EXECUTIVE SUMMARY

To succeed in today’s highly competitive global economy all jobseekers must have a recognized set of postsecondary skills and knowledge. Unfortunately, particularly for low income youth, this is not the case. Too many students do not graduate high school, and those that do are not college and career ready. And, our state’s youth have inequitable access to knowledge about, experience in and access to post-secondary opportunities. As a state, in order to provide comprehensive solutions to this problem, we must create a seamless system. We must align K-12, college and the workforce both to ensure future life success for all students and to support a world-class economy in Connecticut. The institutions along this continuum must work together to create clear pathways for students to gain relevant skills and experience for today’s workforce. Beyond credentials for workforce engagement, students should develop skills that facilitate pathways for lifelong learning.

Governor Malloy, the leadership at the relevant state agencies (the Board of Regents, the Department of Education, the Department of Labor and the Department of Community and Economic Development) and the Legislature all recognize the current challenges in education and workforce development and have already taken various steps to address these challenges with urgency including:

- Creation of a State P-20 Council
- Identification of industry targeted career clusters
- Revamping remediation and developmental education (PA-12-40)
- Common Core implementation
- Mandating Student Success Plans
- Building collaboration between business and higher education

Intentional effort is required to weave these steps and others into a coherent aligned system. Commissioner Pryor and President Gray formed this joint Task Force\(^1\) in order to drill down at the precise points of contact between K-12, college and the workforce – that is, the successful transition of high school students to post-secondary school credentialing and successful workforce engagement.

The Task Force’s early college title acknowledges a range of existing programs and other model partnerships that focus on the transition of high school students to college and the workforce –

\(^1\) See list of Task Force Members and affiliates at the end of this report.
from individual concurrent enrollment experiences to high school-wide programs. As recognized by the New England Association of Schools and Colleges, the “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.”\(^2\) For low-income and other underserved youth, these accelerated programs are essential to dismantling barriers to post-secondary credentialing including affordability, access and aspiration. The range of programs under our early college program umbrella include everything from individual high school students taking college courses at a college campus or at their high school to entire high schools where all students graduate high school with an associate’s degree or an industry sanctioned certificate (credit or non-credit).

The Task Force’s initial charge from Commissioner Pryor and President Gray was to determine: 1. What high school-college partnership programs currently exist in the community college system and in joint projects between school districts and colleges throughout the state and how do we begin to develop metrics of success for these programs; 2. What are the attributes of a successful high school-college transition program; and 3. What models exist in Connecticut or elsewhere that might be taken to scale throughout the state. This initial report addresses these three charges. The report ends with specific next steps for the work of the Task Force.

**Inventory of Existing Connecticut Community College-High School Partnerships**

In order to build a first class early college statewide partnership system, we must start by understanding what already exists. Attached are three documents that represent an initial effort to assemble information on all existing early college programs associated with the twelve community colleges. The Task Force acknowledges that it has more work to do in terms of defining terms (i.e., early college, middle college) to facilitate conversations going forward.

The first document describes existing programs under the general category of “**Individualized/Course Related Programs (see Appendix A)**.” These types of dual enrollment programs include credit and non-credit experiences for individual high school students such as the College Career Pathways (CCP), the UConn Early College Experience (UConn ECE) and the High School Partnership program. All twelve Connecticut Community Colleges are participating in the College Career Pathways (CCP) Program and sponsor other dual enrollment programs.

The Task Force will further expand this document with information collected directly from high schools (both regular and technical) and the K-12 system more generally. Information collected

\(^2\) From “Dual Credit in U.S. Higher Education: A Study of State Policy and Quality Assurance Practices”
will include such things as the numbers of students taking, and passing, AP courses and other college readiness program.

Information also needs to be collected on how these programs are financed and, if relevant, the target population for each program (i.e., is the program geared towards high achieving students or currently low-achieving students.)

The second document describes existing programs under the general category of “Cohort/High School Wide Programs (see Appendix B).” These programs are more comprehensive, providing multi-year curriculum pathways with other supports and experiences for identified groups of students. Information on these existing programs needs to be fleshed out including how they are financed and, if relevant, the target populations. In addition, the Task Force believes that many of the technical high schools are already working on models in connection with the community colleges, with better alignment of curriculum between the two types of institutions. Information on these programs needs to be gathered and added to this inventory.

A third document (Appendix C) provides outcomes associated with one program, the High School Partnership Program. For 2010-2013, the program enrolled a wide range of students per community college, from 0 to 201 per year, decreasing from a total of 805 students in 2010-2011 to 766 students in 2012-2013. For 7 of the 12 community colleges the # of HSP students decreased over the 3-year period whereas for 5 colleges the #’s slightly increased over that interval. The # of course seats occupied by these high school students ranged from a total of 1400 seats in 2010-2011 to 1280 seats in 2012-2013 (see Appendix C – Part 1). The number of the high school students taking and passing college level courses increased over the 3-year period (see Appendix C – Part 2). In 2010-2011, a total of 335 students failed or received no grade for their college coursework, but only 272 students failed or received no grade in 2012-2013. The range varied among the twelve community colleges, with four of the colleges registering a slight increase in the # of failures/no grades over the 3-year period. The Task Force is working on collecting outcomes for all of the other programs contained in the first two documents.

