Connecticut College Career Pathways Guidelines



Revised September 2019

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# **Career Pathways Program**

The College Career Pathways program (CCP) in Connecticut gives high school students the opportunity to experience college-credit bearing courses taught by college-approved high school teachers.

**Mission Statement**

CCP aims to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom.

**CCP Goals**

1. Increase college and career readiness of participating secondary students by providing firsthand experience with the increased workload and personal responsibility required for successful college study.
2. Provide content-related professional learning that improves classroom instruction and supports collaboration between high school and college faculty.
3. Ensure that students who pursue Connecticut Career and Technical Education (CTE) are counseled into career pathways and earn college credit towards careers in high-skill, high-wage, and/or in-demand careers.
4. Increase awareness of Connecticut Career Clusters, programs of study (POS), and career development in collaboration with K-12 partners, business and industry, and other stakeholders.
5. Maintain/increase the number of high school students successfully completing courses within a POS that award postsecondary credits or lead to an industry-recognized credential or certificate.

# **Perkins V and College Career Pathways**

High schools and community colleges receive funding to support CCP programs through the [Strengthening Career and Technical Education for the 21st Century Act](https://legcounsel.house.gov/Comps/Carl%20D.%20Perkins%20Career%20And%20Technical%20Education%20Act%20Of%202006%28not-in-effect%29.pdf) (Perkins V). Perkins V funds are awarded to Connecticut community colleges through formula funds and may only be directed toward articulated CTE courses aligned to the twelve Connecticut CTE Career Clusters:

* Agriculture, Food and Natural Resources;
* Architecture and Construction;
* Business Management and Administration;
* Education and Training;
* Finance;
* Health Science;
* Hospitality and Tourism;
* Information Technology;
* Manufacturing;
* Marketing;
* Science, Technology, Engineering, and Mathematics; and
* Transportation, Distribution, and Logistics.

Funding is intended to improve or develop new CTE programs that lead to employment in high-skill, high-wage, and/or in-demand careers as defined below:

* High-Skill: The occupation requires a bachelor’s or advanced degree or advanced training beyond a high school diploma (e.g., a license, certificate, apprenticeship).
* High-Wage: The wages are equivalent to the Connecticut’s median hourly wage of $22.55 or mean annual wage of $46,900 or above (Connecticut Department of Labor. “Labor Market Information.” April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)
* In-Demand: The occupation is projected to grow more than 6 percent in a 10-year period or the rate of retirements/turnover in a particular occupation is projected to create more job opportunities. (Connecticut Department of Labor. “Labor Market Information.” April 23, 2019, <https://www1.ctdol.state.ct.us/lmi/wages/default.asp>.)

It is the policy of the CSDE that students enrolled in CCP courses do not incur any cost for potential college credit awarded. In consideration of the increasing costs to community colleges for the oversight and maintenance of CCP programs, each partnering high school must dedicate a percentage of its Perkins V funds to support such programs. This minimum percentage will be specified in each Perkins Grant request for proposals (RFP). This percentage may be adjusted each year as required. Academic courses are not fundable.

**CCP Funding Requirements for Community Colleges**

1. Community Colleges must ensure proper funding alignment to the proper Connecticut State Department of Education (CSDE) object codes (e.g., 111A, 111B, 200, 320, 322, 330, 510, 580, 600, 700).
2. Community Colleges must confirm total of all administrative costs do not exceed the five percent cap.
3. Community Colleges shall not sub-award Perkins grant funds to other grantees (e.g., It is not allowed for community colleges to sub-award CCP funds to high schools).
4. All purchases for goods and services for CCP programs on behalf of a cooperating school shall be conducted following the community college’s goods and services procurement policies.
5. Only those goods and services that are allowable expenditures as approved by both Federal and State policy and guidelines are eligible for Perkins funding.
6. Fiscal control and accounting procedures shall be used by the community college to ensure proper accounting of all CCP expenditures on behalf of cooperating CCP schools.
7. Property as defined by the Connecticut State Comptroller’s definition of equipment, includes all items of equipment with a value of over $5,000 and the useful life of more than one year; including computers and peripheral, (regardless of cost), purchased for use by a CCP cooperating school title remains with the community college regardless of where the property is housed.
8. All expenditures by the community college on behalf of a cooperating CCP school shall be used to supplement not supplant non-federal funds.
9. All CCP funds shall be used to provide each student, including members of special populations as defined by Section 3(48) of the Perkins V law, in CCP with high quality CTE programs, pathways and programs of study that lead to high skill, high wage and/or in-demand industry sectors and occupations.

