



# Dual Credit Grant Applications

2023-2024

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## Ansonia School District

Grant Amount: \$20,000.00

Plans for grant funds:

Grant funding will be used to expand the Allied Health Pathway at Ansonia High School (AHS) by creating an Exercise Science program in partnership with The University of Bridgeport's (UB) School of Health Sciences (HSCI). Two new concurrent enrollment courses will be available to students in grades 10-12 beginning in September 2024. Students will be able to enroll in HSCI 206: Introduction to Exercise Science and HSCI 324: ACE Personal Trainer in September 2025. Both courses will be taught by an AHS Physical Education and Health Certified teacher who is a NASM Certified Personal Trainer. All grant funding will be liquidated by September 2024. Grant funding will be used to complete the activities bulleted below:

- Create two new concurrent course articulations in partnership with UB;
- Provide stipends for UB faculty and AHS teacher to collaborate on content, expectations, assessments, and activities;
- Provide stipend for curriculum development for two new concurrent courses at AHS;
- Provide financial support for the AHS PE / Health teacher to obtain NASC certification in Strength and Conditioning;
- Purchase textbook and supplemental materials for both new HSCI concurrent courses; and
- Purchase supplies for both new HSCI concurrent courses.

According to the Connecticut Department of Labor, employment for exercise trainers and group fitness instructors is "expected to grow much faster than average, and the number of annual openings will offer excellent job opportunities." Students who succeed in HSCI courses will obtain the knowledge and skills to further their education as a Physical Therapist, Physical Therapist Assistant, Occupational Therapist, and Occupational Therapist Assistants. The employment in these occupation fields are "expected to grow much faster than average" and "the number of annual openings will offer good or favorable job opportunities." Students will also be working towards the certifications needed to become an ACE Personal Trainer, NASM Certified Personal Trainer and / or a NSCA Certified Strength and Conditioning Coach. The addition of HSCI 206 and HSCI 324 at AHS will increase the number of students participating in the Allied Health Pathway. This will allow students to earn additional college credits. Students taking these courses will gain knowledge and understanding involved in exercise science and general fitness.

## Avon School District

Grant Amount: \$40,000.00

### Plans for grant funds:

Avon High School will partner with the Connecticut State Colleges and Universities (CSCU) to offer higher education credit to students in the Engineering Pathway. The four high school courses are currently offered and would be updated and refreshed in order to perfectly align with the CSCU courses. This will offer a completely new pathway for students that are interested in manufacturing or engineering through concurrent enrollment and will be the first higher education credit offered for technology education courses at Avon High School. These college credit bearing courses will benefit students that will be pursuing engineering degrees as well as students that are interested in certificate based or associates level programs. This will enhance our program by offering opportunities to students to pursue in-demand careers by earning college credits while they are still in high school. Three of the four proposed course offerings will be 100 level courses. These courses are aligned with programs that range from a 6 credit certificate to associate level programs at the community college level: Technology Studies: CAD User Certificate - 6 credits (CADU-CC-COT), Technology Studies: Mechanical CAD Certificate - 18 credits (CADM-CC-COT), Mechanical Engineering Technology AS – 62-63 credits (MCET-AS), Mechanical Engineering Technology AS – 62-63 credits (MCET-AS).

The articulation plan will take place over two years. The IHE and Avon High School teacher will collaborate to align curriculum to meet the needs of all students and IHE requirements. In year 1, school year 2023-2024 time will be allocated for review and revision of our current courses to meet the requirements of the IHE for each course. The initial review shows that Avon's Drafting and Design I and Drafting and Design II will only need minimal adjustments to be aligned with CT State Community College - CAD 1330 - 2D CAD (AutoCAD) and CT State Community College - CAD 2200 - Parametric Design (SolidWorks), respectively. Two additional courses, Avon's Principles of Engineering and Mechanical Engineering, will require the most curriculum revision to be aligned with CT State Community College - TECH 1010 – Introduction to Engineering and MFG 1004 – Manufacturing Processes. Curriculum writing hours for each have been delineated as needed in the budget section of this application.

All curriculum revisions and required district approvals will be completed by the end of the 2023-24 school year in order for Avon to offer all four of these courses as dual enrollment opportunities for our students in the 2024-25 school year.

Avon High School has collaborated with Justin Moore, Ph.D., Dean, School of Engineering & Technology at the Connecticut State Community College on fit for the courses and intention to apply for this grant.

## Berlin School District

Grant Amount: \$31,706.70

### Plans for grant funds:

This grant will develop a brand new concurrent enrollment course at Berlin High School in partnership with Southern Connecticut State University's Early College program. The course our educators proposed, who are also on campus adjunct professors at SCSU, will be called "The Business of Science" at BHS and will be linked to the course "BIO 298 - Special Topics" offered by the SCSU biology department. Specifically, this grant will cover start-up costs, instructional supplies/experiences, and professional development for our instructors, to ensure this course starts off on the best footing possible to allow the biggest return for our students.

We have high hopes for this course as it will be a one of a kind, co-taught, true cross-curricular. Our instructors have distinct backgrounds in biology, environmental science, finance, and law which will offer students a unique, real world applicable learning experience. This hands-on, project based learning course will allow students to break down the complexities of given phenomena in the sciences to better understand the real world thought processes and actions of all stakeholders engaged in them. As such, students will glean the true impact of such phenomena and better understand the inner workings of how these phenomena shape our world from a variety of perspectives. For example, most environmental courses will discuss the scientific impact of the Deepwater Horizon oil spill, but we aim to take this type of investigation to the next level by covering aspects associated with economics, law, ethics, community impacts, etc. also associated with this case to deepen students' understanding of this catastrophe. This will be the first co-taught, cross-curricular course of this nature that we offer and we very much look forward to introducing it to our students.

We hope to allow students to explore potential career pathways through this course which they otherwise would not be exposed to at the secondary level. It's not uncommon for a high school student to complete a biology course and want to pursue medicine. However, not many complete a biology based course wanting to pursue environmental law, or start their own company which addresses environmental issues or develop emerging biotechnological tools. Through the content taught in this course, field experiences and guest lectures, we hope that our students will gain a deeper understanding and appreciation for careers in science and in business that are outside of the norm of what is covered in more traditional courses. Likewise, we are confident that the content of this course will attract students who may not necessarily take on other concurrent enrollment courses. We feel this course will provide a broad swath of science and business content which will appeal to the diverse interests of students; especially those within our population who do not traditionally opt in to concurrent enrollment courses. We're confident that this course will help to show these underserved students that they're more than capable of pursuing future education and careers that they otherwise would have thought to be impossible.

## Bethel School District

Grant Amount: \$50,000.00

Plans for grant funds:

For the purposes of this grant, we will expand our partnership with Naugatuck Community College or the State Community College System. We will be phasing in the following courses, offering concurrent credit:

- HSP H108 Sanitation and Safety;
- HSP H100 Introduction into the Hospitality Industry;
- HSP H202 Catering and Event Planning; and
- ACC H113 Principles of Financial Accounting.

We will be using this grant to provide the necessary renovations to the spaces to create an industrial kitchen and create a new Hospitality Pathway. This will allow us to expand our project based, hands on option for students, thereby increasing participation from different student groups.