**Description of Attributes of Best Early College Programs**

Given the wide range of programs that fall under the early college umbrella, the Task Force felt it was critical to identify those attributes necessary to ensure excellence. The Task Force still needs to finalize its list of attributes in phase two of its work. The attached document is an initial draft which is a result of a brainstorming process (see Appendix D). Ultimately, the Task Force hopes to develop rubrics for the institutions involved in all early college programs to monitor and improve existing programs. The required attributes will also be used in the development of new programs. As the Task Force was developing its own list of attributes, information was identified from national sources that will be used to inform the final list of attributes. Attached are
materials from the following outside organizations and experts that will inform the final list of attributes (others may be added):

**National Alliance of Concurrent Enrollment Partnerships (NACEP.)** Since 2004 NACEP has served as the only national accrediting body for concurrent enrollment partnership programs. As with other nongovernmental higher education accreditation, NACEP uses a comprehensive peer review process for quality assurance and quality improvement of concurrent enrollment partnerships.


The **Middle College National Consortium's** (MCNC) Early College High Schools program emphasize the importance of data driven improvement decisions – characteristics include small school size, college readiness focus, college course-taking opportunities, seminar, advisory and block scheduling.


**David Conley**, Director of the Center for Educational Policy Research at the University of Oregon College of Education. Dr. Conley conducts research on issues related to college readiness, college and high school course content analysis, high school-college alignment and transition, and large-scale diagnosis and assessment of college readiness. His findings have been published in numerous technical reports, conference papers, book chapters, and journals, such as Education Week, Educational Administration Quarterly, Educational Policy and Educational Leadership. Conley provides a model to define college and career readiness characteristics for high school students and also provides a format for differentiating between college level and high school level courses. A 2010 Abstract provides a good summary of Dr. Conley’s work: [http://www.avid.org/dl/res_research/research_collegeandcareerready.pdf](http://www.avid.org/dl/res_research/research_collegeandcareerready.pdf)


**Task Force list:** The Task Force generated a first draft of a List of Attributes (attached) including ALL early college programs must: replicate the academic rigor experience of college work (with clear high school to college curriculum alignment), have NACEP-vetted instructors, have well-articulated credit transcript guidelines, and provide appropriate tutoring/advising support.

In addition, Cohort/High School Wide programs must: emphasize career development skills for workforce entry and involve business/industry input, collaborations and internships to generate flexible, productive, career-empowering high school student experiences.

For both types of programs, the collaborative relationships require a formal Memorandum of Understanding (MOU) describing shared resources, and enabling regular stakeholder meetings. Professional development of high school and college staff/instructors needs to be ongoing to facilitate program development and implementation at the start and into the future. Data collection, assessment, and frequent collaborative data review are needed to provide guidance for program improvement.

There are many components to consider in facilitating the alignment of high school and college experiences for the high school student involved in an early college program. The alignment needs to involve career guidance, curriculum alignment, teacher-faculty professional development, and business/workforce partnerships. The alignment is responding to several problems – low level of college and career readiness in our high school students and inequitable access to the provision of college and career readiness skills. Although the need to expose students to college and career readiness experiences starts at grades much lower than high school, the Task Force is focusing primarily on the gaps starting with 9th grade high school students.

Post-secondary educational institutions also need to consider alignment of accountability to the regional accrediting commission. The New England Association of Schools and Colleges, Commission on Institutions of Higher Education has recently announced its intention to pass a policy on dual enrollment programs. A draft policy has been circulated to all members for comment. The draft refers to the standards set by NACEP (see Appendix E).

**Promising Models of Early College Programs**

**College Career Pathways Program (CCP):** The most extensive existing early college experience program in Connecticut is CCP. All twelve community colleges have CCP programs providing students with access to college credit for taking approved courses at their high schools.
There is great potential for expansion of this program with appropriate alignment to national standards.

**UConn Early College Experience**: The Early College Experience (UConn ECE) program at UCONN was established in 1955 and is the nation’s longest running concurrent enrollment program and is accredited by NACEP. UConn ECE trains high school instructors who are certified through the University of Connecticut to serve as adjunct faculty members and teach college level courses at high schools. UConn ECE is an opportunity for students to take UConn courses while still in high school. Every UConn ECE course is equivalent to the same course at the University of Connecticut. There are approximately fifty courses in over twenty disciplines made available to partner high schools. Courses are taught on the high school campus by high school instructors who have been certified as adjunct faculty members by the University of Connecticut. UConn ECE students benefit by taking college courses in a familiar setting with an instructor they know. Courses offered through UConn ECE are approximately one-tenth of the cost in comparison to taking the same course on a UConn campus. UConn ECE operates like a CCP program and it is already aligned to the national NACEP standards.

**Existing Connecticut “Middle Colleges”**: There are several existing Cohort/School-Wide early college models currently operating in Connecticut including such programs as the Capital Prep Magnet School in Hartford, the Cooperative Arts High School in New Haven and the Hartford Magnet Trinity College Academy (other existing programs are listed on the Cohort/School Wide Program Inventory).

**Alignment with the Workforce**: In February of 2011, the Harvard Graduate School of Education produced a report, Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century (see link to the complete report at http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperity_Feb2011.pdf.) According to the report, roughly half of all young Americans arrive in their mid-twenties without the skills or labor market credentials essential for success in today’s increasingly demanding economy. A reason is the nation’s overreliance on a single four-year college pathway to help young people make the transition from high school to working life. The report called for an intensive effort from employers, educators, and government and nonprofit leaders to build pathways that link work and learning and are aligned with labor market demand. Out of this urgency, a model has developed where high schools and community colleges create 9-14 career pathways, with clear structures, timelines, costs, and requirements linking and integrating high school and postsecondary curricula and aligning both with labor market requirements.