Each high school and community college must continually meet all Connecticut size, scope, and quality requirements (Appendices A and B).

In implementing CCP, the community college is encouraged to coordinate Perkins V funds and Basic funds in its activities in order to achieve program goals. Each community college participating in CCP must provide an end-of-year report to the CSDE by July 1 of the current grant year.

Each partnering high school is required to utilize a portion of its Perkins funds for the implementation of CCP programs provided to its students.

# **College Career Pathways Partnerships**

Administration and supervision of a CCP program is performed by the community college’s chief academic officer. College Career Pathways proposal applications should reference data (from the Department of Labor or other appropriate source) supporting each proposed career pathway leading to high-skill, high-wage, and/or in-demand careers.

The community college is required to form a contractual and functioning partnership with each of its participating high schools. The partnership agreement may be implemented as a Memorandum of Understanding (MOU). Any agreement must firmly establish the policies, practices, processes, and protocols for effective programming of concurrent enrollment, while being flexible enough to meet the needs of the targeted students.

Key topics to be addressed in the agreement include, but are not limited to:

* Articulation agreements;
* Student qualification, recruitment, and selection;
* Faculty selection, monitoring, professional learning, and evaluation;
* Academic standards, curricula, and evaluation; and
* Student support services.

Each CCP partnership is encouraged to involve local/regional workforce development agencies and business and industry partners pertinent to the career pathways. Other organizational entities that contribute resource support and/or providers of additional services to participating students, under the supervision of the college or high school, may become contractual members of the partnership.

# **Articulation Agreements**

An articulation agreement is a written commitment between a community college and partnering high school(s). Community colleges implementing the CCP may enter into articulation agreements regarding dual enrollment programming only with those high schools physically located within their designated service areas. An Allowable Exception to this procedure shall only occur per a directive from the System Office or in those instances wherein the community college does not offer the specific course with which the high school desires to formulate an articulation agreement (Appendix C).

Articulation agreements are approved and signed by the chief academic officer of the community college and the principal of each partnering high school. The articulation agreement must state student learning outcomes and describe how those outcomes are appropriate for a course for which collegiate-level credit will be awarded in a CCP program. An articulated high school course may not align exactly with the respective college course, but the articulation process ensures that the high school course is equivalent.

Articulation Agreements should be entered into with the goal of creating a true career pathway for students, and should be clearly written with regard to course requirements and accountability.

# **Student Qualification, Recruitment, and Selection**

In accordance with institutional and New England Association of Schools and Colleges (NEASC) policies and standards, a college must define the characteristics of participating students. The college must clearly state the process and procedures it has established with its partnering high schools for the recruitment and admission of participating CTE students. High school students need not possess the level of preparedness that would qualify them for college admission. However, they should demonstrate a sufficient level of academic readiness for the articulated course.

High school students who have demonstrated an interest in exploring or pursuing a CTE pathway to a career are eligible to participate in CCP courses. Junior and senior students must meet the college’s established placement (course entrance) criteria prior to enrolling in the CCP courses. Freshman and sophomore students deemed socially and cognitively ready for college-level coursework may also be enrolled in CCP courses. Course enrollment of freshman and sophomores will be considered on a case-by-case basis. In addition to meeting placement criteria, freshman and sophomores must demonstrate sufficient maturity and motivation.

The Board of Regents, the governing body of the community colleges, authorizes the Connecticut State Colleges and Universities (CSCU) to utilize their choice of commonly-accepted multiple measures of skill level to determine student preparedness for admission to the community college and to enroll in credit-bearing courses (Appendix D).