## Bloomfield School District

Grant Amount: \$20,000.00

Plans for grant funds:

The grant funds will allow BHS to expand UCONN ECE course offerings by 3 concurrent dual credit courses. In partnership with UCONN ECE, BHS will convert:

- AP English Language & Composition to ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition;
- AP Biology to BIOL 1107: Principles of Biology I; and
- Media Design & Production to DMD 2210: Film and Video Editing I.

The current plan is only for BHS. Additional funds through the Magnet School office will help establish programming for GEMS in the future.

All new courses will be established as concurrent dual credit courses under this grant. The Allied Health career cluster will benefit from the new concurrent dual credit course through UCONN ECE (BIOL 1107: Principles of Biology I). All career clusters are supported by the availability of the concurrent dual credit course through UCONN ECE called ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition, which will replace AP English Language & Composition. Finally, BHS is hoping to generate interest in STEM as a career cluster. The course titled Media Design & Production can be advanced as a concurrent dual credit course through UCONN ECE called DMD 2210: Film and Video Editing I. This offering will lead the way in the STEM career cluster.

By providing a wider array of course offerings, there is a greater likelihood of students finding areas of interest to pursue dual credit courses. The process of reducing disproportionality in student participation in dual credit courses also hinges on middle school preparation and addressing learning gaps well before students have to make these decisions. Also, linking the dual credit course offerings to established career clusters will help guide students to the prerequisites needed in order to participate in these higher level courses.

## Bridgeport School District

Grant Amount: \$90,000.00

### Plans for grant funds:

The grant funds will be used to expand existing partnerships with the University of Bridgeport/Goodwin University and Southern Connecticut State University (SCSU). Both partnerships will be concurrent enrollment for Bridgeport students. The project will be offered during the 2024-2025 school year, with educators receiving the needed certification during the 2023-2024 school year and curriculum development taking place during Spring/Summer of 2024. This curriculum development will drive the creation of the master schedule for the high schools in the 2024-2025 school year.

#### **Southern Connecticut State University (SCSU)**

Bridgeport students can attend SCSU's Early College program at SCSU's campus. This has been a great option for students who want to take courses that are not offered during the school day. However, it can be challenging for students to get from Bridgeport to New Haven and the district is looking to offer these courses to students within the school day to better increase access for all students. Bridgeport students currently attending the program come from the following schools: Fairchild Wheeler Campus (Aero and Biotech), Bassick High School, Bridgeport Regional Vocational Aquaculture High School, Central High School, and Harding High School.

#### **University of Bridgeport/Goodwin University**

Bridgeport Public Schools currently partners with University of Bridgeport/Goodwin University (UB) in the following schools: Bridgeport Regional Vocational Aquaculture School, Bridgeport, Fairchild Wheeler Campus (Aero, Biotech, and IT) and Central High School. A variety of courses are offered, including Calculus I, Introduction to Literature, Academic Writing, Cellular Molecular Biology, General Physics I, and more. The district plans to expand the courses offered at the existing high schools and implement programs at Harding High School, Bassick High School, and Bridgeport Military Academy.

The district is looking to align career clusters/pathways to the twelve Connecticut career clusters: Agriculture, Food and Natural Resources; Architecture and Construction; Business Management & Administration; Education and Training; Finance; Health Science; Hospitality and Tourism; IT; Manufacturing; Marketing; STEAM; and Transportation, Distribution and Logistics. Both SCSU and UB offer a robust set of courses that can catapult student experience and exposure to the identified school pathways. SCSU offers courses in Tourism Hospitality and Event Management, Nanotechnology, Basic Drone Technology, Introduction to Nutrition and much more. UB's courses span from Introduction to Manufacturing to Business Communications and Introduction to Psychology. These courses all align to the Connecticut career clusters and Bridgeport's existing and not-yet-developed pathways.

The district will encourage participation in dual credit courses in each of the high schools. Adjustments will be made to the daily schedules to allow for participation in school. Currently, about 74% of Bridgeport students participating in dual enrollment attend a magnet school or a magnet school program. Students attending the high schools are zoned to have significantly less access during their school day to earn these credits. By prioritizing the programs for all students in all high schools, all students will have access to participate in non-remedial dual credit courses in the district.

## Bristol School District

Grant Amount: \$89,154.75

### Plans for grant funds:

With this grant, Bristol seeks to expand its concurrent enrollment opportunities in pathways beyond the career and technical areas into Humanities and Fine Arts as well. Additionally, Bristol would like to prioritize non-traditional pathways toward concurrent enrollment by developing opportunities for certifications as a steppingstone toward postsecondary education.

For both the Fine Arts and Humanities concentration areas, Bristol seeks to partner primarily with Southern Connecticut State University. While a distance away from Bristol, Southern Connecticut is offering courses that align nicely with pathways in place in these concentration areas. For example, under the theater pathway in Fine Arts, SCSU offers THR 121, Foundations of Acting, and in the Digital Arts pathway, Visual Communication and Introduction to Digital Photography. Under the Civic Leadership pathway in the Humanities concentration, SCSU offers Political Change and Conflict. In addition to the courses, we are looking to articulate with Southern, Bristol would also like to expand concurrent enrollment courses through UConn, including Introduction to Human Rights and Introduction to Genocide Studies as part of the Human Rights Pathway. We have also noted several courses offered through the Connecticut State Community Colleges that align with our pathways in these areas as well, including Peace and Conflict Studies as an option for the Human Rights pathway as well.

Bristol is intentionally designing pathways that include a certification since we know that many of our students will need to both work and attend postsecondary education at the same time. Having a certification in the desired field of interest prior to graduation will ensure that students are on an educational and career path likely to lead to positive outcomes. For this reason, we would like to utilize funds to further develop our CNA certification program so that we no longer only need to offer the course through the summer but can bring the course and certification opportunity into our regular school day under our Health Occupations pathway, leading to our concurrent enrollment courses of Introduction to Allied Health with UConn.

We are building out a culinary pathway under the Hospitality Management concentration and know there are opportunities within the Connecticut State Community College system to offer concurrent and/or dual enrollment courses, particularly through Manchester Community College. After planning with Manchester, Bristol has learned that a key steppingstone for those courses is the ProStart certification in culinary arts. Thus, we would like to build courses into our pathway to ultimately lead to this certification.

Finally, within our manufacturing pathway, we have concurrent enrollment courses through the University of New Haven. We would like to increase the number of students on that pathway and ultimately expand our concurrent enrollment in this pathway to courses at Central Connecticut University in FANUC Robotics. The steppingstone certification course would be centered around leading students to becoming Certified Production Technicians (CPT).

Noting the gap between our non-high need and high needs population, Bristol desires to round out each pathway through a foundation course (likely a course that many students take as part of a core requirement) followed by an introductory course that is more tailored to the concentration followed by a certification course and/or a capstone course (a course that offers concurrent enrollment).

By expanding the number of concurrent enrollment courses into the Humanities areas, we are hoping to capitalize on the number of students who are showing success in Advanced Placement courses who are not enrolling in dual-enrollment courses. Offering courses in a wider range of concentrations will help us ensure that students can find a course that matches their interests and future career pursuits.

