

**Testimony of the NYC Department of Education
on Earning an Associate's Degree in New York City High Schools**

Before the NYC Council Committees on Education and Higher Education

October 23, 2017

Phil Weinberg, Deputy Chancellor, Division of Teaching and Learning

Good morning Chairs Dromm and Barron and Members of the New York City Council Committees on Education and Higher Education here today. My name is Phil Weinberg, the New York City Department of Education's (DOE) Deputy Chancellor for Teaching and Learning. I am joined by Reina Utsunomiya, Senior Director of Grades 9-14 Early College and Career Schools. We are pleased to be here today to discuss our commitment to college and career pathways, particularly the progress we have made in our Early College programs.

Through our Equity and Excellence for All agenda, the City is working to ensure that by 2026, 80 percent of students graduate high school on time and two-thirds of graduates are college-ready. We want our students to graduate with the option to pursue, and succeed in, the college or career of their choice.

As we work to reach these goals, early exposure to college and work experiences can be a game-changer for many of our students, particularly students from low-income families, first-generation college students, students of color, and students who have struggled academically.

We are making these investments across the City through our AP for All and College Access for All initiatives. In just the past two weeks, we've been proud to announce a record number of students taking and passing rigorous AP exams, and a record number of schools supporting their students on the path to college during College Application Week.

As part of our broader efforts, DOE offers an array of programs for students to take college classes while they are still in high school. These range from individual courses, such as CUNY College Now and dual credit courses, to the whole-school Early College High School model where students take high school and college courses concurrently.

Early College High Schools are unique in that they are designed for students to earn up to 60 college credits, or the equivalent of two years' worth of college, toward an Associate degree while they are in high school. Students in these schools may begin taking college classes as early as 10th grade. Each school partners with a dedicated college partner to offer courses to students.

There are three key characteristics to all of our Early College High Schools that make them invaluable for students. First, our students take the college courses tuition-free because the costs are covered by DOE, the higher education institution, and other funding. Second, students who



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successfully pass their college courses in high school can transfer or apply these college credits toward a 4-year Bachelor of Arts or Science degree. In some cases, students are saving up to two years' worth of college tuition by completing these courses while in high school. And third, these schools have specifically designed their curriculum for students to take high school and college classes concurrently.

We currently have 19 Early College High Schools, located in the Bronx, Brooklyn, Manhattan, and Queens, serving over 9,000 students Citywide.

CUNY oversees **10** early college high schools that partner with dedicated CUNY community and senior colleges. Each of these CUNY Early College High Schools offer college courses toward an Associate's degree in Liberal Arts from their partner college. The first two of these CUNY Early College schools opened in the 1990s with the additional eight launched between 2000 and 2008. CUNY and the DOE share the costs of these schools' college tuition.

Bard College operates **two** early college schools. The first opened in Manhattan (Lower East Side) in 2001 and the second opened in Queens (Long Island City) in 2008. Students attending these schools may earn college credits toward an Associate in Arts degree awarded by Bard College.

DOE and CUNY also collaborate on **seven** early college and career high schools, which are designed as six-year schools, or Grades 9-14. Each of these schools partner with a CUNY community college toward a STEM-focused Associate degree and also incorporates significant career and technical education component working with dedicated industry partners. The first Grades 9-14 school opened in 2011, followed by two more in 2013, and three additional in 2014. One of the CUNY Early College schools that opened in 2009 is now transitioning into a Grades 9-14 school.

I want to share a little more information with you today about these Grades 9-14 schools. We believe this model is one example of our vision for Equity and Excellence for All in action. That's because our Grades 9-14 schools represent a targeted effort to bridge high school and college for under-represented students, and break down barriers that research has shown to be the major obstacles of college enrollment and persistence.

You may have heard these schools referred to as PTECH (Pathways in Technology Early College High School) schools, named after the original PTECH school in Brooklyn which opened in the fall of 2011. This model was borne out of converging interests between the public and private sectors -- in particular, a collaboration with IBM and CUNY to link high school and college with industry-based skills training for students who are underrepresented in science, technology, engineering, and math (STEM) fields and higher education.

Our 9-14 schools do not require students to meet any academic criteria for admissions, and serve a student population that is approximately 80 percent black and Latino, and 80 percent eligible



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for free and reduced price lunch. They are one option for students to focus on growing academically and pursuing college and career as real options after high school.

Every Grades 9-14 school works with a primary industry partner and college to focus on specific career pathways. Each school's six-year curriculum is designed in collaboration with these partners so that the academic and Career and Technical Education courses will prepare students to segue into college courses aligned with STEM-related Associate degrees. The seven schools' career and Associates degree pathways represent a wide breadth of STEM fields that include Nursing and Community Health, Civil and Electro-mechanical Engineering, IT, Multimedia Arts and Technology, Digital Marketing, Construction Management, Architectural Technology, Computer Information Systems, and Energy Technology. All of these degrees and career pathways have been selected with input from our schools' industry partners, which include Con Edison, National Grid, New York Presbyterian, Montefiore Medical Center, IBM, SAP, NYC Transit, CH2M, and the American Association for Advertising Agencies. All of these industries partners represent high-growth job sectors in need of a diverse and skilled workforce right here in New York City.

Because these students' college courses gear toward more science and math than other early college schools, each school works closely with its CUNY community college partner to coordinate the sequence of high school and progressively challenging college courses. Students in Grades 9-14 schools must demonstrate readiness to take college courses by meeting CUNY proficiency levels, and that is a primary focus of each of these schools. The school also aligns supports for students in the college classes, including advisory and seminars as well as direct tutoring, to support them with managing their course load.

The industry partners also play critical role in supporting the students' career exploration. As part of each school's CTE program, students are involved in various career awareness and training activities with industry partners throughout their six-year experience. These include group mentoring, job site visits, and mock interviews to more hands-on learning such as job-shadowing and internships. These opportunities offer our students valuable social capital by interacting with industry professionals as well as practicing their own networking and professional skills. Our schools' industry partners, in turn, see how they have a direct impact on students' perceptions about the working world and the value of helping to develop their future workforce. Partners have shown their commitment in a variety of ways, such as hiring over 50 students for summer internships or funding a new engineering lab at a school.

The Grades 9-14 schools are still in the early stages of development. PTECH's founding cohort students from its 2011 opening just graduated this past June and two more schools just had their first cohort of students complete four years. We look forward to sharing the outcomes as these schools build a track record.

As these schools continue to grow, we also know there is continuing demand for Grades 9-14 schools and programs to reach more students. We are looking to expand the Grades 9-14 model to three more sites with the aim to reach geographic areas that are still underserved.



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Thank you again for this opportunity to discuss our Equity and Excellence for All investments in college access and readiness, specifically our Grades 9-14 Early College and Career schools.



Testimony of
Senior University Dean for Academic Affairs and
Dean of the School of Professional Studies
The City University of New York
John Mogulescu

New York City Council Higher Education Committee
Hearing on Earning an Associate's Degree in High School
October 23, 2017

Good morning, I'm John Mogulescu, the Senior University Dean for Academic Affairs and Dean of the CUNY School of Professional Studies at CUNY. Let me start by thanking Chairs Dromm and Baron for hosting today's hearing. I appreciate the opportunity to speak on the topic of earning an associate's degree in high school. I also appreciate the Council's strong support of CUNY over the years, particularly this year's support of our efforts to reform remediation at the colleges. The funding and support you've provided to CUNY has helped us to develop new policies and curricula that we believe will make a significant difference in our students' success rates.

The City University of New York and the New York City Department of Education—the two largest education systems of their kind in the country—are deeply connected by the students they serve.

- Each year, DOE educates 1.1 million students in approximately 1,700 schools throughout the five boroughs of New York;
- Roughly 60% of DOE graduates who go to college attend a CUNY college;
- Approximately 78% of first-time freshmen at CUNY are graduates of DOE schools.

As part of the Chancellor's recently announced Strategic Framework, CUNY clearly recognizes that the DOE is its most important partner, and pledges to work closely with it to help ensure that a larger number of entering students are prepared for success, starting with early childhood education and assisting them up to and through high school.

CUNY's Office of K-16 Initiatives is home to the Early College Initiative and all of our programs that serve DOE students. In 2016-17, these programs served more than 50,000 students from more than 500 schools throughout the city. These nationally recognized programs aim to improve success rates and ease the transition from K-12 public school to college and beyond.

