

**August 28, 2014**

**Presentation to CT Legislature**

**Update on Early College Programs**

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## Early College Steering Committee Members

<b>Co-Chair:</b> Carmen Cid	Dean of Arts and Sciences- Eastern Connecticut State University
<b>Co-Chair:</b> Dianna Roberge-Wentzell	State Department of Education Chief Academic Officer
Tracy Ariel	Director, Advanced Manufacturing Centers, BOR
Sally Biggs	Principal of Hartford Trinity Magnet School
Dennis Bogusky	AFT Representative (College)
Michael Breen	CEA Representative (K-12)
Dr. Kate Carter	Superintendent of South Windsor Public Schools
Dr. Elizabeth Cowles	Professor of Biology, Eastern Connecticut State University
Dr. Dolores Garcia-Blocker	New Haven Public Schools
Ted Gardella	Executive Director, Advanced Placement Strategy and Product Development at the College Board
Dr. Anthony Gaspar	Deputy Superintendent of Windham Public Schools
Elliot Ginsberg	President/CEO of Connecticut Center for Advanced Technology, Inc.
Robert Henderson	Director of Cooperative Education at Manchester Community College
Kathleen Kelley	Dean of Students, Asnuntuck Community College
Lori Matyjas	Education Consultant, State Department of Education
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Steve Minkler	Dean of Academic Affairs- Middlesex Community College
Dr. Sal Pascarella	Superintendent of Danbury Public Schools
Arthur Poole	Director, Educational Opportunity, Connecticut Board of Regents
Judy Resnick	Executive Director, CBIA Educational Foundation
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Ray Rossomando	Research and Policy Development Specialist, Office of Policy and Professional Practice, Connecticut Education Association
Gail Stevens	Coordinator, College Pathway Initiative at Norwalk Community College
Gillian Thorne	Director, UCONN Early College Experience Program
Robert Trefrey	Chair, Technical High School System Board
Robin Golden	Staff Support- Early College Advisor, Connecticut Board of Regents

Link to Early College Initiative Website:

<http://www.ct.edu/initiatives/earlycollege>

# **The Early College Steering Committee**

**A Joint Effort by the Connecticut Board of Regents and the State Department of Education**

## **ATTRIBUTES REQUIRED FOR EARLY COLLEGE PROGRAMS**

### **Introduction:**

The premise of the early college model is that all students can and should pursue some form of post-secondary education, recognizing that there are many possible pathways that will result in life success.

The Steering Committee has generated the following list of attributes that we believe should be evident in any effective early college program. In addition to any relevant NEASC standards that must be met, this list should be used to assess existing programs and to assist the community colleges and their high school partners in developing new programs. The following attributes are relevant to all early college programs (both individual student/course based and cohort/high school wide). There is one section that is relevant only to the cohort/high school wide programs and it is so noted.

This list was developed with community college/high school partnerships in mind. But, the Steering Committee encourages early college programs with the state universities as well. This list should be vetted by representatives from the state universities to determine if it is appropriate to them without additional changes.

### **Using This Document:**

The success of early college programs is predicated on the development of a conscientious, continuously self-reflecting coalition of high school and college teaching and administrative staff, whose common goal is to empower high school students to develop a clear college career pathway.

For any effective early college program partnership, the college and high school must establish a functional collaborative relationship with a process to address the list of attributes in each area of concern listed below. As resources allow, all aspects of the early college program must be considered and addressed for continual improvement.

The order in which a particular early college partnership will address these attributes depends upon a strategic assessment of current resources, historic strengths and weaknesses. Some colleges and schools may already have worked on curriculum alignment but not be far along in providing adequate support for student transition into college. Others may not have the resources to provide appropriate professional development to staff involved. All areas of concern for which attributes are listed are important for the ultimate overall success of the early college program partnerships but cannot all be addressed at once due to lack of current resources and time. However, the partnerships should plan for future resources and time commitments to address the entire list in a timely manner.

The Board of Regents and the Early College Steering Committee will support the regional partnerships as they collect and assess data and as they seek out necessary resources to build effective early college programs, system-wide.