## Canton School District

Grant Amount: \$20,000.00

Plans for grant funds:

Grant funds will go toward building program, staff capacity, and bridging student experience.

Regarding staff capacity, the district will work to ensure professional development and coursework is delivered to support the professional learning and training of existing staff in order to meet UCONN ECE requirements and broaden our pool of staff capable of teaching with the CCP program through the local community college. Curriculum development hours will also be provided to meet syllabus requirements.

In order to build interest and capacity for students, field experiences and guest speakers would be added.

Our intentions are to expand English, Humanities, and Math while also developing a Business, FACS/Hospitality, technology, and education programs.

## Capital Preparatory Harbor School District

Grant Amount: \$5,000.00

Plans for grant funds:

The CSDE Dual Credit Expansion Grant will assist Capital Preparatory Harbor School with establishing a new partnership with the University of Connecticut and overall expanding our efforts to help our students thrive today and tomorrow. Established in 1955, the UConn Early College Experience (UConn ECE) is the nation's longest running concurrent enrollment program and is accredited by The National Alliance of Concurrent Enrollment Partnerships. The UConn ECE is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Through this partnership, Capital Prep students will benefit by taking college courses in a setting that is both familiar and conducive to learning.

The University of Connecticut will train and certify 2 Capital Prep Harbor staff members to serve as UConn ECE Instructors and teach UConn courses on our campus during the upcoming 2023-24 school year. Our partnership with UCONN ECE will allow Capital Prep students to obtain up to (9) college credits from UCONN.

With the assistance of this grant, our students will have the opportunity to take the following UCONN ECE courses during the upcoming 2023-24 academic school year:

- EDLR 2001: Contemporary Issues in Sport (3 credits). Offered Fall, Spring, or Full-year. Socio-cultural, economic, political, and other related issues in sport. Sport as a social institution, the impact of sport in American culture, and the impact of American culture on sport. Sport at the youth, intercollegiate, professional, and international levels; how sport at these levels is experienced differently by individuals, communities, organizations, and society. Issues in sport relative to gender, race (ethnicity), differing physical and intellectual ability, sexual identity, and gender identity.
- EDCI 1100: If You Love It, Teach It (3 credits). Offered Fall, Spring, or Full-year. Studies of K-12 teaching, learning, and schooling in the United States; historical, philosophical, and social foundations of education as well as self-study to reimagine educational futures.

This grant will assist Capital Prep Harbor with providing the opportunity to all juniors and seniors to take college classes. It will specifically assist us in allowing our “high-achieving students” (as identified by the CSDE’s annual rigorous coursework letters) to begin their college academic pursuit early. Starting early on a career path will culminate in an associate degree or several credits that will allow them to seek exemptions for their program of studies. Students will take courses with Housatonic Community College, Post University and participate in UCONN ECE classes in the fall 2023 and spring 2024 semesters.

The grant will also afford Capital Preparatory Harbor students more opportunities to self-actualize their post-secondary educational dreams. Capital Preparatory Harbor School is a Title I school servicing students that traditionally come from low-income and first generation ready families. While Capital Prep prides itself on ensuring 100% of our graduating seniors are accepted to four-year colleges and universities, with increased funding, academic rigor and college exposure, our students' high school can enhance their collegiate profiles.

## Capitol Region Education Council

Grant Amount: \$90,000.00

Plans for grant funds:

CREC Magnet Schools will expand their partnership with UConn ECE through the following activities:

- Create new concurrent enrollment course articulations by providing informational sessions, materials, and workshops to students, families and staff.
- Provide substitute coverage & release time for current and future UConn ECE instructors to complete applications, attend workshops and participate in professional development sessions required to obtain and/or maintain UConn ECE instructor certification.
- Host informational sessions for parents of potential first-generation college students to review the benefits of a college education and how concurrent enrollment courses, such as UConn ECE, can help provide a foundation for success.
- Enhance UConn ECE course offerings, student enrollment, and experiential learning by providing opportunities to transport students to UConn's campus and regional events for UConn ECE course enrichment activities.
- Purchase textbooks, technology, laboratory requirements, digital media equipment, and other course materials that are needed to successfully support theme-aligned ECE courses at the Academy of Aerospace and Engineering, Academy of Science and Innovation, Academy of Computer Science and Engineering, and the Greater Hartford Academy of the Arts.
- Work collaboratively with UCONN ECE to support summer course enrollment at CREC where students from all five of our high schools could pursue Education courses and build a pipeline relative to Education/Teaching.

CREC Magnet Schools will expand their partnership with CT State by:

- Developing information sessions that support access and awareness relative to HSPP at all CREC Magnet Schools.
- Expanding concurrent course offerings at the Academy of Aerospace and Engineering and the Academy of Computer Science and Engineering that fulfill CCP requirements.
- Providing stipends for teachers to work with career/theme-aligned college faculty to revise existing STEM courses (Robotics, Principles of Engineering, Computer Science, Mathematics, and Science) to meet CCP Requirements.
- Purchasing textbooks, technology, software, laboratory equipment, and other course materials that are needed to successfully support HSPP and CCP coursework.

CREC Magnet Schools will continue to develop their partnership with CCSU through the following activities:

- Purchase textbooks, technology, laboratory requirements, and other course materials that are needed to successfully support student access to dual enrollment courses on campus.
- Enhance student enrollment, and experiential learning by providing opportunities to transport students to CCSU and regional events that support enrichment activities.

- Expand and strengthen the current affiliation agreements that are in place at each CREC school by providing substitute coverage and release time for teachers to participate in professional development sessions required to obtain concurrent instructor certification.
- Create new concurrent enrollment course articulations by providing informational sessions, materials, and workshops to students, families and staff.
- Work collaboratively with CCSU to support summer course enrollment at CREC where students could pursue Education courses and build a pipeline relative to Education/Teaching.



## Clinton School District

Grant Amount: \$20,000.00

Plans for grant funds:

### Capacity Enhancement:

The goal is to enhance the capacity of the Engineering and Manufacturing pathway to accommodate increased student enrollment. This includes developing additional resources, such as classrooms, labs, and equipment, to support a larger number of students interested in advanced manufacturing education.

### Industry-standard Practical Experience:

Provide students with practical experience using equipment and machinery that are industry standards in advanced manufacturing. By incorporating cutting-edge technology and equipment into the curriculum, students will gain hands-on experience and develop skills aligned with industry requirements.

### Foster Employability and Marketability:

Enhance students' marketability and employability in the field of advanced manufacturing. Through a rigorous curriculum and practical training, students will acquire the necessary knowledge and skills sought by employers in the industry, increasing their chances of securing high-quality jobs upon graduation.

### Strengthen Partnerships:

Support the partnership between Clinton Public Schools, Goodwin University, and local industry leaders. By fostering collaboration between educational institutions and industry partners, students will have access to guest lectures, mentorship programs, internships, and potential job placement opportunities, further enhancing their career prospects.

### Reducing Disproportionality:

The activities associated with this grant will help reduce disproportionality in student participation in non-remedial dual credit courses in the district. By offering advanced manufacturing courses and creating equitable opportunities for all students, regardless of their background, this grant aims to bridge the participation gap and ensure equal access to high-level dual credit courses.

## Colchester School District

Grant Amount: \$27,000.00

Plans for grant funds:

Grant funds will be used to expand dual enrollment courses related to service careers.