Before introducing my colleagues who will provide more details on the Early College schools, I'd like to take a moment to remind you of some of the important work we're doing in this area:

College Now is CUNY's largest dual enrollment program, enlisting 17 colleges and 420+ NYC high schools in its mission to prepare students for high school graduation and college success. This program offers college-credit courses, preparatory courses, workshops, summer programs, and access to campuses and cultural offerings free of charge to over 21,000 students each year.

CUNY Prep is an innovative college preparatory school that offers out-of-school youth an alternative pathway to college. CUNY Prep offers a full-time program for students ages 16-18, in which students take core classes in math, science, writing, and social studies and work to earn their High School Equivalency Diploma. Once successful, students move into the College Transition Academy, which further prepares them for college. Finally, the third phase of our program, the College Success Network, supports students while in college.

CUNY Explorers enables all NYC middle school students to visit a CUNY college campus at least once during their middle school years. The program helps students understand that college is for everyone, college is affordable, and that middle school students—with the support of their families and school staff—can take steps now to become college ready. In 2016-17, the Explorers program on 10 CUNY campuses will serve 22,000 7th grade students. At full capacity, the program will serve approximately 80,000 students annually.

CUNY's LINCT program serves high school seniors who are on-track to graduate but have not met traditional benchmarks for college readiness. The program trains high school teachers to teach specially designed senior year math and English courses that prepare students for CUNY's placement exams. Students also receive support to complete the FAFSA and the CUNY online application.

All of these programs demonstrate the University's commitment to the young people of our city, and to providing access to a high-quality college education. CUNY, founded on the basis of equity and social justice, remains a national exemplar of the ideals of public higher education, and I would be happy to provide additional details about the programs I have briefly outlined above.

But now, I'd like to introduce Cass Conrad, University Dean for K-16 Initiatives at CUNY. She will provide more detail on our work to support the Early College Initiative schools.



Testimony of Leara Marshall
Graduate of Kingsborough Early College Secondary School and Kingsborough
Community College

Submitted to the New York City Council Committees on Education and Higher
Education

October 23, 2017

Welcome to all City Officials, organizers of today's testimony, and to everyone who is in attendance here today.

My name is Leara Marshall, and I am a graduate of KECSS's legacy class, the first cohort of students to graduate from the school. When I was 11 years old and leaving elementary school, I was picked in a lottery to attend Kingsborough Early College Secondary School. At that time, I had no desire to attend this school. I wanted to remain with my fellow schoolmates from primary school and my dance club, and I wanted to attend the designated area secondary school. Thank God for the wisdom and insistence of my grandmother, as she made sure that I held my chin up and forged ahead. At eleven years of age, I just didn't realize the impact that this great opportunity would have upon my life.

As soon as I entered school on the first day, I knew what a great decision it was to attend KECSS. Throughout my years there, I could always rely on the fact that my school was providing me with the skills and support system I would need to be successful in the program.

I began taking my first college class, which was a health class, between the summer of 8th and 9th grade. The feeling of taking my first college class was surreal. I couldn't believe I was being taught by a college professor at the age of thirteen. My freshman and sophomore year of high school, I was young and still learning how to function as a college student, so professors came to our school to teach us. When they left each day, I could rely on the support of my high school teachers to ensure I was successful in those early classes. In the 11th grade, I travelled to the college campus for class, and by the 12th grade, I was fully immersed in the college experience. As time went on, and as I got older and began taking more college classes the excitement of being in a college classroom was soon accompanied by a growing confidence, as I felt more mature and proud of myself. Proud that I was taking and succeeding in college

classes. Proud that I was only a teenager but accomplishing the goals that are typically set for young adults.

There were times along the way that I struggled and became discouraged, sometimes so much so that I wanted to give up. It was sometimes overwhelming to carry the workload of my high school classes and college classes, along with juggling a part time job as a junior in high school. However, I was always able to rely on the strong support network around me. By the time I reached senior year, I knew that I could turn to any of my classmates, who at that point, had become more like family. I also always had the support and devotion of my teachers and advisor, who were not only mentors, but were like family to me as well, and were always there encouraging me and pushing me to keep striving for my goals. They always gave up their free time to assist me with anything I might have been struggling with or needed. Around testing times, Saturday school was offered to anyone who needed extra help. Unlike other schools, where the student-teacher relationships can be impersonal, KECSS staff made it their personal obligation to see that students succeeded and felt supported. Their faith in me fueled my self-esteem to not be a quitter. Children like me – those exposed to low-income communities and with fewer opportunities than other children – often find giving in and giving up a standard way of life, but with the help of my KECSS family, that just wasn't an option for me.

After spending seven years at Kingsborough Early College Secondary School, I graduated, and was the first person in my family to obtain an Associates degree. I then went on to Brooklyn College and attained a Bachelor's Degree in Childhood education, which felt seamless to me because I was already used to being in a college environment. Now, I am extremely proud to say that I currently work as a 6th grade Math teacher at KECSS. It was because of KECSS, the program, and staff that I was able to achieve this great success thus far in my life. I will forever be indebted to KECSS, and am thrilled that I can now help continue a legacy of offering opportunities and college access to other students who face some of the same challenges I did as a young student.

Thank you for listening.



**Testimony of Tracee Murren
Principal, Kingsborough Early College Secondary School
New York City Department of Education &
The City University of New York**

Submitted to the New York City Council Committees on Education and Higher Education

October 23, 2017

Good morning,

My name is Tracee Murren and I am the principal of the Kingsborough Early College Secondary School or as we fondly call it, KECSS.

KECSS was founded in 2006 in partnership with the DOE and the CUNY Early College Initiative. We are an unscreened school that serves grades 6 to 12 and provides the students with the opportunity to earn a tuition-free Associates' Degree from Kingsborough Community College. Our goal has been to provide college access to students who traditionally have been underrepresented in college. Seventy three percent of the students enrolled at KECSS come from families who fall below the poverty line and as a result qualify for free or reduced lunch. Fifty percent of our student body is Black and Hispanic and 20% of our students have special needs.

At KECSS, we have worked closely with our staff and CUNY liaison to develop traditions and systems to infuse college and career readiness into all that we do. All of our students are part of an Advisory group beginning in the summer of 6th grade. In Advisory, students receive personalized attention from their advisor, with the curriculum focusing on character development, team-building, and developing the academic skills they need to be successful in their college courses. Advisory is also a place where students begin to explore their career interests, and participate in events such as our annual student-run college fair and student-led conferences. By taking part in these activities, students develop the skills our staff believes they need to be successful in the ECI model.

For the last 11 years we have worked very closely with the faculty at Kingsborough to plan a scope and sequence that maximizes the potential of our students and ensures that they have the tools to be successful high school and college students. We ensure that our high school curriculum aligns with college curriculum so that our students are better able to meet the behavioral expectations and academic rigors of college course work. This is no easy task, but these conversations are woven into the

cultural fabric of our school. Our teachers understand that they are a crucial part of the journey to that associate degree, and they take that responsibility very seriously.

In order to ensure that our students have the foundational literacy and numeracy skills required for success in their college courses, we offer math and literacy interventions all throughout our middle school. The goal of these intervention programs are to ensure that our students do not require remediation for their college courses. Through programs such as guided reading, IXL, and Just Words, we are able to address instructional gaps and make sure that students reach college readiness standards before they begin the college portion of their journey at KECSS.

We have experienced substantial success with our mission, as our 2016-2017 graduation rate reached 96%, with 70% of our graduates earning a full Associates' Degree from Kingsborough Community College. Because the Early College Initiative makes the transfer of college credits to seamless for our graduates, over 90% of our graduates move on to four-year CUNY institutions to earn a Bachelor's degree and pursue career paths of their choice.

As a legacy teacher, and now the principal, I feel blessed and fortunate to work with students who are excited to learn, are grateful for the opportunity they have been given, and are dedicated to their goals. This program provides students not only with college credits but the self-confidence, determination and self-advocacy skills to become independent, successful members of the larger community.

It's my pleasure now to introduce Leara Marshall, one of my former KECSS students who I am very proud to say is my colleague.

