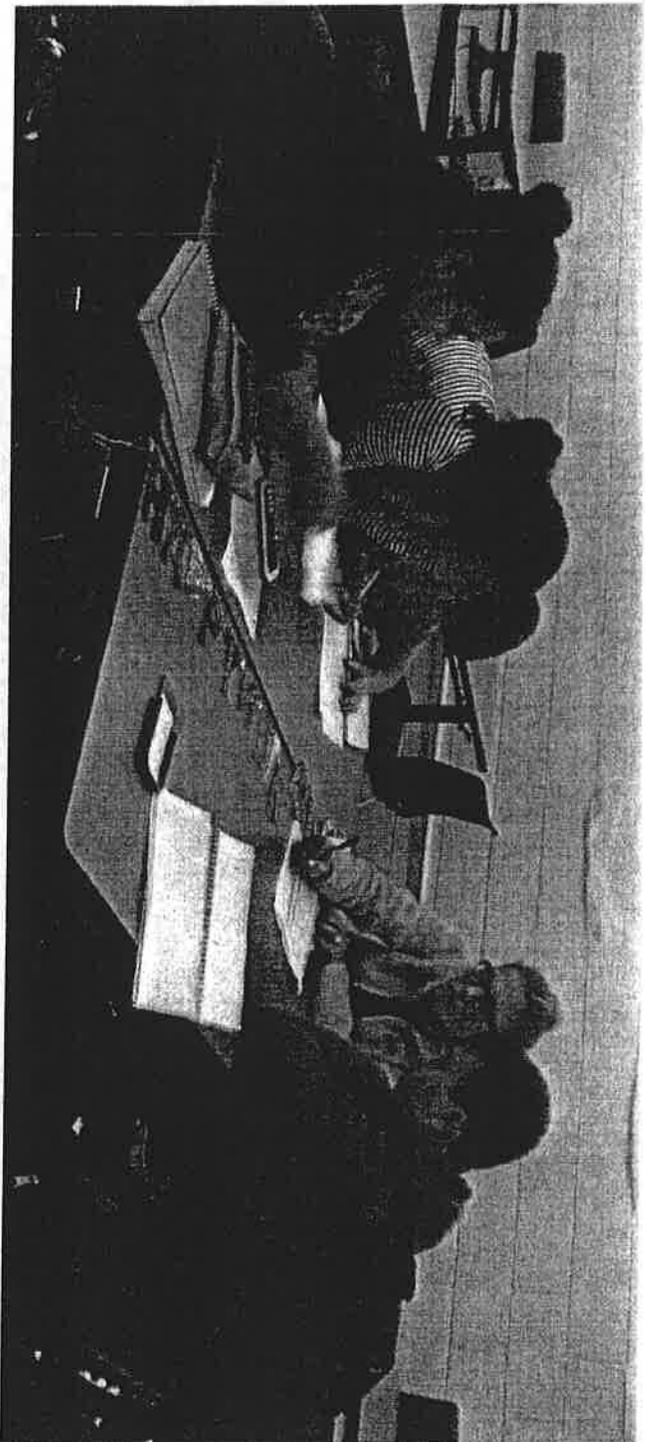
THE EXTENDED DAY PROGRAM

☐ Tuesday, Wednesday, and Thursday afternoons

☐ 2:30 p.m. - 3:30 p.m.

☐ Flexible schedule to allow students to participate in other afterschool activities, clubs, sports

NORWALK COMMUNITY COLLEGE
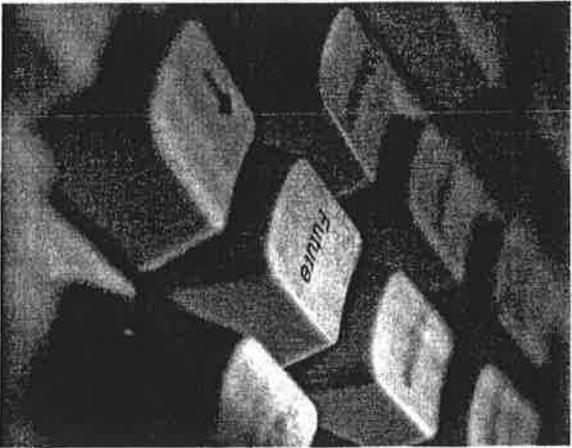
☐ NECA students have the opportunity to earn an associate degree in Mobile Programming or Software Engineering from Norwalk Community College at no cost