## **I. Academic Program**

### **1. APPROPRIATE ACADEMIC RIGOR FOR COURSES PROVIDING COLLEGE CREDIT:**

- a. The early college program ensures its students meet the course prerequisites of the college/university.
- b. The early college program uses a variety of criteria to measure the likelihood of a student's success in a particular college course.
- c. High School instructors teaching college credit courses must be approved by the respective college academic department and meet the academic department's requirements for teaching the college/university courses.
- d. Course alignment with college curriculum, appropriate academic rigor, and congruence with stated learning objectives as demonstrated through evidence such as that evidence recommended by the National Alliance of Concurrent Enrollment Partnerships (NACEP).
- e. Use of mid and end of course summative assessments that represent evidence of mastery recognized by both colleges system wide and the K-12 system.

### **2. ALIGN SYSTEMS TO THE BENEFIT OF STUDENTS**

- a. College courses taken on college campuses should be scheduled as: a substitution for a high school course that replaces the high school's regular offering; an enrichment course chosen to fill an elective requirement; and/or, a certificate course chosen to fulfill a requirement for a certificate.
- b. Articulation agreements should ensure that students have the ability to transfer all college credits earned toward a four-year degree program.

***THE FOLLOWING ADDITIONAL ATTRIBUTES ARE RELEVANT FOR COHORT/HIGH SCHOOL WIDE PROGRAMS:***

### **3. COHERENT CURRICULUM PATHWAY TO ENSURE SUCCESS FOR ALL STUDENTS:**

- a. Engage middle school students from feeder schools to develop interest and awareness of high school early college opportunities.
- b. Systematically assess all students (using an appropriate measure) early and ensure mastery of foundational skills in math and English no later than the end of 10<sup>th</sup> grade.
- c. Incorporate a rigorous core curriculum (including math, science, and communications) that is integrated with applied skills and a variety of authentic experiences.
- d. Students should be able to earn significant college credits, an Associate's Degree or an industry sanctioned certificate at the end of 4, 5, or 6 years.<sup>1</sup>

## **II. Student Support**

### **1. TREAT HIGH SCHOOL STUDENTS LIKE COLLEGE STUDENTS**

- a. The college/university officially registers or admits students as degree-seeking, non-degree seeking, or non-matriculated students of the college/university and records courses on official college/university transcripts.
- b. Students should have access to college services as needed such as tutoring programs, career counseling, labs, etc.

### **2. PROVIDE APPROPRIATE GUIDANCE FOR HIGH SCHOOL STUDENTS**

- a. College and high school partners collaborate on providing guidance for students toward pathways leading to appropriate future postsecondary experiences.

### **3. PROVIDE ADEQUATE SUPPORT**

- a. College and high school partners collaborate to identify and address student skill levels at an early state.
- b. College and high school staff provides support to ensure that students will succeed in college
- c. Students are monitored closely to identify and remediate possible academic problems.

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<sup>1</sup> Various options mentioned by Steering Committee members included: earn 30 or more credits by end of 12<sup>th</sup> grade and an associate's degree by the end of an additional 5<sup>th</sup> year. Confer a certificate in a specialized content area at the end of 12<sup>th</sup> grade.

### **III. Collaborative Relationships**

#### **1. COLLABORATION BETWEEN HIGH SCHOOL AND POST-SECONDARY INSTITUTION:**

- a. Early college program shows evidence of faculty to faculty collaborative relationships between a specific postsecondary institution and its partner secondary institutions.
- b. Early college program shows evidence of regular collaboration between appropriate administrators from high schools and post-secondary institutions.
- c. Specific access to postsecondary resources is made available to secondary instructors and students.
- d. Evidence of use of Student Success Plan process to inform engagement of students in early college programs.
- e. The early college program shows evidence that the educational success of each student in both the college level and high school courses is the joint responsibility of the high school and college partners.

#### **2. EXTENDED COLLABORATION WITH BUSINESS COMMUNITY AND OTHERS:**

- a. Evidence of partnerships with community members and businesses that leverage resources such as internship/externship opportunities which contribute to student achievement.
- b. Evidence of collaboration on alignment of curriculum to meet industry requirements for current and future employment growth sectors.