**Testimony of Cass Conrad
University Dean for K-16 Initiatives
The City University of New York**

Submitted to the New York City Council Committees on Education and Higher Education

October 23, 2017

Thank you, John for that introduction. And, thank you to the Chairs and the committee members for the opportunity to speak with you today. I am Cass Conrad, the University Dean for K-16 Initiatives at CUNY, and I have the privilege to work with our Early College schools since I started at CUNY in 2004.

CUNY's Early College Initiative was founded on the belief that all students deserve the opportunity to attend engaging schools that help them successfully transition from high school to college to challenging 21st century careers. Working with CUNY colleges and our partners in the NYC Department of Education, the Early College Initiative, or ECI, develops innovative schools with integrated support systems that help ensure success for *all* students in achieving their academic and career goals.

New York City has one of the highest concentrations of early college schools in the U.S. Nearly 9,000 students are enrolled in 17 early college schools, each of which is partnered with a CUNY college. The ECI schools help students from a broad range of backgrounds earn both a high school diploma and an associate degree (or up to two years of college credit)—at no cost to themselves or their families.

The schools are specifically designed to support low-income youth, first-generation college-goers, English language learners, and other groups that have been historically underrepresented in higher education. In large measure, the population of the early college schools matches the neighborhoods in which they are located. Approximately 35% of the students are black and 40% are Hispanic. Just over half – 52% are male. About 15% of the early college students have an IEP, and 7% are English language learners.

Early college students take carefully selected college-credit courses as part of their regular curriculum. These courses are offered during the school day, and many of them count for both high school and college credit. By making campus life and college-level work a part of every student's high school experience, early college high schools eliminate financial, academic, and psychological hurdles that prevent too many students from entering and succeeding in college.

Although all 17 schools share this common design principle, there are a few differences among the schools. Six schools begin in the 6th grade and continue through 12th grade. Four schools begin in the 9th grade and continue through the 12th or 13th year and seven schools begin in the 9th grade and allow students to stay for up to 6 years (or until the 14th year). This last group—the 9-14 schools—include P-TECH and others that have both a college and career focus.

Regardless of the grade configuration, all early college schools feature a program that seamlessly integrates high school and college courses. For example, students at the York Early College Academy (or YECA) in Jamaica, Queens often begin taking college courses in the 10th grade. Typically, they would start with an Introduction to Poetry course, and then in the 11th and 12th grade, they will build on that foundation by adding English, math, arts and social science courses. This “scaffolded” approach is one element that contributes to the students’ success. Instead of abruptly moving from a high school environment to a college campus (as is the case for graduates of most high schools), ECI students begin with one college course, so that they can learn the different expectations placed on college students in a supported manner.

Additionally, unlike some traditional schools in which only high achieving students are selected for accelerated or ‘honors’ courses, ECI schools expect that *all* students will have the opportunity to earn college credits while in high school. This expectation creates a culture that supports and encourages students who might struggle in other environments.

Thinking again about YECA, this culture of success for all is evident in their outcomes. On average, students earn 47 college credits by the time they graduate. That’s more than the typical CUNY student earns in their first two years of college. Across all the ECI schools, the average graduate has earned 30 college credits, an important milestone that helps them on their way to a degree and helps them meet the expectations of the Excelsior scholarship.

Because the ECI schools work with both community colleges and senior colleges, students from about half the schools have the opportunity to earn an associate degree by the time they graduate. In 2016, roughly 16% of the graduates from those schools did just that. As some of the newer 9-14 schools reach maturity, we expect that number to increase.

Any ECI graduate who has earned more than 16 credits (about 2/3 of the most recent cohort) has the ability to apply to CUNY as a transfer student. This status helps ensure that most, if not all, of their credits transfer, and acknowledges the fact that the students have a significant amount of college experience under their belts.

Our research shows that the benefit of early college credits continues to help students well beyond their high school experience. Alumni of early college schools enter with more credits, earn credits in college at a faster rate, and are more likely to stay enrolled. This boost to their momentum helps them reach college graduation at higher rates than their peers. Nearly 1,000 students from these schools have earned college degrees at CUNY in the last ten years. We are so very proud of all they’ve accomplished.

In 2013, President Barak Obama highlighted the early college model in his State of the Union address, and described the remarkable goals of P-TECH and other similar schools. In that speech, he stated, “We need to give every American student opportunities like this.” We couldn’t agree more, and would love to have the opportunity to expand this model to more schools and more students throughout New York City.

Now it is my great pleasure to introduce Ms. Tracee Murren, the principal of the Kingsborough Early College Secondary School. I've known Tracee since 2005 when she became one of the founding teachers of that school. Over the years, she has developed into an exceptional educator and leader, and we are proud of all the work she has done for the students of KECSS.

Submitted For The Record



FOR THE RECORD

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October 23, 2017

Dear New York City Council Committees on Education and Higher Education:

Since its founding 170 years ago, The City University of New York has pursued with consistent success its special mission -- ensuring that all New Yorkers, especially those from low-income, underrepresented and immigrant groups, have open access to all the benefits of a high-quality, affordable education. Fulfilling that cause has made the University a remarkable engine of mobility for generations of New Yorkers and contributed enormously to the prosperity and energy of the city.

Achieving that commitment must begin long before our students arrive at their campuses at the start of freshman year. For that reason, we see the NYC Department of Education as a critical strategic partner. We have collaborated closely for years and we are advancing the relationship significantly through our new strategic vision, Connected CUNY.

CUNY's commitment to Early College high schools is an excellent example of the type of collaboration that we believe is necessary to accelerate student success. New York City has one of the highest concentrations of early college schools in the country. Today, about 9,000 students are enrolled in 17 early college schools, each of which is partnered with one of the undergraduate colleges at CUNY. On my first day as Chancellor several years ago, I attended the Hostos Community College graduation. I was inspired by the introduction of a group of young Associate degree graduates who would go on two weeks later to receive their high school diplomas from Hostos-Lincoln Academy of Science High School in the Bronx -- that's the power of early college!

Early college high schools are small public schools that offer a carefully integrated curriculum which allows students to graduate from high school having earned one to two years of transferable college credit--at no cost to themselves or their families. The schools are designed for low-income youth, first-generation college-goers, English language learners and other groups that have been historically underrepresented in higher education. Early college high schools recognize that the students who come from groups that are the least likely to achieve a postsecondary degree are most in need of early and engaging experiences with college, and that the opportunity to do challenging academic work, while saving time and money, can be a powerful motivator.

What counts are results, and those are nothing short of inspiring. In 2016, the schools achieved a 92 percent on-time graduation rate, and the graduates earned an average of 30 college credits. This level of accomplishment puts students well on their way to success at CUNY or other colleges, giving them confidence they are equipped to obtain that highly-respected ticket to career advancement, a college diploma.

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Roughly half of the early college schools work with our community colleges, and thus those students are in a position to earn an associate degree while still in high school. At the Kingsborough Early College Secondary School, approximately 70 percent of the graduates earned both a high school diploma and an associate degree by the end of 12th grade. That is an exceptional accomplishment that delivers a lifetime of rewards. An additional 20 percent graduated with between one and two years of transferable college credits.

The most recent set of early college schools add an important new component to the mix—a focus on specific careers. Each school works closely with a college and a lead employer to develop a program that combines the best of high school, college and real workplace experience in a seamless program. P-TECH (Pathways in Technology Early College High School), which works with New York City College of Technology and IBM, was the first school to implement this model, and it was recognized by President Obama for its vision and effectiveness. More recent Early College & Career schools focus on careers in health care, engineering, advertising and construction management.

We are extremely proud of these innovative schools and especially of the opportunities they offer our students. The early college schools are a strong reminder of the power of working collaboratively. By rethinking the educational pathway from high school to college and then to the workplace, CUNY has demonstrated not just innovative ways for students to succeed but how eager they are to seize these opportunities. By making campus life and college-level work a part of every student's high school experience, early college high schools eliminate financial, academic, and psychological hurdles that can prevent some students from entering and succeeding in college. CUNY is eliminating those hurdles. As we look to the future, we hope to be able to offer many more students in New York City the same opportunity.

