

Below is an update on the various meetings of full Early College Task Force and three subcommittees working groups for Attributes, Data and Finance, since the last Task Force meeting of 2/10/14. Also Dr. Gray has provided us with an ECS report on data supporting our dual enrollment program focus.

### **Early Task Force Meeting Notes overview for 2/10/14 meeting**

Present: Dianna Roberge-Wentzell, Robert Trefry, Robin Golden, Steve Minkler, Dolores Garcia-Blocker, Dennis Bogusky, Gail Stevens, Arthur Poole, Sally Biggs, Kate carter, Elliott Ginsberg,(last 3 by phone), Lori Matyjas, Robert Henderson, Carmen Cid.

Task Force discussed the need to focus on what we were all doing well for 2014-2015 program enhancement. The consensus is to build on the current strengths in our early college program partnerships. Robin Golden will be visiting the community colleges to get first-hand information for proceeding in these efforts. Much discussion took place on the various types of measures to be used to assess college readiness, from Smarter Balance, to better use of ACCUPLACER, to the need for better access to high school applicants' transcripts, and developing more targeted math/writing skills assessment tests in-house at community colleges. The Task Force should be responsible in helping community colleges in developing their NEASC accreditation applications for CCP dual enrollment type of programs. The Manchester Community College May 9, 2014 program will bring two speakers -- one the NACEP President Sandy Gonzalez, of Schenectady County community College, and Pat O'Brien to represent the NEASC component. The focus will also be professional development of faculty/teachers involved in these high school/community college partnerships. This will be held at MCC 8:30-11:30 am on Friday, May 9th.

**Attributes Subcommittee** - members include: Michael Breen, Robert Trefry, Gail Stevens, Arthur Poole, Gillian Thorne, Lori Matyjas.

**The Attributes Subcommittee met twice -- 2/10/14 and 2/28/14.** The revised list of Attributes for best practices in Early College Programs is attached. The Attributes Sub-Committee has developed what it hopes is close to the final version of the Attributes for excellent early college programs. They did not use track changes because it would have been too confusing (they started with the list in the 12/23/13 report). Very few items were added. Mostly the subcommittee re-wrote and rearranged items. They had two goals, first to only include items that they would like to see in any early college program (required) and second to describe each attribute in a way that would allow them to be measured by evidence. They removed items that they thought should be recommended not required. Finally, they deleted some items that they thought were either redundant or unclear. The items removed appear at the end of the document.

**Data Subcommittee**- Members include: Arthur Poole, Gail Coppage, Dolores Garcia-Blocker, Phyllis Perry (BOR Student Info Support), Nancy Melniczak (BOR Student Academic Info. System), Charles Martie (CT Dept of Education), Robin Golden -- Mary Skelly from the CT Technical High School System to be added for next meeting.

**The Data Subcommittee met on 2/27/14 at the BOR.** They discussed what kind of data we should be collecting (and how can we collect it) so that we can track whether or not our early college programs are successful, and then what data could be shared across the various institutions and systems, along the K-12, college, career continuum, and how one would go about doing that. Details to be shared at the 3/10/14 full Task Force meeting.

Communication from Dr. Gray regarding ECS Report on Dual Enrollment with CTE focus as strategy for college completion and workforce investment

From: Education Commission of the States <[ecs@ecs.org](mailto:ecs@ecs.org)>

Date: March 5, 2014 at 2:13:15 PM EST

To: <[grayg@ct.edu](mailto:grayg@ct.edu)>

Subject: ECS Reports: Dual enrollment with CTE focus seen as strategy for college completion, workforce investment

### Dual Enrollment with CTE Focus Seen as Strategy for College Completion and Workforce Investment

DENVER -- An increasing number of students are participating in dual enrollment courses with a career and technical education focus, a trend that research shows should serve states interested in improving college completion and workforce investment.

The Education Commission of the States today released a report highlighting research that links CTE dual enrollment courses with improved outcomes for traditionally underserved students. In some cases, students in CTE dual enrollment courses outperformed those in traditional academic dual enrollment courses.

The report also outlined four policy components that state leaders should consider to ensure access to CTE dual enrollment programs and to assure the quality and transferability of the courses.

Among the highlights of the research findings:

More than 80 percent of high schools have students in dual enrollment programs, according to the most recent federal data, and nearly half the schools have students in CTE dual enrollment classes.

That translates into more than 600,000 students in CTE dual enrollment, or an annual growth rate of more than 5 percent between 2002-03 and 2010-11.

Studies show CTE dual enrollment students are more likely to graduate high school, enroll in a four-year college or university full-time and persist in higher education. Researchers in one study noted, "In many cases, male and low-income students benefitted more from dual enrollment participation than their more advantaged peers."

Key policy components for states to consider:

Responsibility for course fees should not fall to parents. For example, Florida makes clear any dual enrollment student is exempt from paying course fees.

Course content and instructor credentials must mirror those of traditional postsecondary instructors.

Texas requires CTE dual enrollment courses to be college-level technical education courses listed in the state's Workforce Education Course Manual.

Courses should incorporate industry curriculum and standards, and lead to certification.

State should ensure course transferability.

Jennifer Dounay Zinth, the report's author and ECS senior policy analyst, said workforce investment has been a frequent subject in recent state-of-the-state addresses by the nation's governors.

"With CTE dual enrollment, states are getting students who are traditionally underrepresented in higher education on a pathway to college and career," Zinth said. "Students, local economies and states win."