#### **3. FORMAL STRUCTURE:**

- a. Existence of advisory committee that includes both college and high school personnel to collaborate on both programming and operations.
- b. Existence of written agreements outlining the roles of each partner including specific services, opportunities, costs, etc.
- c. Evidence of regular stakeholder meetings and local employer involvement.

### **IV. Professional Development**

#### **1. HIGH SCHOOLS AND POST-SECONDARY PARTNERS COLLABORATE ON PROFESSIONAL DEVELOPMENT TO DEVELOP A COMMON BASE OF UNDERSTANDING AND PRACTICE:**

- a. The college provides high school teachers teaching college courses with discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.
- b. The early college program provides annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation and/or research and development in the field.
- c. Evidence of joint professional development and curriculum alignment which incorporates common core requirements.

**2. COLLABORATION BETWEEN HIGH SCHOOLS AND PARTNERS GOES BEYOND PROFESSIONAL DEVELOPMENT FOR TEACHERS:**

- a. Professional Development for counselors and guidance staff at both High Schools and Post-Secondary partners.
- b. Evidence that college and high school faculty, counselors, and administrators meet and communicate on a regular basis.
- c. Vertical planning between the college professors and 6-12 grade teachers.
- d. Peer visits between the college professors and high school teachers.

**V. Accountability and Sustainability**

**1. DISPLAY BEST PRACTICES IN TERMS OF DATA COLLECTION, ASSESSMENT AND PROGRAM IMPROVEMENT:**

- a. Evidence of program evaluation based on defined metrics, data collection and analysis in a program improvement recursive loop.

**3. INCLUDE IDENTIFICATION OF CURRENT ADEQUATE RESOURCES AND PLAN FOR SUSTAINABILITY:**

- a. Contains mechanisms for adequate and sustained financial support for the implementation and management of the program, and for supporting the costs of course alignment.
- b. Receives institutional support from the administration and faculty at all partner schools.



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**Policy on Dual Enrollment Programs**

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The purpose of this policy is to provide guidance to institutions and evaluation teams about the Commission's expectations regarding dual enrollment programs. Dual enrollment programs, also known as concurrent enrollment programs or dual credit programs, allow high school students to enroll in courses for which college credit is offered. Because college credit is awarded for these courses, the Commission expects that dual enrollment programs will be implemented in a manner consistent with its Standards and policies, including the Policy on Credits and Degrees.

The Commission acknowledges the benefits of dual enrollment programs. As outlined in a February 2013 study commissioned by the Higher Learning Commission of the North Central Association, *Dual Credit in U.S. Higher Education: A Study of State Policy and Quality Assurance Practices*,<sup>1</sup> perceived benefits of dual enrollment programs include enhancing and diversifying high school curricula; increasing access to higher education; improving high school and college relationships; and shortening time to degree and lowering the cost of college. However, the report also identified potential drawbacks or "pitfalls" of dual enrollment programs, including inadequate maintenance of academic rigor; inadequate instructor qualifications; failure to provide an authentic college experience; and uncertainty of course transferability.

Institutions considering dual enrollment programs are encouraged to review the standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP). While the Commission does not require institutions to secure accreditation from NACEP for its dual enrollment programs, NACEP's standards provide useful insight into best practices for dual enrollment programs in the areas of curriculum, faculty, students, assessment, and program evaluation. Further information is available at [www.nacep.org](http://www.nacep.org).

**Commission review of dual enrollment programs**

If an institution's dual enrollment program involves only courses that are part of its established curriculum and that are taught by faculty employed by the institution, whether on the main campus, at the high school, or online, no prior approval by the Commission is required.

If an institution offers dual enrollment courses taught by high school faculty who are not selected, supervised, and evaluated by the institution, then the arrangement must be reviewed by the Commission as a substantive change prior to implementation. This is in keeping with the Policy on Substantive Change which states that "engaging another organization (as by contract) to provide direct instructional services" is a change requiring prior Commission approval.

study is available at  
[http://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/Assessment\\_Resources/Dual\\_Credit\\_Report.pdf](http://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/Assessment_Resources/Dual_Credit_Report.pdf)  
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If students can earn 50% or more of the credits towards a certificate or degree program through dual enrollment courses that are offered at a high school, then the high school becomes an off-campus instructional location that must be approved by the Commission, consistent with the Policy on Off-Campus Programming.

