

**Mid-Hudson P-16 Meeting**  
**January 15, 2010**

Attendees: Christine Ackerman, Carolyn Brauer, Lynne Cruger, Jodi DeLucia, Carl Denti, Jim Dodd, Susan Doyle, Roberta Greene, Linda Kaumeyer, Robert Michael, Patrick Michel, Terrence Olivo, Joe Pesavento, Lois Powell, Phil Steinberg, Jane Unhjem, Ellen Wild

After introductions and discussion of the genesis and purpose of the P-16 Initiative, Bob Michael opened the floor to issues of concern in the relationship between P-12 and college.

Administrators have expressed concern about the transition between high school and college.

- They find that students who graduate with a Regents diploma have to take remedial courses when they get to college, seemingly often due to the misalignment of college placement exams with the learning outcomes of high school.
- High school seniors may not have taken the math or English necessary for the placement exams for a while, so are not ready for them.
- Disconnect between State English curriculum and college expectations.
- There is a need to align State requirements with those of high schools (for example, literature-based requirements in high schools; writing and grammar exams to get into college)
- AP is becoming obsolete.

Diversity in education is another important P-16 issue, particularly how to increase the number of minority students in college, in the STEM fields and in teaching. Discussion of "It's a Class Act" Future Teacher Information Day, the initiative that grew out of last year's P-16 group.

Related to students being hired as teachers:

- It's important to help college students be more sophisticated in preparing themselves for the job market. Schools aren't thinking about hiring "teachers" any longer; they're thinking about hiring for "periods." So they need someone to teach, for example, 2 periods of earth science and 3 of bio. Cross-prepared and interdisciplinary candidates are much more likely to be hired.

How to continue the dialogue begun at this meeting? Two areas for the group to focus on:

1. Alignment of P-16/college:
  - Most students coming out of high schools in the area go to community colleges. 75% of SUNY Orange's incoming class is in at least 1 remedial class. The likelihood of graduation for someone in one developmental class is bad and worse for someone in two.
  - Bring P-12 together with post-secondary people and work out differences
  - Create a summer transition program focusing on the adjustment to college (bridge program).
  - Johanna Duncan-Poitier's job is to align, but we can have discussions at the local level.
2. Diversity and recruitment of minority students into education.