Colchester Public Schools plans to partner with Charter Oak College to develop a Fire 1 Service and an Emergency Medical Technician (EMT) course sequence. Charter Oak College offers a collection of courses that result in the Fire 1 certification, as well as a six credit course sequence that results in EMT licensure. Our local Fire Department is ready to partner with our district to have their Fire and EMT trainers obtain appropriate CSDE endorsements allowing our students to both become certified and obtain college credit via these courses. These course sequences will serve the CT CTE Health Science Career cluster and the National Law, Public Safety, Corrections & Security Career cluster.

We believe that by providing additional coursework that targets career dual enrollment credit options, as compared to only dual enrollment courses for college-bound students, that we will increase the number of students with disabilities reaching the benchmark for CCR.

## Common Ground High School District

Grant Amount: \$5,000.00

Plans for grant funds:

Common Ground is seeking State Department of Education support to develop and launch two new concurrent enrollment courses on campus at Common Ground during the 2023-24 school year, expanding our strong and long-standing Early College Partnership with Southern Connecticut State University:

- Writing Arguments (SCSU English 112) will build students' critical reading and writing skills, with a focus on intellectually demanding texts. It will strengthen the source-based writing skills needed to succeed in any college course of study, and also allow students to place out of remedial English courses in the CT State University system (SCSU English 112 is not a remedial course, and is a prerequisite for other English courses). Common Ground's section of Writing Arguments will be developed and taught by long-time Common Ground English teacher Samantha Townsend, working with SCSU English professor and past department chair Andrew Smyth.
- U.S. Government (SCSU Political Science 260) will develop students' understanding of American national government – its philosophy, political, legislative, executive, judicial and administrative processes, and the policies that govern us. As with Writing Arguments, American Government is a prerequisite for other Political Science courses, and aligns with Common Ground's mission-driven focus on helping students grow into a new, more inclusive generation of leaders for a just and sustainable environment. This section of U.S. Government will be designed and taught by Social Studies teacher Kascia Williams, in consultation with SCSU Political Science Chair Kevin Buterbaugh.

Common Ground and SCSU are proposing a novel approach to Early College. These two new courses will award SCSU credit, and also prepare students for Advanced Placement exams in Language & Composition and U.S. Government and Politics. In building this collaboration with SCSU, we have worked with department chairs to identify college courses that align with these AP exams, and to ensure that we can develop syllabi that meet both Advanced Placement and SCSU's course expectations. Both Samantha Townsend and Kascia Williams are experienced Advanced Placement teachers, and our Curriculum Lead – Jeremy Stone – is a past AP U.S. Government teacher with background in rigorous course design. This integrated AP/Early College approach will help ensure that enrolled students earn college credit within Connecticut's university system, while also allowing students to earn credit at colleges that accept AP credit based on students' scores.

With grant support, we will be able to:

1. Rewrite AP U.S. Government & Politics and AP Language curricula to align with Southern requirements, and build out these courses in Schoology, which Common Ground is adopting as our CMS.
2. Check in quarterly with professors at SCSU and Common Ground's Curriculum Lead to reflect and problem-solve, and to finalize plans for the next section of the course.
3. Provide professional development to Early College teachers, aligned with instructional look-fors related to rigorous, responsive instruction – building these teachers' capacity to support all students in accessing college-level material.

4. At the end of the school year, work with our SCSU partners to identify improvements needed in these courses for 2024-25, and iterate the curriculum for continued use.

## Coventry School District

Grant Amount: \$20,000.00

### Plans for grant funds:

Coventry has an existing partnership with the University of Bridgeport through which we currently offer concurrent enrollment courses for English and Personal Finance. For the 2024-2025 school year, we will expand the concurrent enrollment courses with the University of Bridgeport to include Math Precalculus, General Physics, and Psychology. We will collaborate with the dual enrollment coordinator and university instructors on curriculum alignment as we have in the past.

In addition, we have established a new partnership agreement with Southern Connecticut State University. Through this partnership, Coventry students will be able to attend in person or online courses at Southern Connecticut State University. Through our partnership with Southern, beginning in 2024-2025, we will offer concurrent enrollment courses to include Microbiology-Bio 120 and Human Anatomy and Physiology I-Bio 200. A fall meeting is set with the Biology Dept. Chair, SCSU instructors, and Coventry educators for planning for curriculum alignment and ensuring Coventry can support the required labs for these courses.

We are establishing a partnership with Sacred Heart University in order to add the concurrent enrollment course Biology Heredity and Society in 2024-2025. Sacred Heart will be reviewing our curriculum and teacher credentials, and then we will collaborate on next steps.

These opportunities will be available to all students enrolled in 11th or 12th grades.

Since we currently offer PreCalculus, Physics, Psychology, Immunology, and Anatomy and Physiology and Genetics ( to which Heredity will align) at the high school level, these courses already support the following career clusters/pathways: Business Management and Administration, Finance, Health Science, and Science, Technology, Engineering, and Mathematics. Our hope is that through approval for concurrent enrollment for these courses, students will have enhanced learning opportunities related to these career clusters, including the incorporation of additional labs and learning tasks into curriculum, the opportunity for college instructors to visit our classrooms, and additional exposure to course offerings at the University of Bridgeport, Southern Connecticut State University, and Sacred Heart University.

We believe the new concurrent enrollment courses with the University of Bridgeport, Southern Connecticut State University, and Sacred Heart University will enable us to focus on reducing the disproportionality in student participation with a particular focus on high needs students and male students. Currently, we have many high needs and male students who have high interest in and are enrolled in our psychology classes. These students are mastering concepts and skills and meeting with academic success. We believe that being able to provide college credit for psychology will reduce disproportionality. In addition, we believe both high needs students and male students may be inspired to pursue an online or in person course at SCSU specifically tailored to their personal interests, such as Early Childhood Education, Skills for Becoming a Certified Nurse Aide, U. S. History Through Film, Sports in U.S. History, and Introduction to Nutrition. Our counselors will be able to promote these opportunities and work with students on scheduling.

## Cromwell School District

Grant Amount: \$20,000.00

Plans for grant funds:

Grant funds will be used to establish a new partnership with Central Connecticut State University to offer courses in the areas of Financial Literacy, Communication, and Education; this will help to enhance our current pathways and further develop additional pathways.

New courses will include:

- COMM 228 Introduction to Digital Film Production
- COMM 227: Introduction to Television Production
- EDEL 212: Foundations of Education & Schooling in Elementary Education
- EDT 201: Intermediate Instructional Design & Production
- EDF 215: Education in a Multicultural Society
- FIN 210: Personal Finance

New courses will be concurrent courses taught by Cromwell Public School Staff. Currently, Cromwell High School offers the following career clusters/pathways:

- Computer Programming
- Personal Finance
- Manufacturing
- Education
- Broadcast Media (anticipated)

This grant will help to support the further development of our Personal Finance, Education Pathways and will allow us to develop a Broadcast Media Pathway. We will add the following CCSU courses to the Cromwell High School Course Catalog:

- COMM 228 Introduction to Digital Film Production
- COMM 227: Introduction to Television Production
- EDEL 212: Foundations of Education & Schooling in Elementary Education
- EDT 201: Intermediate Instructional Design & Production
- EDF 215: Education in a Multicultural Society
- Finance 210: Personal Finance

In order to develop our Broadcast Media Pathway, we will need to purchase additional equipment to allow students to produce digital media.