**P-Tech model**: One of the most acclaimed models was developed by IBM and piloted first at the Pathways in Technology Early College High School (P-TECH) in Brooklyn, New York. P-TECH is a collaboration among the New York City Department of Education, The City University of New York (CUNY), New York City College of Technology (City Tech), and the IBM Corporation (see http://citizenibm.com/wp-content/uploads/STEM-Pathways-
IBM’s intention was always to create a replicable model. Simply put, their model is for schools that span grades 9-14 and target specific degrees in the applied sciences that have direct connections to entry-level jobs that connect directly to a career ladder. Due to the success of the Brooklyn School, the New York Legislature has provided funding for 16 schools across the state to implement this model. Only one of the additional 16 schools will have IBM as its corporate partner, the rest will have other single corporations or groups of businesses as the workforce partner. The funding provided by the state is between $300,000 and $400,000 a year for seven years for each of these schools. While local variations are critical to the success of the individual schools, there are some design elements that are proscribed including the fact that the school should start with only 9th grade students and then build by one grade each year.

**Irondale High School – Mounds View Public School (Minnesota):** This early college grade 9-14 model is designed to allow all students in this high school the opportunity, by graduation, to meet the general education requirements of the Minnesota Transfer Curriculum and/or the Associates in Arts degree. All courses are taught at the high school by accredited high school teachers who work with college mentors. Students get various non-course experiences at the college. This program is free\(^3\) to the high school students and is geared to serve the “majority in the middle” – not the top 30%.

**Other Career Related Models:** Several Task Force members noted the need to consider the importance of providing greater access to career pathways for students (not just the lucky ones that get into a PTECH like program). Some felt that large numbers of high school students should have the opportunity to earn a one-year industry sanctioned college certificate or a hands-on technical type of credential while in high school and not have all programs emphasize the achievement of academic degrees. These Task Force members felt a need to reduce time in high school and the cost towards a college degree by facilitating the high school students taking college level courses. In particular, these Task Force members felt that effort should be made to tie programs to the four Career Cluster Centers created recently. One example they gave is a program in Waterbury/Naugatuck.

**Waterbury Career Academy:** The Northwest Connecticut Workforce Investment Board has been working on career pathways since 2006. Their first program involved 11th and 12th grade high school students in a sequence of courses at Naugatuck Community College that resulted in certificates in advanced manufacturing. The initial program was small, but highly successful. They have since worked with the Waterbury Public Schools to create the Waterbury Career Academy. The Academy, a brand new magnet school, opened its doors in the fall of 2013 with a class of 9th graders. In addition to the advanced manufacturing career pathway, the school is developing three additional career pathways.

\(^3\) Costs are covered from money received from a partnership with the “North Suburban Integration School District” and from a compensatory revenue fund. In addition, the Mounds View Public Schools pay about $65,000 annually.
Also, the Task Force generally felt the need to expand and enhance existing Individual Student /Course programs to include career and technical education coursework.

**Recommendations for Next Steps**

**General Recommendations:**

**Continued Collaboration across K-12, College and the Workforce** – Intentional efforts to align the education and workforce systems must continue. The Early College Program Task Force should continue to meet and deepen the communication between the various relevant agencies. In addition, the BOR and SDOE should promote the development of local collaborations among districts, individual post-secondary educational institutions and business.

**Consider Statewide Policy or Legislative Changes that would support a robust early college program system:** For example, should all high schools provide dual credit for courses taken by students at post-secondary institutions? Are there legislative changes that can promote sustainability for early college programs (such as shared fees between high schools and colleges).

**Support and accelerate the development of an aligned longitudinal data system from all state partners and national sources such as the College Board.**

**Specific Next Steps:**

1. Expand and refine the inventory regarding existing programs
   a. Provide clear definitions
   b. Flesh out descriptions of some programs listed in the inventory.
   c. Obtain information directly from high schools (regular and technical) and the K-12 system, such as numbers of students taking, and passing, AP courses.
   d. Additional information from high schools (regular and technical) regarding other programs not currently reflected in the inventory.
   e. Determine which high schools currently do not give high school credit (dual credit) for college coursework taken by high school students.
   f. How all of these programs are currently financed.
   g. Target population, if relevant.
   h. Outcomes for each program (including but not limited to number of participating students who earn college credit)
   i. Map overlap of community colleges with technical high schools, priority school districts and high schools in the Commissioner’s network.

2. Finalize the List of Attributes required for excellent early college programs. We need a list of must-haves for any of these transition pathways to be successful for the students including curriculum alignment, rigors, vetted instructors and using the NACEP standards. The final
list should be informed by David Conley’s work, NACEP, the Middle College National Consortium national standards and Jobs For the Future. Integrate the concept of having high school students achieve “competencies” and having the post-secondary education institutions and businesses work together to define such “competencies” for workforce career development pathways. If programs are to target disadvantaged students, there may be additional attributes that are necessary (such as ensuring that students earn sufficient credits during high school to make college more affordable).

3. Define in detail the range of models that both have the potential to meet the attributes of successful programs and make sense for Connecticut. In addition:
   a. Determine how and if Charter Oak College can fit into any of these early college programs.
   b. Develop new efforts to meet needs of students not engaged in existing or new early college programs.

4. Assess existing programs relative to the attributes for successful programs identified. Develop a grid for the community colleges and their partners to assess what attributes of good early college programs they already have and to plan to move into the next level of career pathway enhancement for their high school partnership students.

5. Establish metrics for assessment of college and career readiness skills for use with all programs.

6. Establish a framework for on-going early college program assessment – outlining components to assess, and what assessment methods to follow for each component.