As is the case with all credit-bearing activities, dual enrollment programs should be discussed in the institution's decennial self-study and the fifth-year interim report in the section on *The Academic Program*.

**Guidelines for preparing substantive change proposals for dual enrollment programs:**

Institutions preparing substantive change proposals for dual enrollment programs should refer to the Policy on Contractual Arrangements Involving Courses and Programs as well as the Policy on Substantive Change. A copy of the contract(s) with the high school(s) should be included with the proposal.

In their reports, institutions should demonstrate how, through the proposed dual enrollment program(s), the institution will continue to fulfill each of the eleven Standards:

1. Mission and Purposes: Provide evidence that the dual enrollment programming is consistent and compatible with the institution's mission and purposes. Include a statement on the objectives of the proposed dual enrollment programming. (Note Standard 1.1)

2. Planning and Evaluation: Describe the institution's planning for the dual enrollment program(s), including how the administration, faculty, governing board and, as appropriate, external groups such as advisory boards, were involved. Describe the provisions the institution has in place to assure the evaluation and improvement of its dual enrollment programming. (Note Standard 2.8)

3. Organization and Governance: Describe how the dual enrollment programming will be situated in the institution's organization, including the role of the chief academic officer and the faculty in overseeing the dual enrollment program(s). Discuss how the institution's academic unit will exercise appropriate oversight over the dual enrollment program(s), ensuring both the rigor of the courses and the quality of the instruction. (Note Standards 3.10, 3.12)

4. The Academic Program: Specify which courses will be offered through the dual enrollment program and how they are selected and approved by the institution. The role of the institution's academic governance in the course selection and approval process should be clearly identified. Indicate how the institution will ensure that the courses and instruction offered at the dual enrollment location(s) maintain the same academic standards as those offered on the main campus and that student achievement will be equivalent to that on the main campus. Delineate the learning outcomes for courses offered through the dual enrollment program and demonstrate that the outcomes are appropriate for a course for which collegiate-level credit will be awarded. Clarify whether students enrolled in dual enrollment courses will earn high school and college credit or just college credit and whether there are any limits on the number of credits earned through dual enrollment that can be applied towards a degree from the institution. Indicate how faculty and students will be informed of the institution's academic integrity policies and how those policies will be applied in dual enrollment courses. Describe how student learning will be assessed and how the institution will ensure student achievement is equivalent to that of students on the main campus. (Note Standards 4.2, 4.13, 4.32, 4.33, 4.34, 4.38, 4.40, 4.41, 4.49, 4.50, 4.53).

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5. **Faculty:** Identify who will teach the dual enrollment courses, what qualifications are required, and how dual enrollment faculty will be selected, supervised and evaluated by the institution. Include a list of faculty, including their qualifications, for the proposed course(s) and/or institutional criteria for faculty qualifications and methods of recruitment and appointment. Note any instances in which a dual enrollment faculty member does not meet the institution's usual criteria for faculty qualifications and explain how the institution has determined that the individual is qualified to teach the dual enrollment course. Discuss the effect of the dual enrollment program(s) on the current allocation of faculty time. If the institution's faculty will serve as "mentors" or "faculty of record" to high school faculty teaching dual enrollment courses, describe those arrangements and how faculty will be selected and compensated for these responsibilities and how the arrangement ensures an appropriate level of student achievement. (Note Standards 5.2, 5.4, 5.7, 5.11, 5.12, 5.16, 5.18)

6. **Students:** Identify who is eligible to enroll in dual enrollment courses and the criteria, if any, with regard to academic standing (e.g., Junior or Senior status) and/or academic preparation (e.g., GPA or writing proficiency). The institution should demonstrate how it will assure that those enrolled in dual enrollment courses are prepared to undertake collegiate-level work. Describe how students will be recruited; the institution should demonstrate that it maintains appropriate oversight of recruitment materials and enrollment decisions. Describe the processes for students to register for and withdraw from dual enrollment courses. Provide evidence of the institution's capacity to assure that dual enrollment students will have adequate access to student services. (Note Standards 6.5, 6.11)