The college’s admission policy and procedures for CCP should recognize that the articulated high school course may not align exactly with the respective college course, but the articulation process ensures that the high school course is equivalent. The significant difference in seat time between a year-long high school course and a semester college course affords the high school course opportunities to include additional course content. Therein, students are provided with opportunities to gain the necessary foundation – the core competencies that are requisite for the collegiate-level work.

A high school may consider employing one or more of the Board of Regent’s multiple measures for admission in addition to locally-developed school-based criteria. These selection process measures should be designed collaboratively with the college partner to ensure alignment with the Board of Regents and NEASC policy, in order to best determine that a student has the desire, aptitude, and work ethic needed to successfully complete a concurrent enrollment course and receive both, college and high school credit. The process should not be so rigorous as to exclude the very students who would most benefit from the opportunity to experience college and earn commensurate credit.

In addition to the aforementioned measures, high schools may wish to consider the following measures for selecting students to participate in CCP programs:

* Teacher recommendations;
* Completion of pre-requisite coursework with a C or better; or
* Student essays or interviews.

# **Faculty Selection, Monitoring, Professional Learning, and Evaluation**

In accordance with institutional and NEASC policies and standards, colleges must 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 college (Appendix E)*.*

Program guidelines for the development, implementation, and evaluation of concurrent enrollment programs should clearly state the collaborative process and procedures it has established with its partnering high schools to jointly:

* Select who will teach each dual enrollment course, with documentation of their qualifications;
* Supervise the teachers of each dual enrollment course, with documentation of their compliance with both the high school’s and the program’s curricular and pedagogical provisions; and
* Evaluate the teachers of each dual enrollment course, with documentation of their effectiveness and continued professional development.

Community college faculty members, with administrative support, have the primary responsibility to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of the community college’s academic programs, credits, and degrees awarded.

For CCP courses to be eligible for Perkins funding, participating high school faculty must hold one of the Connecticut CTE teaching certifications:

010 Business, 7–12
040 Agriculture, Pre-K–12
041 Vocational Agriculture, 7–12
045 Home Economics, PK–12
046 Vocational Home Economics, PK–12 (no longer issued, but acceptable)
047 Technology Education, PK–12

089 Marketing Education, 9–12
090 Occupational Subject (Technical High Schools Only)

098 Trade & Industrial Occupations – Comprehensive High School
103 Health Occupations – Comprehensive High School

1. Cooperative Work Education/Diversified Occupations

NEASC requires that colleges have policies consistent with NEASC Accreditation, Standard 5: Faculty. The need for strong collaboration among high schools and community colleges requires:

* Faculty engagement in regular professional development related to college and career pathways; and
* Regular collegial interactions between high school instructors and college faculty, faculty site visits, and discipline/course-specific professional development.

Faculty quality is part of each college’s accreditation process; therefore, hiring criteria and decisions are made by the respective department chair of each college. If a high school wishes to apply for a reconsideration of a teacher approval, that appeal should go to the chief academic officer of the college in question.

# **Academic Standards, Curricula, and Evaluation**

Because college credit is awarded for CCP courses, the NEASC Commission on Institutions of Higher Education expects that dual enrollment programs will be implemented in a manner consistent with its standards and policies, including the Policy on Credits and Degrees.Community colleges are encouraged to review and/or incorporate the standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) which provide useful insight in the areas of curriculum, faculty, students, assessment and program evaluation. Further information is available at <http://www.nacep.org>.

One or more college faculty members must oversee the development and implementation of each articulated dual enrollment course. That oversight must include the following:

* Review and approve the articulated course’s syllabus; culminating in a formal documentation of the high school course as being comparable in terms of content, quality, rigor, and student learning outcomes as those offered by the sponsoring college;
* Meet at least once annually with high school teacher(s) implementing the articulated course for course alignment of high school and college courses, and discipline-specific professional development;
* Conduct regularly scheduled classroom or laboratory observation(s) of the high school teacher(s) implementing the articulated course;
* Ensure the high school teacher(s) implementing the articulated course utilizes the college course’s mid-term and final exams and other assessment methods or comparable instruments and methods approved by the college faculty member(s) to assess students’ learning in order to document that the high school students are held to the same standards of achievement as students on the college’s campus; and
* Ensure the high school teacher(s) implementing the articulated course employ grading standards comparable to those utilized by the sponsoring college.