Sincerely,


James B. Milliken



Testimony of the
United Federation of Teachers

By Sterling Roberson, Vice President for Career and Technical Education

Before the Joint City Council Committees on Education and Higher Education
Regarding Earning an Associate's Degree in High School

October 23, 2017

Good afternoon. My name is Sterling Roberson, and I am the United Federation of Teachers vice president for career and technical education. On behalf of the union's 200,000 members, including academic and career and technical education (CTE) teachers and the school counselors responsible for guiding high schoolers through college and career planning and meeting graduation criteria, I would like to thank Chairs Inez Barron and Danny Dromm and the Committees on Higher Education and Education for holding this hearing.

The impact of the city's programs that enable high school students to complete their graduation requirements, while simultaneously earning an associate's degree, merits your review. Our members and students benefit from your critical oversight of the programs and academic resources our students need to succeed and soar.

What's at stake?

What's at stake for our students coming of age in the competitive global economy and what's at stake for our union's members committed to preparing them for the future? I can say without equivocation that we need a sharp shift away from the prior century's approach to preparing students for post-secondary education and the workforce. It's a new day for both academic and Career and Technical Education (CTE). Our students need to leave our high schools with academic, particularly literacy, and technology skills. For those in CTE pathways, there's additional industry certification and the enhanced Regents diploma.

With the rising costs of higher education, our students benefit by obtaining college credit while in high school. The City Council's scrutiny is particularly welcomed here; there are opportunities to explore how we can better leverage the course offerings for college credit in our public high schools, helping students save on college and tech school costs.

We don't want our students repeating work in college, they've already mastered through CTE. Many CTE programs have historically covered core course materials from the first two years of college for some industries. Of note, those seeking Licensed Practical Nurse and electronics degrees and others should not have to pay for credit hours covering the same coursework.

The UFT supports investing funding and resources in education models and programs that help students earn college degrees, while matriculating through high school.

Earning an associate's degree provides dividends

Of the projected 47 million job openings between 2009 and 2018, nearly two-thirds will require workers to have at least some post-secondary education – and experts say this percentage will only increase. —College and Career Readiness: Update on the Regents Agenda, July 2015, New York State Education Department

As educators, our members dedicate their professional lives to the learning, development and growth of our students, so that can achieve life success. While our primary focus centers on students pre-K through grade 12, we work to inspire them to realize their passion and pursue their dreams throughout their lives. Part of preparing students for life success means positioning them for participation in the workforce, whether as employees or entrepreneurs. Realistically, this means they need to be competitive.

The New York State Board of Regents frames the competitiveness standard as college and career ready. Post-secondary education has a clear economic impact on our students and their ability to compete. According to the state education department's 2015 review of the Regents' agenda, post-secondary education has become increasingly valuable for getting hired and for earning potential over the long-term.

The findings from Georgetown University's Center on Education and the Workforce report, "The College Payoff: Education, Occupations, Lifetime Earnings," make the case that investing in high school programs leading to an associate's degree is a definite win for our students. During their lifetimes, workers who've completed an associate's degree earn 25 percent more than workers with just a high school diploma and 44 percent more than high school dropouts. Earning an associate's degree pays dividends.

There is however, some counterintuitive learning from Georgetown's analysis of lifetime earnings and education that bears mentioning. All occupations are not created equal; workers with less education can sometimes out-earn those with more educational credentials. This is particularly the case with the rise in occupations leaning heavily on the STEM skills (science, technology, engineering and math). Moreover there are the troubling, but unsurprising earnings gaps by race, ethnicity and gender. Given the demographics of the city's public schools, there should be a greater impetus to help more students take advantage of opportunities that position them well for future earnings.

The strength of the P-TECH model

Across America, only three in four students graduate high school on time, in four years. The numbers are significantly better, however, for students with a concentration in Career and Technical Education: nine in 10 graduate on time. —The Albert Shanker Institute

As we've testified previously before the City Council, we applaud the Mayor's and the Chancellor's investment in and commitment to CTE programs. *For instance, exciting new initiatives such as Skills USA, Team Robotics, MENTOR Moot Court, and Virtual Enterprise are*

showing promising outcomes for students from Brooklyn's Maxwell CTE High School to the Bronx Design and Construction Academy.)

We especially believe that the P-TECH model affords our students a formula that works. The strength of the P-TECH model rests in its four-pronged deliverables to the students:

1. Extended time: Students attend for six years, from 9th grade through the second year of college;
2. Industry credential: a technical endorsement in a chosen field from the New York State Education Department;
3. Academic credentials: They graduate with a Regents' diploma and upon completion, an associates' degree from CUNY
4. Work experience and employment prospects: P-TECH students and students attending schools in the model are also given priority consideration for job openings with the school's industry partner(s).

I want to emphasize the importance of public/private partnerships that bring outside resources into our school buildings and expose students to new technologies and careers. Coming from a career and technical high school in Brooklyn, I can tell you that developing those types of partnerships and career pathways can have a profound impact on a school. This secondary education-to-higher education model depends on real support and genuine partnerships, not lip service.

Build on College Now and other readiness programs

After two years, four in five of these (CTE) students have either completed their course of study and earned a certificate, or remain enrolled in a program. —The Albert Shanker Institute

In addition to the programs enabling students to earn an associate's degree in high school, the education department needs to build on College Now and other readiness programs. College Now, a collaborative program run by CUNY that has served over 20,000 students in 390 high schools, meets the criteria as an exemplary college partnership. The program is free for students, who enroll in basic skills courses and college credit classes either before school, after school or on weekends. More than 50 percent of participating students who graduated high school in 2010 and attended college went to CUNY. What's more, research has shown that College Now participants accumulate more credits in their first year at CUNY and have better retention rates.

CUNY's Office of Collaborative Precollege Programs also runs the Carpe Diem and the Teacher Leadership Quality Program. Carpe Diem assists students at some of our CTE high schools discover and pursue career paths in thriving industry sectors. The Teacher Leadership Quality Program helps educators upgrade their skills to state-of-the-art levels, while offering a real-world classroom experiences. The UFT recommends expanding these programs.

Whether it's engaging students in classrooms in non-traditional ways or keeping our members abreast of leading edge technologies, or linking students directly to job opportunities, I cannot

overstate the value that public/private partnerships bring to the table for our students and our members. Forming and nurturing industry, labor, higher education and government partnerships, adds authenticity and teeth to education policy.

The UFT supports higher education and career preparedness

Our union's commitment to higher education and career preparedness is well documented. Each year, the UFT awards \$1 million in scholarships to academically excellent and financially eligible New York City public high school seniors through the Albert Shanker College Scholarship Fund. To receive a \$5,000 scholarship from the fund, those selected must be accepted in a full-time, matriculated, degree-granting program at an accredited college or university.

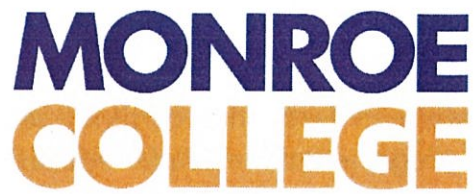
The UFT has partnered with our state affiliate, New York State United Teachers, area colleges and technical schools for both citywide and borough-based college fairs over the years. Last March, our Academic High Schools division brought in more than 400 students from 20 high schools across the city for a unique college fair experience. At this college fair, "Future in Focus," in addition to exploring colleges and universities, students learned about jobs with strong union representation. Most had not previously learned about the higher earnings and benefits potential that jobs in those sectors could garner.

Inspiring lifelong learning

When our students earn their associate's degree after completing a grade 9 through 14 model, that's not the finish line we envision for them. We seek to facilitate a bridge to lifelong learning. We're preparing them for a knowledge-based economy where they're active participants with earning power. With each step, we hope to illustrate the benefits of forever sharpening skills and enhancing education and industry credentials so they remain relevant and empowered to chart their own destinies. Educators can't do this work alone. We need the New York City Council and every stakeholder in our children's future to expand opportunities for our high school students to get the education and credentials they need and deserve.

Thank you.

#



*Testimony Prepared for the Joint Hearing
of the
Committee on Education and the Committee on Higher Education*

**OVERSIGHT - EARNING AN ASSOCIATE DEGREE
IN HIGH SCHOOL**

Submitted by:

Karenann Carty, Ed.D.
Vice President, Academic Affairs
Monroe College

Monday, October 23, 2017
10:00 A.M.
Council Chambers, City Hall
New York, NY

Introduction

Good morning. My name is Karenann Carty and I currently serve as Vice President of Academic Affairs at Monroe College, a national leader educating first generation, urban and international students. Thank you for allowing me to share our perspectives on high school/college partnerships that provide high school juniors and seniors an opportunity to earn college-level credits.