7. For “Individualized/ Course Related Programs:” Develop an implementation plan:
   a. To align all concurrent enrollment programs to a national standard for curriculum assessment and alignment and professional development.
   b. To assess college and career readiness skills of students engaged in each program.

8. For “Cohort/High School Wide Programs:” Develop an implementation plan:
   a. To enhance or establish at least one high quality Early College High School program associated with each community college.

9. Define the required supports to sustain a first class statewide early college program including:
   a. How to pay for college courses for high school students going forward.
   b. How to cover costs of books and supplies
c. How to cover transportation costs, particularly if CC system is divided by career cluster

**Early College Task Force Membership**

The 16-member task force is co-chaired by Quinebaug Valley Community College Interim President Carmen R. Cid and State Department of Education Chief Academic Officer Dianna Roberge-Wentzell.

The task force includes:

Michael Alfano, Dean of School of Education and Professional Studies at Central Connecticut State University

Sally Biggs, Principal of the Hartford Magnet Trinity College Academy

Dennis Bogusky, Director of the Norwalk Community College International Student Center and President of the Federation of Technical College Teachers AFT Local 1942

Michael Breen, Rockville High School teacher and CEA representative

Kate Carter, South Windsor Superintendent of Schools

Gail Coppage, Director of Innovation and Outreach, CT Board of Regents

Dolores Garcia-Blocker, Director of College & Career Pathways for New Haven Public Schools (NHPS) and school district contact for the middle college partnership with Gateway Community College.

Ted Gardella, Executive Director, The College Board

Elliot Ginsberg, President/CEO, Connecticut Center for Advanced Technology, Inc.

Robert Henderson, Director of Cooperative Education- Manager of College Career Pathways, Manchester Community College

Steve Minkler, Dean of Academic Affairs, Middlesex Community College

Judy Resnick, Executive Director, CBIA Education Foundation

Gail Stevens, Norwalk Community College - Manager of the College Pathway Initiative

Robert Trefry, Chair, Technical High School System Board

Gregory Gray, President – CT Board of Regents (ex officio)
Stefan Pryor, Commissioner – CT Department of Education (ex officio)

The Task Force resources for writing and data support and for ECE-UCONN experience information include Board of Regents staff Robin Golden and Arthur Poole, along with Gillian Thorne of the Univ. of Connecticut.

All Task Force scheduled meetings, agenda, minutes of meetings are posted on a BOR website and co-referenced at the CT Department of Education website. The Task Force is expected to continue in operation through the implementation process of recommended Early College Programs, through 2014-2015.
APPENDIX A

COMMUNITY COLLEGE EARLY COLLEGE CONTINUUM INVENTORY

(The following information represents only what was gathered as of December 23, 2013. More detail will be collected as the Task Force develops greater clarity on definitions.)

INDIVIDUALIZED COURSE-RELATED PROGRAMS

The following pages provide a brief overview of Early College learning experiences or programs sponsored by Connecticut’s Community Colleges that offer “Individualized Courses” for high school students. Currently, there are three general program classifications (or titles) of individual courses available to Connecticut high school students.

- College Career Pathways (CCP)
- Dual Enrollment Programs

The following inventory defines each type of individual course program and outlines each community college’s current educational offerings.

College Career Pathways (CCP)

Through an articulated agreement between the high school and college, students take a series of courses for both high school and college credit at the high school. Must include some Career and Technical Education (CTE) courses. (Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern, Norwalk, Three Rivers, Tunxis, Quinebaug Valley)

Asnuntuck Community College

CCP enrollment: 2012: 243 students participated from 9 towns and 10 high schools.

2013: 305 students participated from 9 towns and 10 high schools.
52 courses are articulated with new articulations planned for the coming year.
CCP financially supports tutoring for high school Algebra II students.
CCP sponsors an annual STEAM (Science, Engineering, Art and Math) Fair for 200 high school participants with community businesses, local law enforcement, military, and academic departments.
Approximately 5%-7% of students who took part in either (or both) CCP & HSPP each semester have enrolled at ACC following HS Graduation.

Capital Community College

Fall 2013
The following are the partnering high schools in the College Career Pathways program and the respective articulations:

CSA105 – Intro to Software Applications – A.I. Prince Technical High School, Bloomfield High School, Conard High School, Hall High School, and Newington High School

CST150 – Web Design and Development I – Conard High School and Hall High School
CSC101 – Intro to Computers – Conard High School and Hall High School

BFN110 – Personal Finance – Conard High School, Hall High School, and Windsor High School

BMK210 – Principles of Marketing – Windsor High School

ACC111 – Principles of Accounting – Conard High School, Hall High School, and Windsor High School


ECE101 – Intro to Early Childhood Education – Conard High School, Hall High School, Newington High School, and Windsor High School

ECE141 – Infant/Toddlers Growth and Development – Bloomfield High School and Newington High School

CJS101 – Intro to Criminal Justice – Bulkeley High School, Law and Government Academy

IDS105 – College Success – Conard High School, Hall High School, Newington High School, and Windsor High School

ARC116 + 116L – Architecture Drafting I (with Lab) – A.I. Prince Technical High School, E.C. Goodwin Technical High School, and Manchester High School

COM242 – Advanced Broadcasting/TV Production – Hartford Journalism and Media Academy, and Windsor High School

HLT103 – Investigation in Health Careers – Hartford Public High School – Nursing Academy

Gateway Community College
750 per year

Housatonic Community College
Articulation Agreements with 7 high schools.
Currently enrolled 516 students.