College credit shall be awarded to the participating high school student upon successful completion of the concurrent enrollment course by the community college in compliance with its instructional policies and procedures and appropriate accrediting standards. High school credit also shall be awarded to the participating high school student upon successful completion of the concurrent enrollment course by the partnering high school in compliance with state standards.

Articulated CTE courses must be reviewed at least every three years in cooperation with the partner community college in order to verify continuing alignment of college and high school course content and assessment practice. Granting of college credit by the partnership college is to be based upon the high school student’s successful mastery of course content as demonstrated by:

* Completion of coursework and assignments at a college level of proficiency; and
* Passing an equivalent end-of-course exam or other required demonstration of content mastery.

# **Student Support Services**

Perkins V, Section 3(7) defines guidance and counseling as:

* providing access for students (and, as appropriate, parents and out-of-school youth) to information regarding career awareness exploration opportunities and planning with respect to an individual’s occupational and academic future;
* providing information to students (and, as appropriate, parents and out-of-school youth) with respect to career options, financial aid, job training, secondary and postsecondary options (including associate and baccalaureate degree programs), dual or concurrent enrollment programs, work-based learning opportunities, early college high schools, financial literacy, and support services, as appropriate; and
* providing assistance for special populations with respect to direct support services that enable students to persist in and complete career and technical education, programs of study, or career pathways.

It is essential that the partnership agreement acknowledges that student support services play a major role in promoting students’ successful outcomes. The MOU should specify how the community college and partnering high school will jointly integrate and implement a comprehensive array of student supportive services designed to advance participating students’ successful completion of concurrent enrollment courses, completion of a high school diploma and transition to college or career.

Program guidelines for the development, implementation, and evaluation of concurrent enrollment programs should clearly state the collaborative programming and services established with partnering high schools for the joint provision of services that assist students in successful completion of CCP courses and ultimately achievement of their postsecondary and career aspirations.

Community colleges and high schools should collaborate to ensure that at a minimum such programming and services include:

* High School Counseling Services that includes career information and materials career explorations and advisement particularly on CTE programs of study/career pathways;
* College Success instruction that furthers students’ development of habits and techniques to learn and apply a variety of active learning strategies to maximize their learning potential; and
* Transition to College specialized information and assistance on navigating the college and financial aid application procedures, and life management tools.

Each partnering high school should have in place processes that include access to career information related to CTE areas leading to high-skill, high-wage, and/or in-demand careers, and include the following:

* Career options aligned with current Department of Labor projections for future career demand;
* Effective alignment between CTE programs and the skills needed by the labor market;
* POS that list courses from Grade 9 through community college (9-16); and
* Access to all services designed to promote completion of studies resulting in industry certifications or licensures and postsecondary certificates or degrees.

# **Appendix A: Secondary Size, Scope, and Quality**

Perkins V supports career and technical education (CTE) that prepares students for postsecondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, and/or in-demand careers. To be eligible for funding of their CTE programs, Connecticut high schools must meet both federal and state requirements under the law.

In the Perkins applications, all eligible secondary recipients shall provide assurances that all CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

**Size: All districts must**

* Offer at least three of the 12 funded Connecticut CTE Career Clusters:
* Agriculture, Food and Natural Resources;
* Architecture and Construction;
* Business Management and Administration;
* Education and Training;
* Finance;
* Health Science;
* Hospitality and Tourism;
* Information Technology;
* Manufacturing;
* Marketing;
* Science, Technology, Engineering, and Mathematics; and
* Transportation, Distribution, and Logistics.
* Qualify for a minimum allocation of $15,000 or join in a consortium to meet the minimum allocation requirement, including charter and magnet schools.
* Identify and report a substantial number of CTE concentrators each year.

