



GOVERNOR'S WORKFORCE COUNCIL

Governor's Workforce Council Education and Career Pathway Committee

Tuesday January 28, 2025
2:30-3:30

[Join us virtually](#)

2:30 p.m.-2:35 p.m.

Welcome and Introductions

- Kristina Testa-Buzzee, EdD, OWS Liaison to Committee

2:35 p.m. – 2:45 p.m.

Greetings and Committee Overview

- Terrence Cheng, Chancellor, CSCU, Committee Chair
- Charlene Russell-Tucker, Commissioner, CSDE, Committee Chair

2:45 p.m. – 3:25 p.m.

Committee Workplan Draft

- Terrence Cheng, Chancellor, CSCU, Chair
- Charlene Russell-Tucker, Commissioner, CSDE, Chair
- Group Discussion

3:25 p.m.-3:30 p.m.

Next Steps and Adjourn

- Kristina Testa-Buzzee
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Enclosed in this pack, 1 item to review for discussion and feedback:

1. Committee Workplan Draft



GWC Education and Career Pathway

Workplan Framework

3 Key Strategies – Adopted Directly from the Governors Workforce Strategic Plan

Committee Overview and Membership (Alpha order)

Advance statewide efforts in Education and Career Pathway work through collaboration and coordination to meet workforce needs.

- Terrence Cheng, Chancellor, CSCU, Chair
- Charlene Russell-Tucker, Commissioner, CSDE, Chair
 - Jeffrey Flaks, CEO, Hartford Healthcare
 - Radenka Maric, President, UCONN
 - Anthony Medici, Sr. Director of Operations, Medtronic
 - Dr. Niki Menounos, Assistant Superintendent, CTECS
 - Sal Menzo, Superintendent, Goodwin University
 - Judy Olian, President, Quinnipiac
 - Rebecca Rose, Director of the Regional Agricultural Science and Technology Education program at Lyman Hall High School
 - Leslie Torres-Rodriguez, Superintendent, Hartford Public Schools

1. All students with seamless pathways from K-12 to college and career through dual and concurrent enrollment opportunities

a. What we have done

- i. Timely presentation at the GWC by CSDE – it is cued up to their presentation and is 10 minutes <https://youtu.be/EWPT8o5EV7U?feature=shared&t=3629>
- ii. Additional Information and Resources
 1. [CSDE Legislation and policies to expand dual credit opportunities](#)
 2. [CSDE Dual Credit Opportunities](#)
 3. [CT State Board of Education - Dual Credit Expansion Efforts Report](#)
 4. Recent articles <https://ctmirror.org/2024/12/02/ct-dual-credit-high-school/> and <https://ctmirror.org/2024/12/01/ct-dual-enrollment-classes-teacher-retention/>
 5. <https://ece.uconn.edu/>
 6. CSCU Colleges early college pages [CT State Early College and Dual Enrollment](#), <https://www.southernct.edu/early-college>, <https://www.ccsu.edu/dece>, <https://www.easternct.edu/early-college-experiences/index.html>
 7. <https://www.wcsu.edu/early-college-experience/>
 8. CSCU searching for a College Director of Dual Enrollment
 9. OWS has an Education Pathways committee – CSDE, CSCU, CT State, CTECHS,



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10. [Dual Credit Expansion Efforts Report](#)
11. Inventory of existing Dual Enrollment programs –needed from CT State
12. CT State Dual Enrollment Summit – needed from CT State
13. [50-state-comparison-dual-concurrent-enrollment-policies](#)
14. [The Office of the Governor, with input from CSCU, OWS, CSDE have begun to draft a proposal for Statewide Early College.](#)
15. [The Unified School District 1, is working with CT State to develop a dual enrollment program in Manufacturing with CT State.](#)
16. [Pathways Academy school is being developed with a dual enrollment program with Goodwin and UB in the Magnet Schools for Goodwin](#)

b. What we do know including all relevant data points

- i. [EDSIGHT Education Data](#) note: CCIC collects data for Dashboard as well
- ii. We know how 89 school districts plan to expand dual credit opportunities for students.
Raw data are derived from dual credit expansion grant proposals.