7. **Library and Other Information Resources:** Specify the level of proficiency with information resources expected of dual enrollment students. Indicate how the institution will ensure that students enrolled in dual enrollment courses have access to collegiate-level resources and how they will receive appropriate training and support in the use of those resources. (Note Standards 7.5, 7.6, 7.7, 7.8, 7.9)

8. **Physical and Technological Resources:** Specify where the dual enrollment courses will be offered and, if offered at a location away from the main campus (e.g., at a high school or career center), indicate how the instructional resources (e.g., laboratories, studios, specialized computer software) needed for the course(s) will be provided. (Note Standard 8.2)

9. **Financial Resources:** Specify all financial arrangements associated with the dual enrollment program, including the amount of tuition and fees to be charged, how revenue will be shared between the high school(s) and the institution, and who supplies textbooks and other educational resources. Provide evidence of the institution's financial capacity to administer the dual enrollment program(s). Discuss how the institution's governing board has considered the financial aspects of the planned dual enrollment programming. (Note Standards 9.3, 9.8, 9.10)

10. **Public Disclosure:** Provide information about how the dual enrollment programming will be described in official institutional print and electronic publications. Discuss how the institution will ensure that students and prospective students understand the learning opportunities available through dual enrollment. Discuss the information the institution will provide concerning the applicability of dual enrollment credits to certificates and degrees offered by the institution as well as the possible limitations on transfer of dual enrollment credits to other institutions of higher education. (Note Standard 10.1)

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11. **Integrity:** Discuss how the institution has reviewed the Commission's Standard on Integrity and its own policies and procedures on integrity to ensure the appropriate consideration of any relevant issues. Provide evidence that the institution has obtained any necessary state approval and other legal operating authority for its dual enrollment program(s). Include a copy of the approval as an appendix. (Note Standard 11.4)

One electronic copy (pdf format) and four paper copies of this report should be submitted to the office of the Commission on Institutions of Higher Education.

*March 2014*

[http://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp128\\_Policy\\_on\\_Dual\\_Enrollment\\_Programs.pdf](http://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp128_Policy_on_Dual_Enrollment_Programs.pdf)

## **\$1 Million Appropriation Fiscal Yr. 15 for Early College Programs**

### **Administrative Staff Support for Early College Programs: \$100,000**

- Support work of Early College Program Advisor and support staff.
  - Development of metrics
  - Supporting standardization of Dual Enrollment Programs
  - Building P-Tech Model Programs
  - Supporting work of the Steering Committee
  - *Possible that this funding can be reallocated to one of the 2 competitive funding pools below*

### **Process to Standardize Dual Enrollment Programs: \$300,000**

- Support NACEP accreditation process for as many of the 12 community colleges as possible in the first cohort.
- Pay for NACEP Training throughout 2014-2015. First training occurred in July 2014.
- Pay for one person at each college to attend NACEP conference in October (with the expectation that the college sends a second)
- Competitive funding pool for college needs (\$200,000 of the \$300,000): Criteria and process to be finalized by the end of September 2014
  - Faculty release time
  - Professional Development
  - Staff support

### **Resources for First Seven Early College Program Models and Early College Program Development: \$400,000**

*\*As of August 28<sup>th</sup> we have received all 7 plans and approved 3.\**

- \$100,000 Norwalk P-Tech Model start-up costs
- \$50,000 Gateway- staff and faculty time for GCC and New Haven Public Schools intervention strategy.
- \$50,000 Asnuntuck- instructional personnel and technology resources to expand 5<sup>th</sup> Yr. Program in Advanced Manufacturing.
- \$50,000 Three Rivers Community College- Staff and materials to raise standards of Early College program
- \$50,000 Manchester Community College- staff and faculty development of system model of dual enrollment program
- \$50,000 Naugatuck Community college and Danbury high School- staff and professional development to support launch of a new P-Tech Model Program
- \$50,000 Quinebaug Community College and Windham High School to support development of a P-Tech model Program partnering with the Advanced Manufacturing Industry.

### **Competitive Funding Pools for Early College Development Efforts: Criteria and process to be finalized by end of September 2014 \$200,000**

**Total: \$1 Million**