These grant funds will help reduce disproportionality in student participation in non-remedial dual credit courses in the Cromwell Public Schools by providing more students an opportunity during the school day to acquire college credits. Offering more courses will allow us to impact more students. CCSU is a university close in proximity and it is more affordable to our students, which makes this partnership ideal. In addition, more students will have the opportunity to participate in the automatic admissions process because these courses will be calculated into the students GPA. Currently, courses taken outside of the campus are not included in the overall GPA. With credits upon graduation, some students that

may not have considered taking post secondary classes may choose to do so since they will already have credits on their transcript.

## Danbury School District

Grant Amount: \$90,000.00

Plans for grant funds:

The district has already begun work with the Pathway Development Leaders and is requesting funding for the SY 2024-2025 year beyond what has already been encumbered. The Pathway Development Leader will support the development of each Pathway within the Academy and serve as the liaison between the school, WCSU, NVCC, and Post. The Pathway Development Leaders will deepen their expertise through higher education partnerships to provide curricular development support and serve as curriculum leaders. The Pathway Development Leaders will also collaborate with the Academy Partnership Director as partnerships are developed with higher education and community organizations. Responsibilities include:

- Serve as a liaison with industry and higher education experts to identify content needed for curriculum development;
- Assist in assessing Pathway needs, and help plan appropriate staff development;
- Assist with leading and coordinating communication with Academy Teams (which shall be made up of other Pathway Development Leaders in the same Academy), administration, and faculty members;
- Participate in Academy Think Tank to help shape the emerging and innovative mission of the Academies, working directly with The Director Academy Partnerships, School and Central Office Leaders;
- Schedule and create a calendar of events and activities for teams to develop the Pathways;
- Assist in the design of Pathway scope and sequence documents, including parent and student-facing material;
- Attend district curriculum Boot Camp (additional curriculum hours to be paid for this work);
- Attend training sessions that support the Academy model, as offered;
- Support Schoology integration and customization; and
- Maintain team documentation, agendas and meeting minutes.

As we look to expand the number of programs and partners to increase dual enrollment opportunities, there is a need for an internal coordinator who will serve as a liaison between the district and institutions of higher education. The Dual Enrollment Coordinator will build on existing relationships with WCSU, NVCC, and Post University while also pursuing new partnerships. The Coordinator will support the Pathway Development Leaders, curriculum writers, and students participating in dual enrollment coursework.

The work of the Pathway Development Leaders and the Dual Enrollment Coordinator will inform the curriculum work that is scheduled for the three course sequence in each Pathway. The development of the curriculum, in partnership with WCSU, NVCC, and Post, is critical to ensure that students graduate with skills and credentials needed for entry positions. Curriculum authors are compensated at \$31.68 an hour for a total of 80 hours for the development of a course for a total cost of \$2535.00. The requested funds would support the development of six Essential level courses (10th grade) and six Introduction level courses (11th grade).

We have identified knowledge and skill gaps in our faculty that must be addressed for students to be successful in the Academy model. The requested funds would be available for teachers to pursue Dual Credit Grant Applications, 2023-24, Connecticut State Department of Education



coursework to support CTE cross-endorsement. It's critical that faculty have a clear understanding of industry and higher education expectations so funding is needed to expand our collective knowledge base.

## Derby School District

Grant Amount: \$9,999.90

### Plans for grant funds:

Our primary goal, if awarded this grant, is to expand our pathways programming to create course sequencing and trajectories specific to some of the following career cluster areas in which students have expressed interest, including: Health Science; Education and Training; STEM; Business Management and Administration; Law, Public Safety, Corrections and Security; and Arts, A/V Technology & Communication.

In addition to our current partnerships, we would like to expand further our concurrent enrollment offerings with Southern Connecticut State University (SCSU). While our students will qualify for fee waivers for the courses, we will use the grant funds to support proper planning and execution of a career pathways program, with a focus on selecting courses from SCSU's offerings that will lead students on a path to graduation, where they can enter college with credits already earned and knowledge and exposure obtained.

To achieve this, our school counselors and teachers will work closely with SCSU faculty to modify the high school course content and curriculum to align with college expectations so that successful completion of the Derby High School course will result in students earning college credit. School counselors will also develop resources for students/families that outline all of the potential pathways offered at DHS, and the recommended courses students should take for specific career clusters.

Part of this new programming will involve outreach to students, parents and staff, by way of informational sessions, materials, and workshops, where the benefits of dual-enrollment courses will be discussed, along with an explanation of each career cluster pathway. Workshops will be held twice during the year to help families understand the benefits of dual enrollment.

As part of this work, we will also complete an internal audit of PowerSchool to ensure all current dual-credit courses are properly set up in order to be reported accurately on the Teacher Course Student (TCS) CSDE report.

Any courses that require special equipment or materials would also benefit from this grant funding. The new courses will all be concurrent enrollment, being taught at Derby High School, within the school day. Because the pathways programs will be targeted and specific toward a career cluster, we can more easily identify students who would benefit from taking these courses, as it is where their interest most lies. High needs students will be an additional focus in the work created to identify students interested in a particular career cluster. While all students will be met with to determine their future interests, increasing high needs student enrollment in dual credit programming will be prioritized. Since these courses are taught by Derby High School teachers, additional academic support may be provided in the classroom - particularly to reduce the disproportionality in student participation.

Students having a better understanding of the importance of college-level coursework through a clearly defined pathway and course sequence will grow their desire to enroll in these courses, leading them on their path to graduation, and their future major in college.

## East Granby School District

Grant Amount: \$9,234.00

Plans for grant funds:

The money allotted to us from the grant would allow us to reimburse teachers to take courses so they can become certified in UCONN's ECE program. The cost of becoming certified in the program has been a major barrier to teachers, as well as to the school district.

East Granby High School/ District will expand their partnership with UConn ECE through the following activities:

- Provide financial support for 2 teachers to take additional coursework in English and Biology to qualify for certification in the following UConn COURSE(S) Eng 1004, 1007, and Bio 1107 & 1108
- Pay for summer curriculum development for new courses and improve old courses.
- Host informational sessions for parents of potential first-generation college students to describe the benefits of a college education and how concurrent enrollment courses, such as UConn ECE, can help provide a foundation of success.
- Enhance UConn ECE course offering and student enrollment by providing opportunities to transport students to UConn's campus for UConn ECE course enrichment events.
- Purchase the following for all courses: books, technology, and/or materials.
- Create a student fellowship program that would pay a selected student a stipend of \$250. In return, they would work at Open Houses, Parent Teacher Conferences, and other school events to promote the Early College Experience and other dual enrollment programs.