Manchester Community College
In 2012-2013 - 1,630 students with active applications.
The college awarded 1,198 grades to 933 students totaling 3,879 credits.
**Middlesex Community College**

We maintain a long-standing program which combines academic and career courses, covering 16 high schools in 14 towns. In 2012-13, we re-negotiated articulation agreements with the high schools in order to strengthen academic integrity, offer students the ability to earn less than 12 credits (due to positive changes in State Department of Education rules), validate course objectives with Accuplacer, and input only seniors into Banner.

CCP Enrollments:

2012: 18 articulated; courses; 7 towns; 8 high schools; 130 students  
2013: 14 articulated courses; 16 articulated courses; 3 high schools; enrollment has not been processed.

**Naugatuck Valley Community College**

NVCC offer a number of articulated courses in the area high schools.

**Northwestern Community College**

Northwestern Community College continues to participate in the SDE CCP Program.

**Norwalk Community College**

Articulation agreement with Academy of Information, Technology and Engineering (high School) and NCC’s Computer Department.

Classes include: CSC 207 Introduction to Visual Basic; SC 262 Programing Mobile Devices; CSC 233 Data Base Dev. I; CSC 108 Introduction to Programing; CST 180, 181, 182, and 183.  
Students must receive at least a “C”. NCC credit is granted once the student enrolls at NCC. Program has been in existence 3 – 4 years.

Numbers not available for those participating or credits granted. NCC is currently working on developing articulation agreements with several service-area high schools.

**Three Rivers Community College**

CCP Enrollments: Class of 2014: 563 students (including 11 students from the TRCC Middle College).  
Class of 2015: 483 students. 18 participating high schools including the TRCC Middle College

**Tunxis Community College**

We have a long standing CCP program with all 12(?) of our area high school districts and a total of 331 students participating in a total of 15 different academic courses.

**Quinebaug Valley Community College**

CCP Enrollment 2012: 440  
2013: 450/20 participating High Schools  
Provides funding for the Manufacturing (formerly Plastics) Expo.
Dual Enrollment Programs

Students are concurrently gaining high school and college credit through being enrolled in college courses while in high school – courses usually taught at college by college faculty – a high school could have many dual enrollment relationships.
(Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern, Norwalk, Three Rivers, Tunxis, Quinebaug Valley)

Asnuntuck Community College

HSP - 12/13, we enrolled 137 high school partnership students.
HSP - Contracts are on file with the following 12 schools high schools: East Granby, East Windsor, Ellington, Enfield, Enrico Fermi, Granby, Somers, Stafford, Suffield, Windsor, Windsor Locks, and the Master’s School (Simsbury). ACC is in the exploring phase of a potential partnership with CREC Public Safety Academy located in Enfield.
Windsor Locks High School Partnership: Fall 2013, we have expanded our partnership with Windsor Locks High School from the Welding Program to include students interested in health and other career fields.
Windsor Locks High School students earn 9-12 college credits by the time they graduate high school. Our goal is to register 20 students.

Capital Community College

Yes

Gateway Community College

111 per semester, approximately.

Housatonic Community College

Bridgeport Board of Education. Currently enrolled: 120 students. Tuition is paid by the Bridgeport Board of Education.

Manchester Community College

High School Partnership Program: In 2012-2013 107 students enrolled in 247 courses through this program, including 51 Great Path Academy students who enrolled in 118 courses. 203 of those courses were successfully completed. Note: High School Partnership is not a dual enrollment program. Students earn college credit but not high school credit.

Middlesex Community College

High School Partnership (System Tuition Waiver Program): We offer the program to all of the public high schools in our service region.

Each academic year we accept 50 HSP students: 25 in the fall, and 25 in the spring. Each student is allowed to take up to 4 college courses (on campus or online): one per semester during their Junior and Senior year. During the 2012-2013 academic year, 45 students registered for classes.

Students selected for the High School Partnership Program may have their tuition and fees waived, but have to pay for textbooks and other supplies. In order to participate in the college’s High School Partnership Program, students must have at least a “B” average, be in the top 20 percent of their class, and have the written recommendation of their principal or another designated high school administrator.
Students must also submit High School Partnership application, an official high school transcript and are required to take the Basic Skills Assessment.

**Naugatuck Valley Community College**

*ConnCAP* – First Year experience course for rising seniors as well as remedial math and English coursework for 11th and 12th graders.  
*GEAR UP* – plans to have advanced students graduate from high school with at least 12 college credits.

**Northwestern Community College**

Our Dual Enrollment or Early College High School---long called High School Partnership in the Community Colleges,--28 high school students will complete classes this fall. Fifty-five have applied for spring 2014. These students come predominantly from NW Region 7, Explorations Charter School and The Gilbert School. Our emphasis with Early College will be in this arena; however, only a hand-full of school districts grant high school credit for college courses. So, if a junior in high school takes English 101, he or she must also still take junior English at the high school.

**Norwalk Community College**

High School Partnership Program: During the 2012-2013 timeframe, NCC had 25 students enrolled in 48 classes. Students came from the 2 comprehensive Norwalk high schools, Wilton High School, Winston Prep, New Canaan High School, Staples High School, Greenwich High Scholl and the Academy of Information Technology and Engineering. Students were dually enrolled in that they were both high school and college students but did not receive high school credit for the classes

*ConnCAP* – Program serves 50+ high school students in grades 9 -12 from the 2 comprehensive Norwalk high schools as well the Academy of Information, Technology and Engineering (magnet high school in Stamford). Students may apply in 10, 11th and 12th grades to take NCC offered classes taught by NCC instructors. Courses offered have included: Introduction to Software Applications, Introduction to Business, Grammar, Psychology, College Forum, and physical education classes.