☐ Students take college courses as soon as they are ready with college faculty

☐ Upon graduation, students may step into well-paying jobs in information technology or continue their education at a four-year college or university

IBM ®

NECA

Students

☐ participate in real work experiences where they will learn teamwork

☐ develop the skills they'll need for professional and personal success

☐ explore various careers through internship, coaching and mentoring opportunities provided by IBM
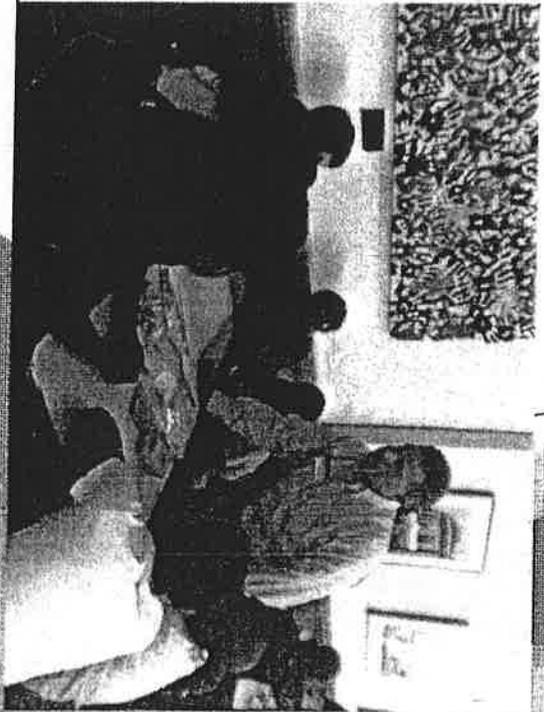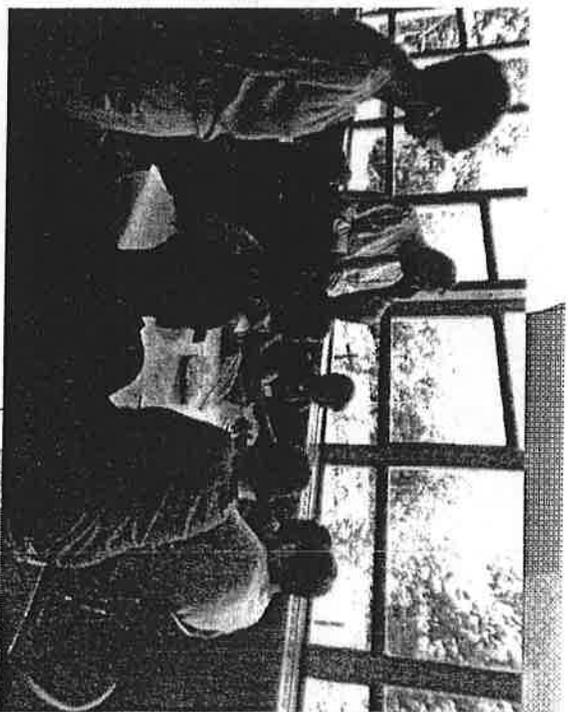
WORKPLACE LEARNING

➢ Focus on 21st Century skills

➢ Each NECA scholar is assigned to an IBM mentor.

➢ Units of Study:
Introduction to Career Readiness & Self-Assessment
Communication Skills
Problem Solving
Accountability, Motivation & Workplace Ethics
Research, Analysis, & Presentation