Before speaking directly about these dual enrollment arrangements, I thought it would be helpful to first offer context for my remarks. That begins with some background on Monroe College and our experience in developing various types of relationships with local high schools to improve higher education access, affordability, and outcomes for New York's high school students.

Founded in 1933, Monroe College is a leading provider of highly qualified associate, bachelor's and master's credentialed graduates to employers locally and around the globe. We have consistently produced some of the best outcomes in the country for low-income and minority students, student populations that are all too often underrepresented and underserved at the postsecondary level. We have one of the highest graduation rates and one of the lowest loan default rates for the students we serve.

Indeed, the most recent data available from the federal government show that Monroe awarded more degrees to African-American and Latino students than any other institution in New York State.¹ It's also worth noting that *The New York Times* ranked the College last January among the top 50 colleges in the country for facilitating graduates' social mobility.²

Monroe College's Experience in Providing Early College Access

For close to 15 years, Monroe College has been providing early college access programs -- also known as dual enrollment programs -- that have three main purposes:

- 1) To introduce students to the college search and selection process, and support them through the application phase;
- 2) To provide students an enriched academic experience that introduces them to various career-focused academic disciplines; and

¹ Data source: *The National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS)*

² *The New York Times*, January 18, 2017: "Some Colleges Have More Students from the Top 1 Percent Than the Bottom 60. Find Yours."

- 3) To make college more affordable by allowing students to accumulate college credits in high school free of tuition, fees, and textbook charges.

The programs have evolved over time as we have become more experienced and created stronger relationships with our high school partners.

Monroe has served approximately 10,000 students through three main programs:

- 1) **Jumpstart at Monroe** – Since this program’s inception in 2002, local high school students have earned college credits by taking classes on our Bronx or New Rochelle campus on Saturday mornings. All courses are taught by Monroe College professors and utilize the same college syllabus, learning objectives, requirements, and assessments as our regular college courses. Students apply to Monroe through our regular admissions process. Students are provided a Monroe College student ID card and become full members of our weekend college community. They may earn up to nine college credits through Jumpstart. Each year, approximately 15% of the graduating seniors enrolled in Jumpstart choose to matriculate at Monroe; others use their credits at the college of their choice.
- 2) **Jumpstart Courses Offered at Select High Schools** – For the past several years, at the request of the principals or guidance counselors, Monroe College has offered college courses during the week on-site at the high schools. We do this only in cases where we have established a close relationship with the high school administration. The academic administration at Monroe trains and assigns professors, provides the textbooks, and regularly visits the schools. Students generally earn three to six college credits through this program. We currently offer this program in partnership with five Bronx high schools.
- 3) **Dual Enrollment Arrangements at Select High Schools** – This is the most ambitious of the three programs that we initiated this year. This model targets a cohort of juniors and/or seniors who have accelerated their high school curriculum and are eager to earn significant credit toward an associate or baccalaureate degree. Students are matriculated into one of our degree programs, and through a combination of classes in their high school and at Monroe, may complete up to 30 credits toward their associate degree.

We start with a standard framework that is subsequently tailored to meet each school’s needs. In conjunction with this program, Monroe this year initiated a High School Faculty Development Program designed to provide qualified high school faculty an opportunity to teach Monroe College courses in the high schools. The high school faculty, in effect, become members of the Monroe College adjunct faculty and are provided training, professional development and mentorship by the

Monroe administration and faculty. Information on that is attached to this written testimony. We have Dual Enrollment arrangements in three schools. We are closely monitoring the programs and anticipate positive outcomes.

As our early access programs have evolved and our relationships with our high school partners have strengthened, we have been in conversation with many principals and guidance counselors about the most effective and innovative ways to advance our mutual agenda of delivering better outcomes for our students in high school and college. This has been one of the most satisfying aspects of our relationships: like-minded professionals collaborating respectfully together to advance our students' academic and professional goals. I have found this to be profoundly rewarding and I intend to continue to develop stronger and more effective partnerships.

Earning an Associate Degree in High School – A Meaningful Ambition?

Our conversations with our Dual Enrollment principals and guidance counselors have touched on the idea of offering a pathway for high school students to earn a full associate degree before graduation. While we do not currently have such an offering at any of our high school partners, we did map out a potential scenario for one school with a cohort of high school juniors who have completed all their Regents requirements and most of their high school credits to theoretically earn an associate degree. We did not pursue it this year, but instead initiated a program where the students have the potential to earn up to 30 transferable college credits. That is the equivalent of completing their freshman year while still in high school – again, at no cost, which is a wonderful advantage for the students and their families.

To earn significant credits toward the associate degree, or an entire associate degree, the way I began to envision it would include a combination of credit-earning possibilities, including college courses offered through our Jumpstart and Dual Enrollment arrangements, plus Advancement Placement courses, College Board CLEP exams, and certain professional or technical certifications that might apply to the student's major.

Clearly, this is an ambitious undertaking for the high school, the College, and of course the students and their families. The logistics are a significant impediment, especially when one considers the myriad forces pulling on a high school student's time and attention. And, in the end, we might only be reaching a small slice of the student body -- the highest-performing students -- who will already have many options for college at their doorstep.

Additionally, we have considered the fact that students who earn an associate degree in high school and go on to enroll in one of our bachelor's degree programs – because we are a year-round college – would graduate possibly at the age of 19. It is highly likely that, although the student would have earned the academic credential required for an

entry-level position, they may not have developed the maturity and life experience necessary to be hired and succeed in the workplace.

We would never intend to rush students through their educational experience. Rather, we aim to provide exposure to college by earning a reasonable number of credits toward a degree. We would like students to enjoy all the extra- and co-curricular experiences afforded by their high schools. Their college experience should provide students ample time and opportunity to become skilled, knowledgeable, and professionally mature so as to be of great value to any employer in their field of choice.

Closing

Monroe is investing significant resources into early college access programs because we believe in the potential of our high school students and doing so is consistent with our mission to provide access and opportunity.

To support our efforts, Monroe recently became a member of the National Alliance for Concurrent Enrollment Programs (NACEP). I am finding it to be an invaluable resource for research, policies, and best practices in the area of Dual Enrollment. NACEP offers an accreditation that ensures that such programs meet the highest professional standards, that courses offered through them are rigorous, that faculty benefit from effective professional development, and that students experience a seamless transition from high school to college. At Monroe, it is our intention to seek and earn NACEP accreditation and to become a premier Dual Enrollment provider with the best outcomes in the state.

I remain highly optimistic about our early college access programs and the direction we are taking at Monroe to grow and develop them. I am convinced that we have opened the door to higher education for thousands of students who may not have otherwise considered the possibility of going to college. Our college-level courses have pointed high school students in the specific direction of an academic and career pathway that may have initially been completely foreign to them. Their preparation for college under the guidance of our caring faculty has paved the way to a successful transition.

I am also enthused and energized by my experience with the high school principals, guidance counselors, and faculty who have entrusted to us the awesome responsibility of crafting this pathway for their students. Together, I believe we are making a significant positive impact on our students, their families, and our communities.

Thank you for the opportunity to share my comments with you today.



High School Dual Enrollment Program

Purpose: The Monroe College Dual Enrollment (DE) Program fosters partnerships with high schools to promote college access and affordability for high school students. Through DE, high school students may take introductory college-level courses, at no cost, including textbooks and instructional resources. Classes are taught on the premises of the high school in the first semester and, later, on Monroe's campus. The instruction is designed to meet the needs of pre-college learners, but offers the rigor and learning assessment of college-level coursework. Through DE, students may take up to three college courses, earning 9-10 credits that may be transferred to a college of their choice.

Partnership: The relationship between the Monroe College academic administration and the high school administration is key to the success of the DE program. Monroe's deans and program directors will be frequent visitors to the school to observe classes, teach lessons, and meet with the faculty, guidance counselors and principal. The Monroe College administration is also committed to providing information sessions for parents of DE students.

Target Student Population: Seniors with a grade point average of 80 or above; Juniors or students with a slightly lower average may be considered with a principal or guidance counselor endorsement. (15-20 students would be required to offer the DE program at the high school.)