## East Hampton School District

Grant Amount: \$20,000.00

### Plans for grant funds:

Grant funds will be utilized to increase the number of opportunities for all students at East Hampton High School to gain access to Dual/Concurrent Enrollment Courses. EHHS currently partners with the University of Connecticut and Middlesex Community College. We are also planning to partner with Eastern Connecticut State University to expand upon our courses and course offerings. At present, we plan to offer courses in Art, Music Appreciation, Environmental Science, Physical Education, and Business Education. These new courses will be concurrent enrollment and be taken on the campus of East Hampton High School. The ultimate goal at EHHS is as follows:

- All departments will offer a minimum of one Dual/Concurrent Enrollment Course with faculty members certified to teach courses.
- All students will have the opportunity to successfully complete a Dual/Concurrent Enrollment Course while they are enrolled at EHHS.
- All students will have access to Dual/Concurrent Enrollment courses at East Hampton High School.

## East Hartford School District

Grant Amount: \$90,000.00

### Plans for grant funds:

As a part of EHPS' work with UCONN, the district will increase the number of ECE courses it offers to students. EHHS was able to identify up to twenty potential opportunities for expanding existing ECE offerings. EHPS will also create 1-2 new ECE offerings for students at Synergy, and eight potential course offerings for CIBA. Although the IB programme is widely recognized for its quality, IHEs vary on how they recognize it. Some provide course credit for the IB diploma; others offer credit for individual exams students take within the diploma programme, and others only offer placement rather than course credit. Aligning the IB courses to ECE credit will provide CIBA students with some consistency and help them to know what the expectations are when they are applying for colleges.

EHPS will develop a new partnership with CCSU as a part of its concurrent enrollment program. Initially, EHHS will offer one course, Education in a Multicultural Society, to EHHS students who are interested in pursuing a career in education to supplement its existing education pathway. In subsequent years, EHPS will add additional education courses from the CCSU program of studies so that students can earn credits toward this degree and enhance its "grow your own" teacher program.

EHPS will also partner with CT State to increase the number of dual enrollment courses that it offers for students attending EHHS and Synergy. As a part of this initiative, EHPS will offer courses that will enhance its existing career pathways in healthcare, education, law/public safety, and manufacturing. The district will also offer a College Success Seminar as a "hybrid" course that will meet sometimes at the high school and others on the college campus as a way to provide students with a required 1st year college course and give them an opportunity to experience a college campus.

Funds will be used to build new instructor pools, including paying for graduate tuition for teachers to obtain additional certifications. Monies will also be used to provide release time for professional development so that teachers can complete any necessary applications and develop an approved course syllabus. Funding will be used to purchase textbooks, software, specialized equipment, and other course-related materials or required resources for students. Monies will be devoted to implement strategies that will inform students and families of the benefits of earning college credit. Providing additional opportunities to earn college credit will increase the likelihood that a student earns a degree. Research from The National Clearinghouse indicates that, in 2016, of the nearly 1 million students who started college in 2016, only 1 in 7 earned a degree. The Hechinger Report cites two reasons for this—either the courses students took were at the remedial level, or the university didn't consider them to be a direct transfer. However, 87% of colleges and universities accept ECE credit, and in most cases, credits from CT State are designed to be transferable to in-state colleges and universities.

## East Haven School District

Grant Amount: \$40,000.00

### Plans for grant funds:

EHHS aims to enhance career clusters and pathways for students by expanding concurrent enrollment courses. The following courses are being considered for concurrent enrollment: Public Speaking, Italian I, Media: Freedom and Power, New Literacies, Introduction to Music Technology, Introduction to Nutrition, Principles of Marketing, Graphic Design I, Pottery I, Spanish I, Automotive Systems, Principles of Food Preparation, and Baking.

To ensure equal opportunities, EHHS will inform all teachers about the pathways and related offerings, including the names of students who have received rigorous coursework letters or met reading and math benchmarks. These students will be recommended to enroll/remain in higher-level courses. Beginning in grade 8, course selection presentations and meetings will highlight these offerings and prerequisites to promote participation and reduce disparities. Student ambassadors (previously completed dual enrollment coursework) will assist new students with registration and provide mentoring. Peer tutoring will be available during the school's Flex block and after school to support students in higher-level courses. Field-trips to colleges will be organized to expose students to program offerings. Grant funds will cover transportation costs for these opportunities.

Grant funds will be allocated to establish faculty roles supporting student enrollment in dual credit courses. A coordinator position will communicate the benefits of earning college credits in high school to parents, develop a website, and collaborate with coaches to guide students in the registration process. The coordinator will assist students/parents with course selection, success planning, and Naviance exploration for college. Stipends will be provided to teachers for developing career pathway documents that include rigorous coursework and dual enrollment offerings. Stipends will be awarded for participating in evening promotional fairs related to dual credit opportunities and providing after-school tutoring or support for enrolled students.

The feasibility of offering summer sections of dual credit courses will be explored, with teachers receiving stipends for teaching those sections.

Grant funds will be utilized to develop professional learning opportunities for teachers to align existing courses with college-level courses. This may involve providing substitute teacher coverage as teachers adjust curriculum, create syllabi, develop aligned materials, complete the application process, and attend college or university programs. Lesson study opportunities will be established with dual enrollment teachers to ensure the appropriate rigor of their courses. An internal grant proposal system will allow teachers to request funds for purchasing materials that support authentic learning opportunities within their courses. A comprehensive information and communication plan will be developed to assist students and families in understanding the available options and accessing these pathways. Grant funds will cover printing costs for informational flyers and brochures, providing a clear graphic and comprehensive overview of the Vision of the Graduate and its connection to career pathways, college and career readiness requirements, work internships, community service opportunities, and the mastery-based diploma program/requirement. While maintaining existing dual enrollment partnerships and improving communication with parents and families, the primary focus of the grant will be on expanding concurrent offerings and ensuring equitable access for all eligible students during the school year on the school campus.

## East Lyme School District

Grant Amount: \$49,453.96

Plans for grant funds:

Funding would be used to expand our dual enrollment/credit partnership with UCONN by adding three Early College Experience (ECE) courses for the 2023-24 school year. The courses will be concurrent enrollment, taken at ELHS.

The target audience of the new courses are students who may not have the prerequisite skills to access current dual enrollment courses (i.e., AP Physics II), and students seeking post-secondary employment skills in Allied Health. The new courses will also help address the differences in enrollment for dual credit courses at ELHS; overall population (70.4%) compared to that of Students with High Needs (40.8%).

The new courses align with our Career Concentrations program (focused Career Clusters) in the Allied Health and Public Safety concentrations. The E.M.T. course also supports our partnership with the Eastern CT Workforce Investment Board for job training and placement support.

Course descriptions below.

- Emergency Medical Technician / UCONN ECE prepares students to provide prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles, and responsibilities of EMTs, anatomy and physiology, medical emergencies, trauma, special considerations for working in the prehospital setting and providing patient transportation. Successful completion of this class through guidelines concurrent with the State of Connecticut and National Registry of Emergency Medical Technicians will allow the student to sit for the two sections of the National Registry EMT exam. The practical exam is administered by the State of Connecticut and the written exam is administered at a Pearson View testing facility.
- English 12 / UCONN ECE ENGL 1004 Introduction to Academic Writing is designed to guide students in developing their writing practices and to introduce them to meaningful participation in critical conversations. To that end, the work of the class includes learning and improving strategies for taking stock of one's ideas; becoming aware of their own and others' rhetorical situations, and the way we respond to those situations; unpacking writers' critical assumptions; situating oneself in conversation with writers; developing critical approaches to issues, problems, and texts; forming new ideas rather than reporting on the ideas of others; and making new contributions. English 1004 will prepare students for the rigor of writing in college. This class is designed for students who need more individual help with skills such as reading, writing, and critical thinking. To this end, students will read different texts written by prominent writers and will be working on writing essays every week.
- Principles of Public Speaking / UCONN ECE COMM 1100 focuses on interpersonal communication, emphasizing the speaker and their speech but also the listener and their feedback. Theory and performance in public speaking: methods for organizing presentation and delivery skills, overcoming anxiety of speaking in public; audience analysis; maximizing message impact; professional presentation skills; evidence; listening and speech evaluation are all essential aspects of the class. The class is activity-oriented and highly participatory to expand students' speech skills for future application in college, career, and beyond.