**Scope: All districts must**

* Have student success plans in place for each student identifying recommended academic and career and technical courses, and connecting to postsecondary education and credentials.
* Coordinate secondary and postsecondary education programs through programs of study, which may include articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing.
* Offer a minimum of one CTE pathway in each funded Connecticut CTE Career Cluster.
* Each pathway must have at least one sequenced program of study that consists of a minimum of two CTE course sequence providing students with rigorous academic content and relevant career and technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.
* Provide students the opportunity to earn an industry-recognized credential consisting of:
	+ credit(s) towards an associate degree;
	+ a certificate or certification;
	+ a certificate of completion of a pre-apprenticeship; and/or
	+ a license endorsed by Connecticut.
* Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, pre-apprenticeships, school-based enterprises, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
* CTE middle school (grades 6-8) programs may be funded with the following restrictions:
	+ A maximum of 10% of the total District Perkins allocation or $3,000, whichever is greater.
	+ The middle school program must include career exploration in Connecticut CTE Career Clusters taught at the district high school.
	+ Middle school CTE courses must be taught or co-taught by a CTE certified teacher to receive Perkins funding.
* Establish a minimum of one Career and Technical Student Organization (CTSO) with at least 10 state and national paid memberships. Participation in at least one leadership conference is strongly encouraged but not required.

**Quality: All districts must**

* Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
* Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program’s occupational area.
* Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and be comprised of a diverse body of stakeholders including business and industry partners. Meeting minutes and attendance must be on file.
* Meet at least 90% of the required level of performance for any of the core indicators.
* Complete work place safety training for students and staff.
* Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.
* Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.

# **Appendix B: Postsecondary Size, Scope, and Quality**

Perkins V supports career and technical education (CTE) that prepares students for postsecondary education resulting in an industry certification, an associate or baccalaureate degree, and leads to employment in high-skill, high-wage, and/or in-demand careers. To be eligible for funding of their CTE programs, Connecticut community colleges must meet both federal and state requirements under the law.

Perkins V funds are awarded to Connecticut community colleges through formula funds. The CSDE and community colleges remain committed to their efforts to ensure that each student is provided opportunities to earn college credit while in high school. The mission of the College Career Pathways (CCP) program in Connecticut will continue to be to provide high school students the opportunity to earn college credit by means of a high-quality experience in the high school equal to that of the college classroom.

In the Perkins applications, all eligible postsecondary recipients shall provide assurances that all CTE programs are sufficient in size, scope, and quality to meet the needs of all students.

**Size: All community colleges must**

* Offer at least three of the 12 funded Connecticut CTE Career Clusters:
* Agriculture, Food and Natural Resources;
* Architecture and Construction;
* Business Management and Administration;
* Education and Training;
* Finance;
* Health Science;
* Hospitality and Tourism;
* Information Technology;
* Manufacturing;
* Marketing;
* Science, Technology, Engineering and Mathematics; and
* Transportation, Distribution, and Logistics.
* Each college must qualify for a minimum allocation of $50,000 or join in a consortium with another eligible community college to meet the minimum allocation requirement.
* Identify and report a substantial number of CTE concentrators each year. The term “CTE concentrator” means a student enrolled is an eligible recipient who has:
	+ Earned at least 12 credits within a career and technical education program or program of study; or
	+ Completed a program that includes fewer than 12 credits or the equivalent in total.