**Three Rivers Community College**

The Bridges B grant agreement with Norwich Free Academy (NFA) communicated learning outcomes of TRCC entry-level math and English courses with the college’s largest feeder school (NFA). The High School Partnership program was not offered during the 2013-14 academic year.

**Tunxis Community College**

We have a Bridges B grant agreement with New Britain HS and CCSU to co-develop senior level English and math courses leading directly to college credit bearing courses. Approximately 150 students are enrolled this academic year.

We have a High School Partnership agreement with all/most of our local high schools

**Quinebaug Valley Community College**

APPENDIX B

COMMUNITY COLLEGE EARLY COLLEGE CONTINUUM INVENTORY

(The following information represents only what was gathered as of December 23, 2013. More detail will be collected as the Task Force develops greater clarity on definitions.)

COHORT/HIGH SCHOOL-WIDE PROGRAM

Connecticut’s Community Colleges also offer “Cohort/ High School-Wide” Early College learning programs for high school students. There are two general program classifications for these cohort/high school wide programs.

- Early College High School Proximity Model
- Early College High School Co-located Model

Five Connecticut Community Colleges sponsor “Early College High School Proximity Model” Programs. A total of 4 Connecticut Community Colleges also operate “Early College High School Co-located Model” programs. (Tunxis Community College had a campus-based Early College program from 2000-2003). Capital Community College has recently been approved to start-up an Early College High School on its campus in 2014-2015. Both of these Cohort/High School Wide Early College program models require a formal agreement between the college and the cooperating high school. The Early College Co-located Model requires shared resources among partners and a clear governance structure.

The following inventory outlines the program model and each community college’s current Cohort/School Wide program educational offerings.

Early College High School – Proximity Model

Students take college courses at a college that has a relationship with their high school and is located within close proximity. There are usually Memorandums of Agreement between the high school and college. (Asnuntuck, Capital, Gateway, Housatonic, Middlesex)

Asnuntuck Community College

East Granby 5th Year Program: to provide East Granby middle and high school students with a meaningful, long-term orientation to advanced manufacturing technology education in grades six through ten and the option to participate in the career-focused second half of the system that provides both advanced manufacturing technology education and an academic program that leads to a high school diploma, an associate in science degree in advanced manufacturing, and a career in the regional manufacturing community. Madina Academy: Starting in fall 2013, a group of students from the Upper School at Madina Academy, a private Muslim school in Windsor, are attending ACC on a part-time, non-matriculated basis so that they can participate in a more rigorous academic environment with more course offerings.
**Capital Community College**

Fall 2013 – 37 students enrolled from 9 different high schools.

**Gateway Community College**

Cooperative HS 3 courses per semester; New Haven Academy, 3 courses per semester; Hillhouse HS, 3 courses per semester; Summer programs w/ same high schools – 3 courses per summer program. Approximately 325 per year.

**Housatonic Community College**


**Middlesex Community College**

“Fundamentals of Early Childhood Education” is a new program offered in the two public high schools in Meriden. Fall 2013 enrollment is 50 students. Students enroll in up to four sequential college-level courses taught by high school teachers who are otherwise qualified to teach as adjuncts at MxCC. Courses are taught during the regular school day as part of the teachers’ normal workload (i.e., no instructional cost to the college). Students earn high school graduation credit and 3 college credits per course. The goal is to award students a 12-credit college certificate upon completion of the program, concurrent with high school graduation. (The certificate has yet to be proposed, but will go through the standard approval process.) MxCC faculty and staff provide professional development to the high school teachers at no cost to the teachers or the school system.

Through an MOU, the college charges the school system a $125 fee per student, per course, plus the standard $20 application fee upon program entry.

**Early College High School – Co-located Model**

An intentional relationship where the high school and college share resources including faculty, academic resources, buildings, IT support. The relationship usually includes a clear governance structure for the Early College High School. (Manchester, Naugatuck Valley, Three Rivers, Tunxis, Quinebaug Valley)

**Manchester Community College**

Great Path Academy - Current enrollment 248 students in grades 9-12.

**Naugatuck Valley Community College**

*College Access Challenge* – partnership between Waterbury Public Schools and NVCC preparing 11th and 12th graders to be college ready. The NVCC CAC Program is a collaborative between NVCC and the Waterbury Public School (WPS) System to prepare eleventh and twelfth grade students with skill sets in math and English to be college ready. Selected students take the Accuplacer Diagnostic Tests as a pre-test measurement in Arithmetic, Elementary Algebra, Reading Comprehension and Sentence Skills and then again as a post-test. Based on the pretest scores math and English courses are designed and team taught by NVCC college professors and high school teachers. This collaboration promotes open communication and cooperation between college and high school administration and faculty resulting in an alignment of instructional and learning expectations and strategies. NVCC faculty and WPS teachers
participate in joint professional development and training establishing interventions that better align the high school and college curricula eliminating student deficiencies. The overall goal is to provide curricula that will promote the acquisition of the skill sets necessary to successfully navigate high school and matriculate to college without the need for remediation. **CAC ends 6/2014.**

**Three Rivers Community College**

The TRCC Middle College enrolled its inaugural class in August 2012 with 33 students. In August of 2013, the TRCC Middle College enrolled 61 students in grades 11-12. (Current enrollment as of December 2013 is 59 students.) The TRCC Middle College offers two years of high school and up to one year of college coursework in two years. Pathways include: Business and Finance: Engineering Technology; Hotel/Hospitality Management

**Tunxis Community College**

Had a Middle College High School on campus from 2000-2003. It was managed by CREC, who decided to move the funding to Capital CC to accommodate Sheff -O’Neill concerns.