c. What we are missing

- i. An agreed upon definition of 'dual enrollment' and 'career pathway '
- ii. Is the "High School Partnership" data included in the EDSIGHT data
- iii. CSDE - Postsecondary Success Workgroup – how can or should this work intersect?
- iv. Eligibility for existing programs what is it and how can it be broadened for success
- v. Communication and access for all students and families – forthcoming social media campaigns
- vi. Dual enrollment barriers in low enrollment districts
- vii. Consistent and culturally relevant messaging in marketing

d. What can our partners do to support action steps – *how do we support districts and educators, students and families to promote access and use of pathways from K-12 to college and career through dual and concurrent enrollment opportunities?*

- i. Communication of programs
 1. Engagement and outreach to families/caregivers
- ii. Advocacy for funding and capacity building for the infrastructure work to be done for the foundation
- iii. Effective policy making in alignment with the Governors Strategic Plan
- iv. Name and address barriers
 1. Transportation
 2. Student friendly scheduling
 3. Teacher Certification

e. Goals and Outcomes

i. TO BE ADDED



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2. Expand career pathways programs leading to industry-recognized credentials to give all students early exposure to high-growth industries

- a. What we have done
 - i. CSDE has an education committee that has begun discussion on industry recognized credentials (IRC)
 - ii. <https://www1.ctdol.state.ct.us/lmi/careerpaths.asp> -
 - iii. New clusters as identified by
 - iv. pockets of collaboration between CTECs and Comprehensive High schools and colleges
 - v. CT State has a list of dual enrollment courses in pathways, need to include the IRC's in those courses
- b. What we do know including all relevant data points
 - i. CTE Pathways
- c. What we are missing
 - i. An agreed upon definition career pathway
 - ii. How does this tie to OHE work on credentials
 - iii. Oversight of IRC and collection of what's available
 - iv. List of IRC offered by colleges (CSCU, UCONN, Privates and Independents, Proprietary)
 - v. List of Perkins related data – CLNA
 - vi. Consistent implementation of universal access – ie Meriden and CTEC
 - vii. Inclusion of non-credit industry credentials
- d. What can our partners do to support action steps – *how do we support districts and educators, students and families to identify and incorporate Industry Recognized Credentials in high-growth industries?*
 - i. Industry needs to identify IRC valued
 - ii. Industry needs to support infrastructure for IRC in pathways
- e. Goals and Outcomes
 - i. TO BE ADDED

3. Build higher education and industry partnerships aligned to industry needs

- a. What we have done
 - i. Sector Training is its own Strategic Plan Pillar and therefore a GWC Committee
 - ii. Regional Sector Partnership Work - 15 RSP – Including Manufacturing, IT, Health Care, Bio Science, Architecture/ Construction/Engineering, Transportation and Logistics, Clean Economy, including over 400 business engaged
 - iii. Tech Talent Accelerator
 - iv. CSCU Healthcare Task Force



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b. What we do know including all relevant data points

- i. TO BE ADDED
- ii. TO BE ADDED

c. What we are missing

- i. OWS Liaisons for both committees will work together to stay updated on intersecting work
- ii. Role of Advisory Boards in Higher Education
- iii. Work Based Learning

d. What can our partners do to support action steps - *how do we promote industry and education alignment to better serve districts, educators, students and families to promote quality jobs?*

- i. Attend the RSP Convening, Friday, January 10, 2025 8:30 AM-2:00 PM [Register here.](#)
- ii. Engage in RSP as support partners by reaching out to OWS

e. Goals and Outcomes

- i. TO BE ADDED

Inventory of Current Work by State Agency

To be collected through the Governors Workforce Cabinet

Agency	Project	Lead Person
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