**Scope: All community colleges must**

* Provide high-quality CCP programs that align secondary and postsecondary CTE by:
	+ Allocating a minimum of $20,000;
	+ Executing articulation agreements, Memoranda of Understanding (MOU) and/or Memoranda of Agreement (MOA) between the community college and all partnering high schools;
	+ Allotting of a minimum of 5% towards professional development for partnering high schools’ faculty with the community college faculty; and
	+ Utilizing each high school student success plans (SSP) to coordinate intentional programmatic decisions and seamless transitions.
* Offer a minimum of one CTE pathway in each funded Connecticut CTE Career Cluster.
* Each pathway must have at least one sequenced program of study that consists of a minimum of two CTE courses with the exception of a course that leads to a certification. Academic courses do not count as part of the two-course sequence.
* Participate in work-based learning (e.g., cooperative work education, supervised entrepreneurial experience, internships, mentorships, apprenticeships, and simulated work environments) that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry.
* Provide postsecondary students the opportunity to earn an industry-recognized credential consisting of:
	+ registered apprenticeships;
	+ a certificate or certification;
	+ a certificate of completion of a pre-apprenticeship; and/or
	+ a license endorsed by Connecticut.

**Quality: All community colleges must**

* Conduct biennial comprehensive needs assessments with a diverse body of stakeholders as required by Perkins V.
* Demonstrate the need for a CTE cluster, pathway, and program or program of study by presenting labor market data and economic development projections that indicate current or projected employment prospects in the program’s occupational area.
* Document CTE advisory committee meetings. Committees must meet a minimum of twice per year and records of meeting minutes and attendance must be on file.
* Meet at least 90% of the required level of performance for any of the core indicators.
* Provide professional learning opportunities for administrators, school counselors, and faculty to foster quality program of study design, implementation, and improvement.
* Provide equal access to high-quality CTE courses for all students and increase employment opportunities for chronically unemployed or underemployed populations.
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# **Appendix C: Connecticut State Colleges and Universities College Career Pathways Administrative Procedures: Service Area Partnerships**

Connecticut State Colleges and Universities College Career Pathways

Administrative Procedures: Service Area Partnerships

Community colleges implementing the College Career Pathways program may enter into partnership agreements regarding dual enrollment programming only with those high schools physically located within their designated service areas.

An Allowable Exception to this procedure shall only occur per a directive from the System Office or in those instances wherein the community college does not offer the specific course with which the high school desires to formulate an articulation agreement. In the latter instances:

* The program coordinator of the remote college receiving the high school's request must forward the request to that college's chief academic officer.
* If that chief academic officer deems it to be in the best interest of both the college and students that might be served by such an agreement, he/she shall endorse the request and forward it to the chief academic officer and program coordinator of the service area college.
* If the chief academic officer and program coordinator of the service area college endorse the request, the program coordinator of the remote colleges shall be advised that he/she may proceed with the articulation process.

In all instances where a high school seeks to enter into an articulation agreement with a remote college, the program coordinator shall first bring the matter to the attention of the program coordinator of the service area college. In those instances where the allowable exception does not exist, the program coordinators shall come to a mutual decision as to the response to the requested articulation agreement. If they do not agree, the respective chief academic officers shall come to a mutual decision. A positive response to the request shall be deemed a Negotiated Exception. If the colleges involved fail to achieve a resolution, the matter shall be decided by the staff member within the System's Office of Academic Affairs assigned to oversight of the College Career Pathways program. Similarly, if an Allowable Exception is not granted by the service area college, the matter shall be referred to the System Office.

In all instances where a high school seeks to enter into an articulation agreement with a remote college, the matter and its disposition(s) shall be reported in writing to the staff member within the System's Office of Academic Affairs assigned to oversight of the College Career Pathways program, by the program coordinator receiving the request.

This administrative procedure shall be effective September 15, 2014

Michael Gargano, Provost and Senior Vice President for Academic Affairs

Connecticut State Colleges and Universities

Connecticut Board of Regents for Higher Education

# **Appendix D: Connecticut State Colleges and Universities College Career Pathways Administrative Procedures: Multiple Measures for Student Assessment**

Connecticut State Colleges and Universities College Career Pathways

Administrative Procedures: Multiple Measures for Student Assessment

Pursuant to Public Act No. 12-40, An Act Concerning College Readiness and Completion, the Board of Regents, in June 2014, enacted a Resolution that approved a list of multiple commonly accepted measures of skill level with the understanding that CSCU institutions...determine which measures of student assessment are most appropriate for student placement at the individual institutions. Thus, each College Career Pathways (CCP) Program has the option of utilizing the measures selected by its community college for the placement of students in the Program's Career and Technical Education courses for college credit.

