



# CONNECTICUT

## State Profile

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<b><u>Advanced Placement (AP)</u></b>	Yes	Increase in number of students who take AP courses and the number of students who score a 3 or better on AP examinations in urban schools	No	All students	Yes	<ul style="list-style-type: none"> <li>Advanced Placement Incentive Grant</li> <li>Connecticut Board of Trustees of Community-Technical Colleges Policy Section 5 -- Student Affairs (5.1.3) Advanced Placement High School Students</li> </ul>
<b>Bridge Programs</b>	Yes	Six extensive programs	Yes	Low-achieving students	Yes	State funding
<b>Career Academies</b>	Yes	Examples: <ul style="list-style-type: none"> <li>Hartford – Sports &amp; Medical, Information Technology and Finance</li> <li><a href="#">New Haven – Business/Medical, Entrepreneurship</a></li> <li><a href="#">Stamford – Academy of Finance</a></li> </ul>	Yes	Primarily serving low-performing students	Yes	Federal Perkins funding
<b>College Level Exam Program (CLEP)</b>	Yes	Example: <a href="#">Charter Oak State College</a>	No		Yes	State funding
<b><u>Distance Learning/ Virtual School</u></b>	Yes	Implemented at both high school and college levels	No	Students in all towns that belong to the Virtual School Consortium	Yes	Advanced Placement Incentive Grant
<b>Dual Credit/ Dual Enrollment</b>	Yes	Community colleges and the University of Connecticut offer dual enrollment for high school students.	Yes	<ul style="list-style-type: none"> <li>Low-income students</li> <li>Low-achieving students</li> <li>Racial and ethnic minority students</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Federal Perkins funds</li> <li>State legislation and funding</li> <li>Connecticut Board of Trustees of Community-Technical Colleges Policy Section 5 – Student Affairs (5.1.4) High School Partnerships Program</li> </ul>
<b>Early or Middle College High Schools</b>	Yes	Example: Great Path Academy at Manchester Community College	No		Yes	<ul style="list-style-type: none"> <li>State funding</li> <li>Federal Perkins funding; Tech Prep Demo grants</li> </ul>

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<b>GED in College Settings</b>	No		No		No	
<b>International Baccalaureate (IB)</b>	Yes	3 high schools participating	No		No	
<b><u>High School Cooperative Program</u></b>	Yes	At University of Connecticut since 1955. Currently offered in approximately 115 schools to provide the opportunity for high school students to take a range of first-year university courses in the high school setting, earning high school and college credits concurrently.	No	All students	Yes	State funding, partially funded by federal Perkins funding
<b>High Schools That Work</b>	Yes	A.I. Prince Technical High School was awarded a 3-year grant that ended in 2003. Practices in that school still exist.	No	All students	Yes	<ul style="list-style-type: none"> <li>• State funding for professional development</li> <li>• School To Careers in state legislation</li> </ul>
<b>Home Schooling</b>	Yes	Present and growing. A state staff person provides packet of information, technical assistance, and college readiness.	No	All students	Yes	State statute makes home schooling an option for all students; Commissioners' Circular Letters
<b>Partnership Program</b>	Yes	Collaboration between high school teachers and community colleges.	Yes	At-risk students	Yes	State funding; Federal Perkins funding
<b>Project Lead the Way</b>	Yes	<ul style="list-style-type: none"> <li>• A High School Pre-Engineering Program and a Middle School Gateway to Technology Program</li> <li>• Through the Connecticut Community College's College of Technology, students in Project Lead the Way can earn college credits for up to four courses.</li> <li>• Currently, Connecticut teachers are trained through a rigorous program sponsored by the <a href="#">University of New Haven</a>.</li> </ul>	No		Yes	State supported

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<u>School-To-Career</u>	Yes	School to Career Initiatives exist statewide, 92 districts have SDE-approved STC initiatives and offer the students a CT Career Certificate Example: CT Career Choices: Operated by Office of Workforce Competitiveness; IT or Medical/Bio-Science/Health careers focus.	Yes	Career-oriented students	Yes	Federal STW funding ended, but state funding exists for professional development.
<u>Tech Prep</u>	Yes	Established by an articulation agreement between a specific high school and/or vocational-technical school and specific college and/or university	No	All students	Yes	Federal Perkins Grant; H.R.1853

**Summary of academic pathways:**

Connecticut considers several academic pathways as equally important vehicles for serving underserved students and meeting their individual needs. An emphasis on rigorous academic curricula has been discussed extensively. Currently, the higher education system is working collaboratively with the state department of education and business partners to modify the curriculum to provide access and services for students who aspire to further their education beyond high school.

**Interesting or unique models identified by state officials:**

- Courses provide students the opportunity to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.
- High school cooperative program provides the opportunity for academically motivated high school students to take a range of first-year university courses in the high school setting, earning high school and college credits concurrently. Cooperative courses are equivalent to those offered at the University of Connecticut. Courses provide students the opportunity to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.
- Partnership program between high schools and colleges: e.g., Greater New Haven STC Partnership and Green Dragon Enterprises thriving STC model in Hamden.
- School reforms: High Schools That Work, home schooling, and career academies
- Tech Prep: University of Connecticut Family and Consumer Sciences (FCS) Teacher Preparation Program. This is a two-year program that begins with identification of interested students in the 10<sup>th</sup> grade and assists them in preparation for college.



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### Observations by state officials about special efforts to reach underserved students:

Most academic pathways do not make a special attempt to reach traditionally underserved student populations but aim to serve all students. All students are given the opportunity to take any academic pathway if they desire. However, special efforts are made to reach low-income, academically disadvantaged and some racial and ethnic minority students in dual credit, bridge programs, partnership programs, and career academies. Particularly, the state is attempting to create a linkage between high school and college through the dual credit program for low-income families.

### Observations by state officials about state support for pathways:

The state’s commitment to promoting college preparation and transition draws on state funding. Except the IB program, pathways in Connecticut receive some level of state funding and are guided by legislative guidelines.

### Lessons learned by state officials:

- The state needs to acquire aggregate research data and utilize these data by tracking high school graduation and following career accomplishments.
- The state starts with students when they are in elementary school.
- The state’s success requires money and resources for impoverished school districts and professional development for staff and teachers.

### Programs recommended by state officials:

<u>Pathways</u>	<u>Educational Institution</u>	<u>Contact person</u>	<u>E-mail</u>	<u>Phone</u>
Middle College High School	Manchester Community College	Kate Carter	--	(860) 512-3000

### State official’s contact information:

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(Prepared by Eunyoung Kim/ Updated February, 2006 / \*State official reviewed this state profile.)