## East Windsor School District

Grant Amount: \$9,999.20

Plans for grant funds:

East Windsor Public Schools was forced to reduce its business program and offerings several years ago due to budget reductions. We are proposing to use these funds to:

- Update/Revise curriculum writing associated with business coursework, will include time for professor and teacher to work together to develop an updated curricula. This would ultimately lead to ECE credit.
- Purchase of updated materials (books/potential online resources).
- These courses would be concurrent enrollment.

Based upon the current pathways we have being offered at East Windsor High School, there is a need to include business related coursework as a way to strengthen each of those pathways. In each of the current pathways and those being developed in the near future; business planning and basic business practices will allow students to gain a better understanding of their potential career choices after graduating high school. Without these courses, students will graduate with an incomplete understanding of their potential career choices after leaving high school.

These courses will be offered to all students, and students in their junior and senior years will be encouraged to take these courses. We see these courses as being vital to the educational experience of all of our students.



## EdAdvance

Grant Amount: \$122,709.00

### Plans for grant funds:

EdAdvance led the development of this plan designed to improve Postsecondary Readiness in partnership with Explorations Charter School, Plymouth, Regional School Districts 1 and 7, the Gilbert School, Thomaston, and Torrington. EdAdvance's Career Pathways & Workforce Development Director and Consultant will co-manage this regional approach to ensure a deep commitment to accessible, equitable inclusion. This project addresses Dual Credit enrollment disparities by:

1. Expanding its existing partnership with CT State Community College Northwestern and establishing a new partnership with Central Connecticut State University (CCSU).
2. Developing 4 new dual credit concurrent enrollment courses:
  - Freshman Composition for English – Credit-bearing realignment of NCCC Eng 101W, embedded with a workshop to provide additional support, such as supplemental instruction and increased time on task.
  - Freshman-Level Math – Credit-bearing realignment of NCCC Math 137, embedded with a workshop to provide additional support, such as supplemental instruction and increased time on task.
  - Public Speaking – Selected as a new Dual Credit course for its accessibility because many high school students of all abilities take this class.
  - Introduction to Literature – Credit-bearing alignment to Eng 1020, embedded with a significant research component.
3. Create a customized graduate-level math program at CCSU for 7 master's degree level high school math teachers. Teaching a Dual Credit math course requires a master's degree in math, which greatly limits the number of credentialed teachers in participating schools. Participating districts acknowledge a dearth of teachers with a master's degree in math. To remedy this gap, CCSU will develop and deliver a customized 1-year course of study for interested math teachers in preparation for Fall 2024 DC Freshman-Level Math. To enroll, teachers must have math certification and a master's degree in another educational specialty, such as educational leadership or learning design. CT State Community College Northwestern will accept program completers in lieu of a master's degree in math. This is a sustainable, cost-effective, and innovative approach to building a pipeline of teachers qualified to teach this and other Dual Credit math classes beyond this grant.

Activities will help reduce disproportionality. Recruitment will reach beyond those traditionally identified as having potential to succeed in rigorous courses. Credit-bearing courses will provide essential skills that help students prepare for postsecondary education and multiple career pathways, including an associate degree or industry-recognized credential at a community college, or a 4-year college degree. Target audience includes underserved/underrepresented students, including BIPOC, first generation college students, students with limited financial resources, English learners, and any students who might not otherwise have considered college as an achievable option. Beginning Fall 2023, CT State Community College will implement the Alignment and Completion of Math and English (ACME) Policy and discontinue Developmental Math and English. This project fills an essential need for students who may not envision succeeding at community college without the support of these developmental courses. By enrolling in these proposed dual credit courses, students will feel better prepared, capable, and confident to enter college.

## Enfield School District

Grant Amount: \$70,000.00

Plans for grant funds:

Grant funding will be used to expand the UCONN Early College Experience (ECE) program course offerings and the College Career Pathways (CCP) program with CT State to include more career clusters and pathways. All courses will be concurrent enrollment on the Enfield High School campus and taught by Enfield teachers. They will be added to the Enfield program of studies for 2024/2025 with curriculum writing taking place in June and July 2024.

Enfield plans to utilize grant funding to add the following concurrent enrollment courses in the cluster and pathway identified:

- **UCONN ECE**
  - Education and Training cluster/Teacher Training pathway courses
  - EDCI 1100: If You Love It, Teach IT
  - EPSY 1100: Introduction to Special Education
  - Health Science cluster/Therapeutic Services, Support Services, and Health Informatics pathways course:
    - AH 2001: Medical Terminology
    - Information Technology cluster/Information Technology pathway
    - DMD 2210: Film and Video Editing
- **CCP - CT State**
  - Information Technology cluster/Information Technology pathway
  - GRA 1501: Graphic Design 1
  - Art 1450: Digital Photography 1
  - Marketing cluster/Marketing Management pathway
  - BMKT 2010: Principles of Marketing

Enfield is also exploring adding an additional CCP concurrent enrollment course for the Transportation, Distribution and Logistics cluster/Facility and Mobile Equipment Maintenance pathway; through CT State instructor requirements can be met.

The grant funding will be used to provide curriculum writing funds for new course creation for all UCONN ECE courses listed above and the creation of a Photography 2 course that will align to the CCP Art 1450 course. Grant funding will also provide for textbook purchases to align text resources between UCONN, CT State, and Enfield.

Additional funds will be allocated for substitute coverage for Enfield teachers to attend professional development and curriculum review sessions on the UCONN and CT State campuses as required by the ECE and CCP programs.

The additional concurrent enrollment options include or add courses to our popular Health Science and Information Technology clusters. These clusters often have multiple sections and enrollment more representative of our entire student population than our current STEM focused offerings and high student success rates. With the expansion of our Education and Training Cluster to include the Teacher Training pathway classes and the addition of the Marketing Management pathway class, we will provide

additional options leading to a near doubling of our available concurrent enrollment sections available to students in Enfield.

## Goodwin University Educational Services

Grant Amount: \$20,000.00

### Plans for grant funds:

Through this funding opportunity we will expand our concurrent enrollment offerings at CTRA to include the University of Bridgeport. Under the Business Pathway the teacher will work with the UB faculty to convert two courses to college credit eligible courses. The addition of these two courses will further build out our current Business Pathway, as students advance through it.

Additionally, two courses will be converted in both the Health Sciences and Computer Science pathways. Again, the respective staff in each pathway will work with UB or Goodwin University (GU) faculty to make their high school courses college credit eligible.