Selection Process: Students must meet the Monroe College admissions requirements, which include: Application, Personal Statement, High School Transcripts. Applicants will also be required to take the Monroe College English Placement Exam and conduct a personal interview with the Dean or Program Director.

Class Schedule: Classes run twice per week for 1½ hours, generally Tuesday/Thursday 9:00-10:30 a.m. or 1:00-2:30 p.m.

SAMPLE SCHEDULE			
	Fall Semester (Sep-Dec)	Winter Semester (Feb-Jun)	Summer Module at Monroe (Jul or Aug)
Business Management	Introduction to Business	Integrated Business Applications	Marketing Foundations
Accounting	Principles of Accounting I	Integrated Business Applications	Electronic Spreadsheets
Information Technology	Introduction to Information Technology	Web Design	Computer Hardware
Criminal Justice/Human Services	Introduction to Criminal Justice	Introduction to Human Services	Sociology
Allied Health	Introduction to Health Care	Integrated Business Applications	Medical Terminology

Class Attendance Policy: Monroe's educational approach is personal and hands-on. Attendance and participation are highly valued. More than two absences without medical or other appropriate documentation results in withdrawal from the course.



Faculty Development Program for High School Partners

Monroe College is pleased to provide an opportunity for teachers from partnering high schools to teach college courses on the high school premises.

Eligible teachers must meet all the professional and academic requirements to be appointed as Monroe College adjunct faculty. They join a community of educators who are passionate about promoting student achievement and access to higher education. Participating teachers benefit from professional development seminars, training in academic technologies and assessment tools, and mentoring from experienced Monroe College deans and faculty.

Candidates for this program must have a minimum of a master's degree in the discipline. Experience in related industries is a plus. Successful candidates must demonstrate a commitment to Monroe College's vision, mission, and core values.

Selection Process

Once candidates are referred by their principal, they will:

- Submit a resume
- Interview with School Dean and/or Program Director
- Provide a demonstration lesson
- Complete Faculty Development Program documentation, including official academic transcripts

Professional Development Components

- Participation in a Strategies for Success in College Teaching Workshop
- Training in Monroe's course management system, Blackboard, and other academic technologies
- Opportunity to earn Blackboard Certification
- Ongoing mentoring and guest lecturing from an experienced Monroe faculty member
- Ongoing participation in faculty development programs offered by the College

Contact: Dr. Jerry Kostroff, Assistant Vice President, Academic Affairs
jkostroff@monroecollege.edu (646) 393-8301

Medgar Evers College Preparatory School
New York City Council Education Committee Hearing

Presenter: Dr. Michael A. Wiltshire, Principal

Good Morning,

Today I speak to you on behalf of the stakeholders: students, parents, faculty, staff and community of Medgar Evers College Preparatory School. Medgar Evers College Preparatory School (MECPS), a 6 – 12 school located on the campus of Medgar Evers College in the Crown Heights Section of Brooklyn, operates as an Early High School and an Early College.

Despite the fact that over 65% of students at MECPS are economically disadvantaged and qualify for the federal free lunch program, we have a high attendance, retention and graduation rate. Our students are diverse, enthusiastic and engaged; many are from immigrant families.

MECPS has a population of approximately 1,260 students. Over 70% of MECPS students belong to communities of low socioeconomic status who have historically not had access or success in higher education. Approximately 90% of our students are of African American descent, a group historically underrepresented in science, technology, engineering, and mathematics (STEM).

Over the past sixteen years, through the leadership team and the commitment of the school's dedicated staff of educators, MECPS has produced graduation and attendance rates which exceed 95% annually. Our students matriculate into most of the top colleges and universities in the country and excel in their chosen majors.

Our mission is to provide all of our students with a superior college preparatory education. The specialized academic program at MECPS is based on the philosophy that all students are entitled to, and can succeed in college preparatory programs when: 1) the curriculum is rigorous

and engaging; 2) the school emphasizes good character, community responsibility, realization of potential and 3) a community network supports students' academic, social and physical well-being and a holistic education.

The following are noteworthy:

At the NAACP Centennial Convention in July 2009, President Barack Obama cited MECPS as having an innovative approach that challenges students to complete high school while simultaneously earning an Associate's Degree and/or college credits.

In 2010, the school received the coveted Inspirational Award, bestowed annually by the College Board to only three schools nationally that have exemplary college preparatory programs.

GreatSchools, a national nonprofit organization that rates schools, cites MECPS as above average in school quality compared to other schools in the state. Students perform above average on state tests, have above average college readiness measures and take more advanced courses per student than the state average.

MECPS has been able to realize its mission despite the fact that it is in dire need of DOE resources and support in other areas such as a gymnasium, additional classrooms, labs, and a cafeteria. The building in which the school is housed is woefully inadequate. Despite our many requests for resources, the DOE has been silent.

Medgar Evers College Preparatory School (MECPS) has been a unique and highly successful educational model since its inception in 2005. The school consists of three strands which encompass an Early High School and an Early College. Strand 1 is early high school and consists of grades 6, 7, and 8. Strand 2 is high school and consists of grades 9 and 10. Strand 3 is early college and consists of grades 11 and 12.

The early high school (grades 6, 7, 8) strand begins with six weeks of intensive summer school and a Saturday Academy in which students participate in a rigorous academic program that provides extra support for Regents preparation.

In the Seventh grade, they take the Algebra I regents, the Geometry regents (fall semester), the Living Environment regents and the global history regents (spring term).

In the Eighth grade, they take Algebra 2/Trigonometry regents, the Chemistry or Physics regents, the English regents, the US History regents and Chinese (Mandarin) LOTE.

By the end of the eighth grade, most students are successful in passing the mathematics regents, two sciences, two social sciences and English along with the Mandarin LOTE.

In the high school strand (grades 9, 10), students complete regents courses and advanced placement courses. Students are also required to attend Saturday Academy and Advanced Placement Summer Institute.

Students who enter MECPS for the first time in the ninth grade are placed on an accelerated track to complete their Regents examinations and also given an opportunity to take AP courses.

Strand 3 identifies students in the 11th and 12th grades working towards their Associates Degree or completing Advanced Placement courses.

The Early High School/Early College Program

The Early High School/Early College Program consists of seven cohort groups from grades 6 through 12. The Program has been instrumental in providing opportunities for our students, many of whom are the first in their family to attend college and in some cases to complete high school. The inclusion of all grade levels in the Early College Program increases

the number of students who are college-ready and college bound. Evidence of this increase is clearly supported by the MECPS model where more than 99% of the students who stayed at MECPS from grades 6 – 12 graduated from high school and went on to college.

MECPS established a dual enrollment program with Medgar Evers College in 2002. This formed the basis for a Smart Scholars grant from the New York State Department of Education in 2011. The program allowed the students to take 12 or more college credits at Medgar Evers College and eventually earn an Associate Degree. The total amount of the grant was \$450,000 over three years; it was renewed in 2014.

The first cohort of students graduated from Medgar Evers College Preparatory School in 2014. This cohort consisted of seventy five students. These students completed an average of 36 credits and 35 students received an Associate's Degree in Science. This trend continued with the last two cohorts in 2016 and 2017. In 2016, the average credits earned by the students were 35 and more than 17 students graduated with an Associates Degree. In 2017, the average student earned 38 credits and twenty five students graduated with an Associate Degree.

Thus, through the Early College Program, students have been given the opportunity to earn a maximum of 60 college credits and/or an Associate's Degree in two years during their junior and senior year of high school, thereby significantly reducing the amount of time and cost for them to receive their Baccalaureate Degree. Students also have the opportunity to pursue double majors and graduate from college in three or four years.

The Early College Program has debunked the long held belief that children of African American descent cannot excel in schools. The impact that this program could have in closing the achievement gap in the retention and graduation of students of color is significant. Thus, there is a compelling argument for the expansion of this program.

The community has a jewel in MECPS. Any attempt to circumvent the school's process for admission would undermine the school's open admission policy of accepting students in the immediate and city-wide community. We believe that a proposed change in admission policy and practice is not only unwarranted but would compromise the school's documented history of open admissions and academic excellence. Moreover, such a proposed action discriminates against those students whom MECPS is committed to serving. We are mindful that other schools which insist on similar academic rigor, but serve different cultural and ethnic groups, have not been asked to change their admission policies or compromise their academic rigor.