➢ Additional Course Components:
Mentorships, Industry site experiences, College Exploration
Speakers and panelists
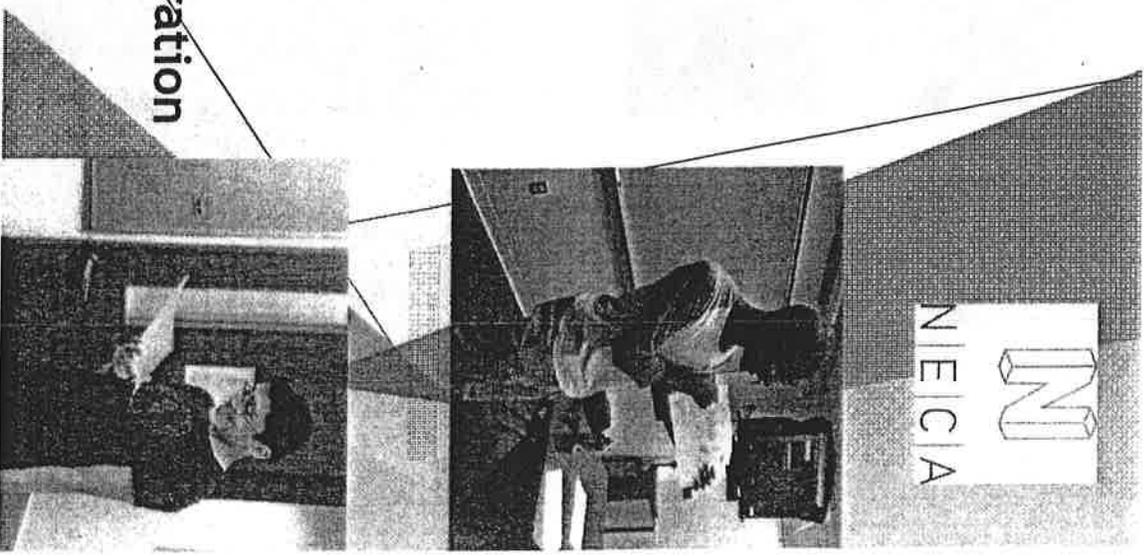
Summer Program
at Norwalk
Community
College

- ☐ 3 - 5 weeks
- ☐ July 2015
- ☐ NCC campus
- ☐ Trips
- ☐ Courses in
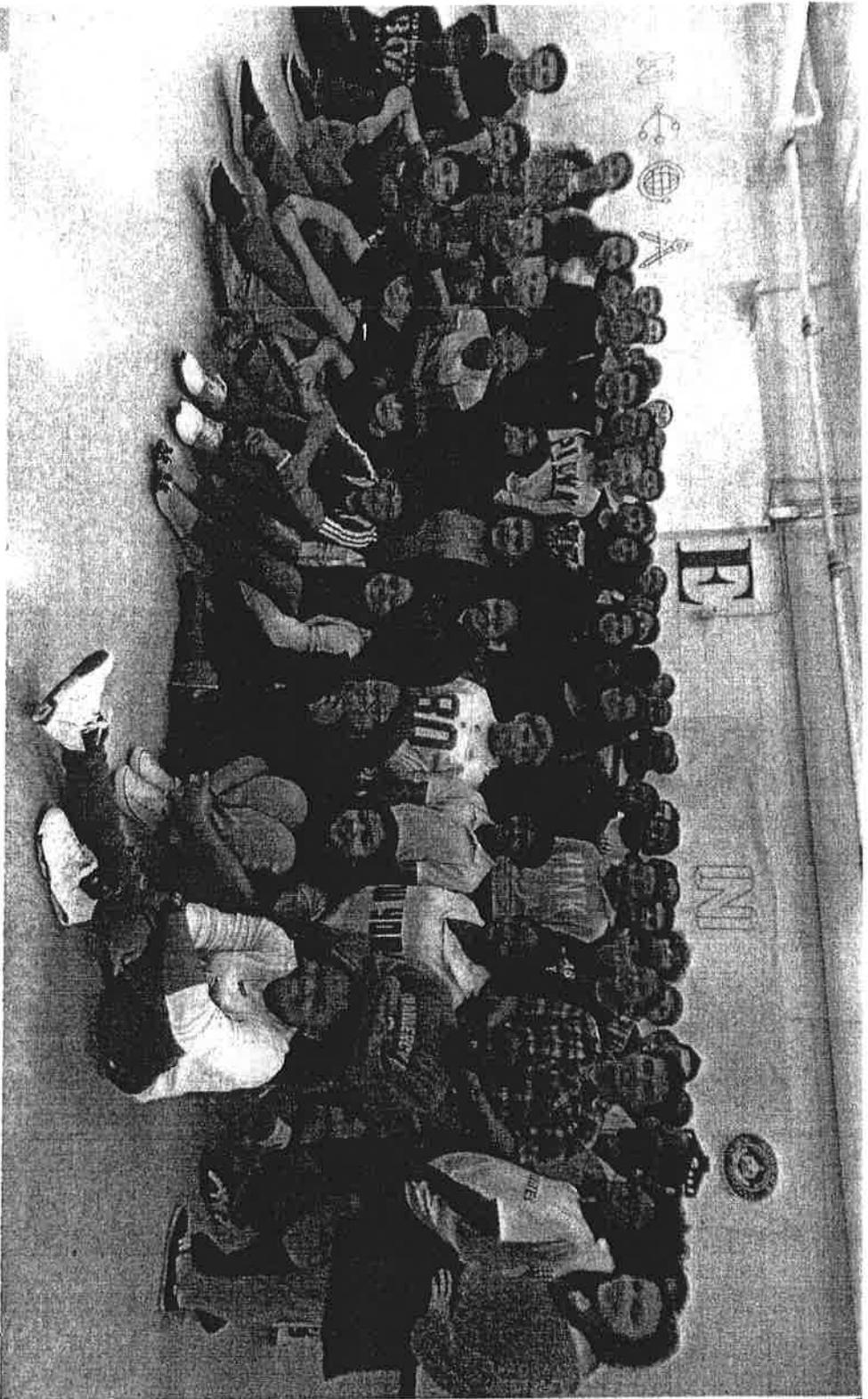 English and
  math