As college access and preparatory programs for open-access institutions, a core goal of CCP is to maximize students' access to its courses. Each CCP should ascertain in collaboration with partnering high schools the most appropriate measures to determine student readiness for each course offered. The U.S. Department of Education (USDOE) has observed that there is "growing awareness that a single placement test may not provide a perfect measure of college readiness or predict success in a college-level class." One way to improve measurement and more appropriate placement for students may be to assess readiness multiple ways - a study employing a predictive placement algorithm, found that combining test scores, high school achievement, and proxies for student motivation to be an effective assessment. Furthermore, this USDOE report noted that "there is growing evidence that high school GPA is a superior indicator of preparation for college."

The Board of Regents' Resolution included the following list:

**Multiple Measures for Student Assessment**

**Fall 2014**

The following is a list of multiple commonly accepted measures of skill level as determined by the PA 12-40 advisory council from information supplied by CSCU remediation summit on April 11 2014. This list is provided with the understanding that CSCU institutions have until no later than Fall of 2015 to determine which of these agreed upon multiple measures of student assessment are most appropriate for student placement at the individual institutions.

CLEP/AP/DANTES

ACT Scores SAT Scores

High School Transcript Accuplacer

Accuplacer WritePlacer

Local Challenge Essay

Non-Cognitive Questionnaire Student Interview

Local Math Exam

SBAC (Smarter Balanced Assessment Consortium)

This administrative procedure shall be effective November 17, 2017

Dr. Jane M. Gates, Provost and Senior Vice President for Academic Affairs

Connecticut State Colleges and Universities

Connecticut Board of Regents for Higher Education

# **Appendix E: Connecticut State Colleges and Universities College Career Pathways Administrative Procedures: Alternative Minimum Qualifications and Exceptions**

Connecticut State Colleges and Universities College Career Pathways

Administrative Procedures: Alternative Minimum Qualifications and Exceptions

The standard minimum qualification for teaching positions at community colleges in the Connecticut State Colleges and Universities System as an adjunct faculty member is a master's degree in the discipline or a related field with zero to two years of experience teaching in the discipline at the college level.

High school teachers who lack the minimum qualification but desire to teach a Career and Technical Education course for college credit within a College Career Pathways (CCP) Program may apply for approval through Alternative Minimum Qualifications.

Department chairs or corresponding officials of academic department or division participating in a CCP Program are encouraged to anticipate requests for Alternative Minimum Qualifications and accordingly clarify in writing proposed alternative minimum credentials deemed necessary for a particular course; applying differentiated qualifications based on the level of the course being taught (100-level, 200-level or sub-specialty within the discipline). Such an alternative may be developed in consultation with the department's or division's faculty members. Before they are enacted, proposed alternatives must be approved by the institution's chief academic officer and president, respectively.

In the absence of an established Alternative Minimum Qualification, a high school teacher or his/her supervisor or principal may submit the teacher's resume, a cover letter and a supervisory approval to the institution's chief academic officer via the CCP coordinator, requesting an Exception to the standard minimum qualification based upon the credentials presented in the resume and stipulations stated in the cover letter and supervisory approval. The cover letter should include assurance that the teacher would actively participate in any professional development and in-service activities and teacher supervision implemented by the department or division.

Exceptions will be at the discretion of the chief academic officer in consultation with the relevant department or division; in consideration of the NEASC dual enrollment policy that all high school teachers qualified to teach a course for which college credit is granted must be "selected, supervised and evaluated by the institution providing the credit."

This administrative procedure is based on the Clarifying Guidance on Minimum Qualifications for Adjunct Faculty Teaching on the Community College Campuses which was endorsed by the CSCU Academic Council on March 11, 2015.

This administrative procedure shall be effective November 17, 2017

Dr. Jane M. Gates, Provost and Senior Vice President for Academic Affairs

Connecticut State Colleges and Universities

Connecticut Board of Regents for Higher Education