In closing, our institution has performed remarkably well with little or no support from the DOE. In order to expand our Early College Program and to continue to close the achievement gap among students of color, we need the support of both city and state legislation, and significant financial investment to ensure that this valuable program is expanded. It is one which should be made accessible to all the schools in the city.



Rubric for 6TH Grade Admissions

Attendance and punctually (must have above 90% attendance) 10 points

State Tests	4+4	50 points
	4+3	40 points
	3+3	30 points
	3+2	20 points
	2+2	10 points

Report Card Average	90+ Average	40 points
	80-89 Average	30 points
	Below 80 Average	10 points

Interview 10 points

- Conduct must be exemplary
- Students will be ranked based on their total score
- Must be committed to attend Summer School.

Special Talent: 15 points

- Athletics
- Visual and Performing Arts



Testimony of the Partnership for New York City

**New York City Council
Committees on Education and Higher Education**

Oversight - Earning an Associate Degree in High School

October 23, 2017

Thank you Chair Dromm and members of the committee for the opportunity to testify about earning an associate degree in high school. The Partnership for New York City represents the city's business leaders and largest private sector employers. We work together with government, labor and the nonprofit sector to maintain the city's position as the pre-eminent global center of commerce, innovation and economic opportunity.

The Partnership has long advocated for programs in schools that give New York City public high school students the tools to enhance their competitiveness in today's labor market and for the jobs of the future. City employers are eager to hire local employees. We must ensure our students are prepared with the academic credentials necessary to compete for these jobs.

Changes are needed in our current system. An estimated 40 percent of the 635,000 new jobs that will be created over the next decade will require at least an associate degree. Only eight percent of residents who graduate high school and enter associate degree programs at community colleges graduate within two years. The four-year graduation rate for bachelor's degree programs at community colleges is higher, but is still only 27 percent. Moreover, many of the students who do graduate leave with skills that are not suited to well-paying jobs that exist in today's economy. It is no surprise, then, that New York City youth aged 16 to 24 faced a 17 percent unemployment rate in 2016, higher than the national average of 13 percent.

The Partnership has played a central role in the development of Pathways in Technology Early College High Schools, known as P-TECHs. This model of public secondary education allows students to graduate with a high school diploma and an associate degree in six years. Tuition for the degree comes at no cost to students or their families. Most importantly, the education and training at P-TECH schools focuses on industries that need employees. The model is flexible enough to respond to emerging trends in the labor market, such as the growing need in cybersecurity.

Central to the P-TECH model are the strong partnerships between high schools, community colleges and the private sector. The Early College Initiative at the City University of New York (CUNY) plays a critical role by providing academic support, guidance about college life and professional development for students throughout their academic career at a P-TECH school, but most intensively when they take classes at the community college partner institution. Private sector entities guide the creation of school curricula designed to develop the skills needed for a

career in today's economy, make their employees available to advise the school, and offer work experiences to students.

As the city's economy continues to diversify and as employers struggle to find qualified talent to fill available jobs, more programs like this must be developed. The Partnership for New York City looks forward to working towards this goal in collaboration with the Department of Education, CUNY and the private sector.

Thank you.

**Testimony for the New York City Council
Hearing on Associate's Degree Programs in High School**

Submitted by Bard College

October 23, 2017

Thank you for the opportunity to submit testimony, and thank you for your interest in early college in New York City.

My name is Stephen Tremaine, and I am Bard College's Vice President for Early Colleges. Bard College is a nonprofit, independent college of the liberal arts and sciences in Annandale, NY. Bard is distinguished by a set of initiatives that extend opportunities in the liberal arts and sciences, without compromises, to the corners of American life in which those opportunities are, often, least accessible. In this spirit, Bard runs three signature programs: the nation's largest college in prisons program; a national network of tuition-free Bard courses for the working poor; and a national network of tuition-free early colleges run in partnership with public school systems.

The Bard Early Colleges network started in New York City in 2001 at the invitation of Chancellor Harold Levy. It was not an accident that Chancellor Levy invited Bard; since 1979, Bard has led the nation's first early college, Simon's Rock, a residential college for high school-aged students located in Western Massachusetts. Bard brings over 35 years of experience and expertise in early college to its partnership with the NYCDOE.

The Bard High School Early College model enables students to earn 60 transferable college credits and a Bard College Associate in Arts degree, at no cost to students, alongside a state high school diploma. It is a simple idea: to make the transition to college as seamless as possible, we provide the first two years of college during the four years of high school, under the same roof and with the same community. Students graduate two years ahead of the game, and they stay ahead of the game: BHSEC graduates are better prepared for four-year degree programs, more likely to finish college degrees, and vastly better positioned to afford a high quality B.A. with little or no debt.

The results are powerful:

- From the BHSEC classes of 2006-2010, X% of students have completed a B.A. in four years or less – compared to a national average of Y% in six years or less.
- [Metis]
- [AIR study]
- Over 95% enroll in four year colleges after graduation, and over 70% do so in New York State, with popular schools including SUNY Binghamton, SUNY Albany, and SUNY Geneseo.

Over 6,000 students applied last year for the roughly 300 9th grade seats at our two New York schools. In the face of extraordinary demand from families across New York City,

we work strategically and proactively to make BHSEC accessible to ambitious young people from all backgrounds.

[Demographic stats]

Additionally, we are applying to be a site of the NYCDOE's Diversity in Admissions pilot, which would allow for an admissions process that ensured that at least 63% of seats went to students from low-income families.

Bard has been inspired by our partnership with the NYCDOE to develop new early college partnerships. Today, we run six degree-granting campuses: in addition to New York, Newark, Baltimore, and two campuses in Cleveland.

We've expanded to these cities because we believe strongly that this model holds extraordinary promise – and further untapped potential. That is especially true here in New York. To sustain the excellent early colleges already in place and to work to meet the demand from families across New York, we hope to work with the city to address key structural challenges.

The most significant of these is financial. Bard's early colleges in New York City face a structural funding gap equivalent to \$3,000 per student, per year. These funds, over and above the per-pupil funding provided by the NYCDOE, are needed for three areas essential to the early college model: student supports to help young people through a uniquely rigorous program, outreach and admissions staff to recruit student bodies that are eager for early college and representative of the diversity of New York City, and collegiate textbooks and academic resources. Currently, the schools are dependent on philanthropy to close this funding gap. Bard has taken responsibility for raising these funds and has invested them back in the BHSECs; since 2001, in New York City alone, that investment totals more than \$40M.

This is funding gap leaves a vibrant and highly successful path to college with an uncertain future. If this gap is addressed, early college can and will grow ambitiously across New York City, enabling thousands more families to earn a free, high quality two-year college degree through the NYCDOE and partners like Bard. This is an investment that, we know, is well-placed; early college graduates finish college in far higher rates and at far lower total cost to government and to themselves and their families. New York City took the lead in launching the public early college movement in 2001, and we ask that the City's leadership continue in finding a lasting funding solution for this work.

Thank you for your consideration.

**Testimony for the New York City Council
Hearing on Associate's Degree Programs in High School**

*Submitted by Hadja Diallo, Student
Bard High School Early College - Manhattan*

October 23, 2017

My name is Hadja Diallo and I am a senior at Bard High School Early College, Manhattan Campus. The first time I'd heard of Bard High School was in 7th grade when there was word going around the school about Bard administering the admissions test at our school. Soon, the high school fair took place, where I met a Bard representative, who spoke to me about Bard's unique curriculum. The same day, I went home and told my mother about Bard, and her interest in what I was saying did not spike until she heard me utter the word 'college.' To my mother, the word 'college' holds a promise and a future that she did not have, but has worked hard for her kids to one day experience. With that one word, my mother and I visited Bard's information session, where we met upperclassmen and spoke with them about their experience at Bard and how Bard has shaped them. Despite my mother not wanting me to leave the Bronx for high school, she highly encouraged me to endure the 75 minutes of travel to Bard every day for the next four years.