**Quinebaug Valley Community College**

Quinebaug Middle College enrolls 120 students in grades 9-12, as a magnet high school within QVCC campus.

Willimantic Math Summer Bridge Program enrolls Windham HS and Windham Tech. HS students at the QVCC Willimantic Center.
Connecticut Community Colleges
High School Partnership Program
Appendix C - Descriptive Data - Part 1

<table>
<thead>
<tr>
<th>Community College</th>
<th>Participating Students</th>
<th>Courses Taken</th>
<th>Course Seats</th>
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</thead>
<tbody>
<tr>
<td>Asnuntuck</td>
<td>144</td>
<td>101</td>
<td>118</td>
</tr>
<tr>
<td>Capital</td>
<td>150</td>
<td>177</td>
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<tr>
<td>Gateway</td>
<td>131</td>
<td>154</td>
<td>201</td>
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<tr>
<td>Housatonic</td>
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<td>26</td>
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<tr>
<td>Manchester</td>
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<td>116</td>
<td>86</td>
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<tr>
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<td>31</td>
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<tr>
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<tr>
<td>Northwestern CT</td>
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<tr>
<td>Quinebaug Valley</td>
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<td><strong>TOTAL</strong></td>
<td>815</td>
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Connecticut Community Colleges
High School Partnership Program
Appendix C - Descriptive Data - Part 2

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<tr>
<th>Community College</th>
<th>Courses Passed</th>
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<th>Credited Earned</th>
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<tr>
<td>Three Rivers</td>
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<tr>
<td><strong>TOTAL</strong></td>
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23
Attributes Recommended for Early College Programs

Academic Program (e.g., curriculum alignment, flexible use of time)

THE FOLLOWING ATTRIBUTES ARE RELEVANT TO ALL EARLY COLLEGE PROGRAMS (BOTH INDIVIDUAL STUDENT/COURSE BASED AND COHORT/HIGH SCHOOL WIDE)

1. APPROPRIATE ACADEMIC RIGOR FOR COURSES PROVIDING COLLEGE CREDIT:
   a. High School instructors teaching college credit courses are approved by the respective college/university academic department and meet the academic department’s requirements for teaching the college/university courses.
   b. Course alignment with college curriculum, appropriate academic rigor, and congruence with stated learning objectives as demonstrated through evidence.
   c. Rigorous High School curriculum focuses on Conley’s 4 Keys to College Success.
   d. Develop critical thinking and problem-solving skills.

2. PROVIDE DIRECT ACCESS TO COLLEGE EXPERIENCES
   a. Provide exposure on college campuses for all kids, starting at grade 6.
   b. Promote college readiness through the alignment of curriculum and the development of collaborative relationships between partners.

3. ALIGN SYSTEMS TO THE BENEFIT OF STUDENTS
   a. College courses 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 degree.
   b. Articulation agreements should ensure that students have the ability to transfer all or some of the college credits earned toward a four-year degree program.
THE FOLLOWING ADDITIONAL ATTRIBUTES ARE RELEVANT FOR COHORT/HIGH SCHOOL WIDE PROGRAMS:

4. COHERENT CURRICULUM PATHWAY TO ENSURE SUCCESS FOR ALL STUDENTS:
   a. Assess students early and ensure mastery of foundational skills in math and English.
   b. Incorporate a rigorous core curriculum (including math, science, and communications) that is integrated with applied skills and a variety of authentic experiences.
   c. 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.¹
   d. Summer Sessions in writing, math and sciences. Co-taught (college professors and high school teachers) high school credit bearing courses that focus on College skills ie: writing, research, critical thinking for students in grade 9 and 10.

Student Support (e.g., college knowledge curriculum, address student needs)

THE FOLLOWING ATTRIBUTES ARE RELEVANT TO ALL EARLY COLLEGE PROGRAMS (BOTH INDIVIDUAL STUDENT/COURSE BASED AND COHORT/HIGH SCHOOL WIDE)

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 such as tutoring programs, career counseling, labs, etc.

2. PROVIDE APPROPRIATE GUIDANCE FOR HIGH SCHOOL STUDENTS
   a. Guidance toward pathways leading to appropriate future postsecondary experiences is integrated into the program.
   b. Guidance staff will use a variety of criteria to measure the likelihood of a student’s success in a particular college course – previous achievement in the specific discipline, measured/demonstrated intellectual capacity, maturity level, parental support, and/or commitment to the field of study.

¹ Various options mentioned by Task Force members included: earn 30 or more credits by end of 12th grade and an associate’s degree by the end of an additional 5th year. Confer a certificate in a specialized content area at the end of 12th grade.
3. **ENGAGE PARENTS IN A MEANINGFUL WAY TO ENSURE SUCCESS OF STUDENT**
   a. College Admissions workshop for students and parents annually.
   b. Financial Aide workshop to students and parents annually.
   c. Be open to family involvement in career counseling

4. **PROVIDE ADEQUATE SUPPORT (ACADEMIC AND SOCIAL EMOTIONAL)**
   a. The dual enrollment program ensures its students meet the course prerequisites of the college/university
   b. High school staff provides support to ensure that students will succeed in college
   c. Students will be monitored closely to identify and remediate possible academic problems.
   d. College students serve as mentors, tutors, role models and/or Teacher Aides. (Consider having college students staff after school academic support center.)