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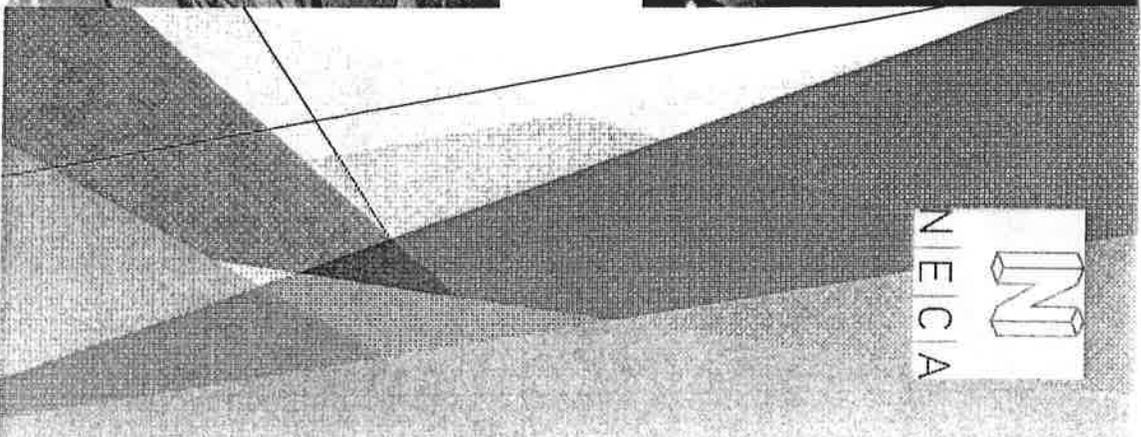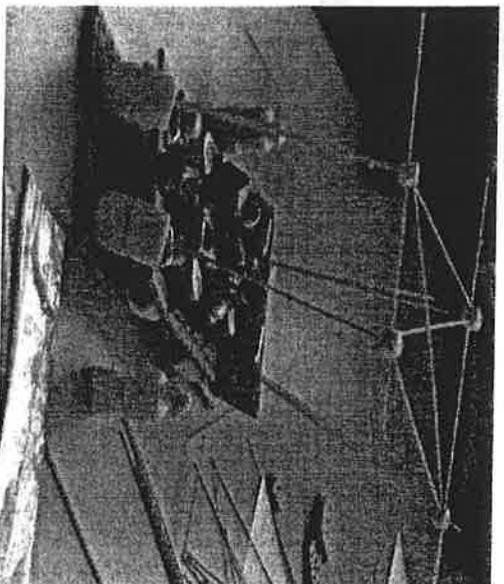
THE NECA SCHOLAR WILL BE

☐ eager to learn the skills needed to succeed in tomorrow's highly competitive technology industries

☐ curious, dedicated, hands-on learners ready to embrace the challenges of school, college, work and life

☐ Interning at IBM and other major companies

Superintendent of Schools, Dr. Rivera, speaking with NECA scholars

NECA's Inaugural Class...the Class of 2018