What seemed to be the worst day of my life at the time dawned on me the day that I was not accepted to Bard High School. My freshman year of high school was spent at another high school in the Bronx. In the beginning of the year, my principal and guidance counselor encouraged me to reapply to Bard because they believed that they could not offer me the most rigorous coursework or assistance that I could receive elsewhere. At the time, I was taking geometry with sophomores and chemistry with seniors and juniors. After reapplying to Bard, I transferred in 10th grade. The transition was rough at first, as I had to readjust to a new setting, a new style of learning, and rigorous coursework. It was easy for me to make friends because the students at Bard are genuinely open to talking to and meeting new people. At Bard, learning from one's peers and engaging in seminar style discussions where students are prompted to think are both valued. I was nervous at first to speak up in class, until I realized that I learn best when engaged and putting forth my ideas. The hardest part was adjusting to the coursework. I was not used to receiving multiple essays, readings, and daily homework. At first, it was hard, but I worked closely with my guidance counselor to learn how to balance this new workload. She also encouraged me to go to office hours, which all teachers at Bard have. My two biggest resources my first year at Bard, which remain the same today, are office hours and the writing center. For every paper I have, I meet with my professor to talk about my thesis and then I go to the writing center to polish my essay.

My transition into the College program was at first daunting, but also rewarding. The workload became heavier and expectations grew, but the guidance was still there for those of who needed it. The most rewarding aspect comes from the ability to choose my own classes. While there is rigor, there is also engagement, as I am able to craft what I want to learn more about. For instance, after taking Introduction to College Biology, I am currently doing an

independent study with my professor on the effectiveness of DNA barcoding, as opposed to taxonomic classifications, for classifying soil invertebrates.

I would like to re-emphasize the unique guidance at Bard. There are multiple counselors at Bard, who are there and willing to help. I often find myself going back and forth between three different counselors for different expertise. As of now, the most rewarding help that I and my peers receive are guidance from the college office. The graduating class is broken up into different cohorts of 20 students who work one on one with a college counselor on applying to college. This help begins as early as our first year in the college program. For example, I began writing drafts of my college essays several months ago with the help of my college counselor. In college advisory we were encouraged to find programs unique to our interests for over the summer. With the help of my outside program and Bard, I took a course at Northwestern University over the summer. And with the help of Dr. Lerner, attended ACLU's Summer Institute as well.

My experience at Bard has served as a beacon of light that will help me further discover my interests in college.

**Testimony for the New York City Council
Hearing on Associate's Degree Programs in High School**

*Submitted by Michael Lerner, Principal
Bard High School Early College - Manhattan*

October 23, 2017

Thank you for the opportunity to submit testimony today. My name is Michael Lerner, and I am the principal of Bard High School Early College – Manhattan. I began teaching history at the school in 2002, and took over as principal in 2010. In addition to serving as principal, I continue to teach classes in history and serve as a student advisor in our advisory program. I feel very fortunate to be leading this partnership between the Department of Education and Bard College.

There are 590 students currently enrolled at the BHSEC Manhattan campus, which is located on the Lower East Side. Another 600 are enrolled at our sister campus in Queens. The simplest way to explain our program is that students do two years of high school coursework in 9th and 10th grade, followed by two years of college coursework in what would normally be the last two years of high school. BHSEC students complete five NYS Regents exams by the end of 10th grade, and spend the last two years enrolled exclusively in college level classes. At the end of four years, BHSEC students earn both a Regents diploma and an AA degree from Bard College. BHSEC students typically earn 60 or more college credits, all tuition free, which are transferable to public and private colleges. The ability of BHSEC students to earn and transfer college credits makes college more affordable and more accessible to hundreds of New York City families every year.

The student experience at BHSEC is anchored in a traditional liberal arts curriculum. The 9th grade and 10th grade program emphasizes giving students the foundations and teaching them the academic skills to succeed in college. Classes emphasize argumentative and analytical writing, hands-on work in science labs, problem solving, discussion, critical thinking, and collaborative work. In addition to all of the core disciplines, students study Mandarin, Latin, or Spanish; participate in the arts; and take part in a wide range of extra-curricular activities including clubs, athletics, internships, and volunteer work in the community.

The BHSEC college program resembles what any student might encounter in the first two years at a small liberal arts college, except that it is in a high school setting. At the core of the curriculum is an interdisciplinary humanities seminar modeled on what is offered at Bard College. Over the course of two years, all students read and discuss classic texts in history, philosophy, and literature from the ancient to modern era. Students write extensively, and complete the course with an individual research project of their own design. In addition to the seminar sequence, all students in the college program take College Biology, a seminar in mathematical thought, and choose from an array of electives to complete the requirements for the Associate's degree.

Both the high school classes and college classes at BHSEC are offered in the same building, by the same faculty. Students do not travel off site to take college classes, and they work with the

same teachers over four years. This adds an additional measure of support as students take on the challenge of college work. Classes are small – generally 20 to 24 students—and a range of academic supports are available to all students. BHSEC faculty tend to come from college teaching backgrounds. Our program requires teachers have the credentials and experience to teach college classes; they also must know how to teach and support younger students in the 9th and 10th grade.

Since opening in 2001, BHSEC has attracted a diverse student body from all five boroughs of the city. Some students may commute three hours a day to take advantage of the opportunity to earn college credits. The current demographic breakdown of the school is 17% Hispanic, 26% Asian, 14% African American, and 40% White and 1% Multiracial. Last year, 45% of the student body was eligible for free or reduced lunch. About 6% of the students receive special education services, and that number is growing as we expand our special education program.

As a screened school, we receive approximately 3000 applications a year at each campus for admission into 9th grade every year. (We typically have for 150-170 seats.) We rank students for admission on a combination of a writing assessment, a math assessment, and an interview. We do not strictly rank students by performance, but review each applicant holistically.

The diversity of BHSEC is fostered by an extensive outreach program, facilitated by a New York State Smart Scholars grant. The funds from the grant have allowed us to reach out to underserved middle schools throughout the city to recruit students who may be interested in early college. In recent years, nearly a third of our incoming class has come through Smart Scholars outreach.

In the past four years, BHSEC has consistently graduated 97 to 100% of each cohort, and all but a handful of students also earn the AA degree. (Those who fall short of AA requirements still graduate with upwards of 55 college credits.) Just as important, DOE metrics show that 94-99% of Bard students have met the city's College Readiness criteria and 99% of students persist in college beyond 18 months.

By any measure, the partnership between the DOE and Bard College has been very successful. 16 years after the founding of BHSEC Manhattan, over 2,500 students have received free college degrees as a result of this opportunity, giving these students the preparation necessary and a clear path to a bachelor's degree. Thank you for the opportunity to present this overview of Bard early college programs in New York City.

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4 of 4

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Name: Leara Marshall

Address: Former Student / Current Teacher

I represent: Kingsborough Early College Secondary School

Address: _____

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Address: Sr. University Dean of Academic Affairs

I represent: _____

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2 of 4

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Address: Initiatives

I represent: CUNY

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Name: Sterling Roberson

Address: V.P. CTE UFT

I represent: UFT

Address: 52 Broadway

CUNY Panel
3 of 4

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Name: Tracee Murren, Principal

Address: _____

I represent: Principal - Kingsborough Early College

Address: Secondary School

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Name: Karenann Carty

Address: _____

I represent: Monroe College

Address: _____

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Name: Michael Lerner

Address: _____

I represent: Bard High School (Principal)

Address: _____

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Name: Hadja Diallo

Address: _____

I represent: Bard High School (Student)

Address: _____

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3rd
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Name: Stephen Termaine

Address: _____

I represent: Bard Early College - High School

Address: _____

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Name: Michael A Wittshire

Address: 227-08 139 Ave Carellon NY 11413

I represent: Madgar Evers College Prof

Address: 1186 Carroll Street, Brooklyn NY 11225

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Name: Phil Weinberg

Address: _____

I represent: Deputy Chancellor, NYC DOE

Address: 52 Chambers St NY, NY 10007

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Name: Reina Utsunomiya

Address: _____

I represent: NYC DOE - Office of Post-Secondary Readiness

Address: 52 Chambers St. NY, NY 10007

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Name: Mustafa Salal

Address: _____

I represent: The Renaissance charter school

Address: 35-59 81st St Jackson Heights

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Name: Rubin Contreas

Address: _____

I represent: The Renaissance charter school

Address: 35-59 81st ST Jackson Heights
11372

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Name: Sorel Albines

Address: _____

I represent: The Renaissance charter school

Address: 35-59 81st Jackson Heights
11372

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