**Collaborative Relationships (e.g., formal MOU, shared resources, regular stakeholder meetings)**

**THE FOLLOWING ATTRIBUTES ARE RELEVANT TO ALL EARLY COLLEGE PROGRAMS (BOTH INDIVIDUAL STUDENT/COURSE BASED AND COHORT/HIGH SCHOOL WIDE)**

1. **COLLABORATION BETWEEN HIGH SCHOOL AND POST-SECONDARY INSTITUTION:**
   a. Collaborative relationships are best when actual postsecondary institution is in partnership with actual secondary institutions, faculty to faculty.
   b. Appropriate Administrators from High Schools and Post-Secondary Institutions meet regularly.
   c. Specific access to and facilitation of postsecondary resources is made available to secondary instructors and students.
   d. Ideally, preparation for success in early college should begin with when students are in middle schools in order to prepare each student for the more mature and challenging environment that this model establishes (make use of Student Success Plan process).
   e. Develop unique partnerships between the high school and college. ie: HMTCA school band performs at all of the football games. College does not have a band.
   f. The educational success of students in both the college level and high school courses should be recognized as the joint responsibility of the high school and college.
   g. College/high school share facilities.
2. EXTENDED COLLABORATION WITH BUSINESS COMMUNITY AND OTHERS:
   a. Leverage partnerships with community members and businesses that inform the program, offer internship/externship opportunities, and contribute to student achievement.
   b. Promotes college and career readiness through the alignment of curriculum and the development of collaborative relationships between partners.

3. FORMAL STRUCTURE:
   a. Advisory committees that include both college and high school personnel should collaborate on both programming and operations.
   b. Parents should have an opportunity to belong to a membership/association group.
   c. Formal MOU outlining the services, agreed opportunities, costs, etc.
   d. Regular stakeholder meetings and local employer involvement

4. PURPOSE:
   a. 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.
   b. Contributes to the preparation of students for the workforce in high demand occupations.

Professional Development (e.g., joint PD, common planning time, curriculum alignment)

THE FOLLOWING ATTRIBUTES ARE RELEVANT TO ALL EARLY COLLEGE PROGRAMS (BOTH INDIVIDUAL STUDENT/COURSE BASED AND COHORT/HIGH SCHOOL WIDE)

1. HIGH SCHOOLS AND POST-SECONDARY PARTNERS COLLABORATE ON PROFESSIONAL DEVELOPMENT TO DEVELOP A COMMON BASE OF UNDERSTANDING AND PRACTICE:
   a. The college/university 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 dual enrollment 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. The dual enrollment program ensures instructor participation.
c. Joint professional development and curriculum alignment with recognition of common core requirements
d. PDs on Conley’s College and Career Readiness.
e. PDs on Realizing the College Dream

2. COLLABORATION BETWEEN HIGH SCHOOLS AND PARTNERS GOES BEYOND PROFESSIONAL DEVELOPMENT FOR TEACHERS:
   a. College and high school faculty, counselors, and administrators should meet and communicate on a regular basis.
b. Professional Development for counselors and guidance staff at both High Schools and Post-Secondary partners.
c. Vertical planning between the college professors and 6-12 grade teachers.
d. Peer visits between the college professors and high school teachers.

Other:

THE FOLLOWING ATTRIBUTES ARE RELEVANT TO ALL EARLY COLLEGE PROGRAMS (BOTH INDIVIDUAL STUDENT/COURSE BASED AND COHORT/HIGH SCHOOL WIDE)

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

   a. Program Evaluation and Program Involvement: Based on what questions are relevant, data is gathered and analyzed in a program improvement recursive loop.
b. Is data driven based on multiple performance assessments and self-review. Periodic monitoring of course alignment is integral to this process.

2. 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. In consideration of financial and other resources, the degree of program replicability and scalability should be considered for long-term success.

c. Receives institutional support from the administration and faculty at all partner schools.
To: Chief Executive Officers of Affiliated Institutions and Interested Others

From: Barbara Brittingham

Date: December 12, 2013

Re: Proposed Policy Changes

At its meeting on November 21, 2013, the Commission on Institutions of Higher Education gave preliminary approval to a new Policy on Dual Enrollment Programs and to changes in the Policy and Procedures for the Consideration of Complaints against Affiliated Institutions. Copies of these policies are attached.

In developing a Policy on Dual Enrollment Programs, the Commission acknowledges the growth in the number of institutions offering such programs and seeks to provide clarity for member institutions and evaluation teams about its expectations for these programs. The Policy and Procedures for the Consideration of Complaints against Affiliated Institutions has been revised to be consistent with expectations of the US Department of Education, advice from legal counsel, and practices of other regional accreditors.

You and others from your institution are invited to submit comments on the policies and proposed changes no later than February 7, 2014. The Commission will consider the policies and comments received at its March 2014 meeting, when it is expected to take final action on these matters. Please send your comments to me at bbrittingham@neasc.org with Policy Changes in the subject line.

In addition, the Commission has scheduled two call-in sessions to discuss the proposed policies: Tuesday, January 21 from 3:00 to 4:00 pm and Friday, January 24 from 11:00 am to noon. In order to participate, please dial 1-800 528 3520 / International 1 631 609 4054 and enter conference code 2374391956.

Please feel free to contact me at bbrittingham@neasc.org or 781 425 7747 (direct) or Pat O’Brien at pobrien@neasc.org or 781 425 7712 (direct) if you have questions.
APPENDIX E --- DRAFT Policy on Dual Enrollment Programs

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, 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.

Commission review of dual enrollment programs

The study is available at

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 hired as adjuncts 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.

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).

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 courses(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)

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.