Students will be further along in their certification or degree earning in each of our pathways as they continue to progress in courses during their 11th and 12th grade years. Their experience will be enhanced by the quality of the courses and work-based experiences built into our pathways, such as pre-apprenticeship and internships.

We will increase our marketing and outreach to students and families, with greater emphasis on Black and Latino students, about the economic benefits of dual and concurrent enrollment courses. At monthly parent/guardian townhalls, featured stories on our socials, quarterly newsletters, and through messaging features on PowerSchool, and Talking Points we will communicate this message. We will utilize junior and senior advisory periods to continue to further the conversation and understanding of dual enrollment for students.

## Granby School District

Grant Amount: \$20,000.00

### Plans for grant funds:

Granby Memorial High School's proposal is a concurrent enrollment plan in conjunction with Central Connecticut State University (CCSU). In consultation with the Communication and Journalism departments, the high school plans to develop two college credit bearing articulations. A broadcasting booth was completed at the high school in August of 2022 with a donation from The Granby Education Foundation. The high school seeks to enhance curriculum and increase enrollment in this two-part, course sequence allowing students to explore the communication field while earning college credits. GMHS courses Visual Communication (HS 6859) and Advanced Visual Communication and Broadcasting (HS 6860) are high school course offerings in STEM that appeal to students who enjoy hands-on, project-based learning. This concurrent enrollment course would help provide students with a new pathway for college credit in STEM beyond Advanced Placement computer science courses or the College Connection program at Asnuntuck. It additionally creates a structured course sequence in the Information Technology Career Cluster.

Currently the English department offers English electives in Mass Media (HS 234) and Journalism (HS 226). Both of these half-credit, English courses are available to juniors and seniors. These English electives offer a direct application in writing content that will be produced by students in the broadcast studio in the visual communication courses. The high school is seeking to consult with CCSU to develop a college credit bearing course in journalism. Currently the only way to earn college credit in English is through Advanced Placement or the UCONN Early College Experience program. This concurrent enrollment in English provides a new pathway for college credit in English.

Additionally, the high school's two departments, STEM and English seek to foster a cross- departmental collaboration opportunity in visual communications and journalism. Ideally, students who pursue both course articulations will potentially earn 6 or more college credits and gain valuable hands-on learning in the two fields.

Both articulations create a structured course sequence in the Information Technology career cluster, specifically in Web and Digital Communications which we hope will be interesting to students, who to date, have not accessed college level courses. We view the "elective nature" of both classes as a selling point.

## Great Oaks Charter School District

Grant Amount: \$9,400.00

### Plans for grant funds:

Given our partnership with Post University, we would utilize grant funding to identify and train additional teachers on delivering dual credit courses aligned with State standards and Post University requirements to offer more dual enrollment courses eventually. This would begin with more closely aligned, already established, school-based offerings. Great Oaks has initiated conversations for curriculum review with Post University to target easily offered and aligned courses to our initial career and college pathway.

Dual-enrolled courses through Post University will be concurrent at this time. Additional courses students take will be virtual and supported by the school through the use of our AmeriCorps fellows through multiple options. Students can extend their day from 2:30 - 3:40 for in-person assistance, can use our virtual video tutoring from 5 pm - 7 pm three days per week, or can use our 24/7 text-based tutoring platform. These courses do not count for high school credit. As we continue to expand partnerships, more dual enrollment opportunities may occur as more local IHEs become available options to students.

By aligning more areas of the curriculum and training more of our staff members, students will have new opportunities to engage in college coursework, open potential careers not initially considered, and reduce potential long-term debt. This work will open up additional courses for our current pathway, with additional math and policy courses and science and nursing courses for our planned Health Careers pathway in 2024.

By 2024-2025, we plan to introduce rising 8th-grade students to the CTC 101 course as part of their "Freshman Seminar" class, enabling all students to participate in college coursework for credit at no cost. This will prepare students to engage in additional on-site offerings allowing dual enrollment. This completion opens the entire course catalog for students through concurrent, on-site, and virtual courses through Post at a significantly reduced cost. All courses offered on site are at least 100 level courses and are open to students through our application process. As a result, students do not engage in remedial dual-enrollment courses.

## Greenwich School District

Grant Amount: \$90,000.00

### Plans for grant funds:

In reviewing GHS data in the Postsecondary Readiness Report for 2021/22 for Indicator 6, the percentage of high needs students who met any benchmark was 34.9% (134 students out of 384). When breaking it down to categories of Free and/or Reduced Lunch and Special Education, the data showed 40.6% met the benchmark for Free/Reduced and 19.6% met the benchmark for Special Education students. This data clearly demonstrates we have opportunities to increase the percentage of High Needs students, for meeting Postsecondary and Career Readiness benchmarks.

Greenwich High School is expanding its partnership with Norwalk Community College in the area of Arts, A/V Technology and Communications with a course in Intermediate Video. GHS is also in the process of developing a relationship with Southern Connecticut State University. The English teachers are exploring a dual credit course, Essay Writing (Eng. 204), for the spring of the coming 2023/24 school year. Both of these courses will be concurrent.

Other IHEs that GHS would like to begin a relationship are University of Bridgeport, Central Connecticut State College, Sacred Heart, Gateway Community College, Naugatuck Community College and other Connecticut State Community Colleges. These IHEs offer different courses in career clusters/pathways that expand on our current course offerings. Student interests may increase as they learn about the different offerings that contribute to their high school graduation requirements with the added benefit of earning college credits as well. The average and high needs students will benefit by staff and community encouragement to participate in rigorous courses. There will be a focus on all students at GHS to graduate with a minimum of 3 dual credits.

These are the tasks that GHS needs to complete in order for GHS to increase the number of students earning non-remedial college credit while enrolled in high school prior to high school graduation.

- Review courses that have the potential to transform them into dual credit courses; increase dual offerings in concert with IHE
- Determine if those courses need embedded supports to enable average and high needs students to earn a C or better; embed needed supports
- Re-evaluate course prerequisites – are they prohibiting students from enrolling in rigorous courses: what changes can be made?
- Review how students engage in interest surveys of career and college pathways and how they use the data to inform decisions: What improvements are needed to implement
- What are systems of supports for students to participate in rigorous courses
- Review data of participation in dual credit courses vs grade and below level courses; next steps
- Review CTE courses: which courses can be revised to offer certificates/certification in concert with IHE
- How do you communicate opportunities for dual credit courses to parents, students, teachers 6-12: develop a consistent communication for all 3 middle schools and the high school

After these tasks are completed and recommendations are implemented, the number of students who earn 3 or more credits before high school graduation will increase by at least 10 percentage points and will decrease the disproportionality between student groups.

## Griswold School District

Grant Amount: \$20,000.00

### Plans for grant funds:

Griswold High School (GHS) has traditionally offered more Advanced Placement (AP) courses, but are now looking to expand dual credit course offerings with existing and new IHE partners. Our administration and instructors hold these dual credit programs in such high regard because they provide credits and a course grade based on class performance versus credits alone from passing an exam; they offer support from a college's relevant department; and they provide a seamless transition into CT IHEs for post-secondary education.

GHS plans to use the grant funds to expand our existing partnership with UConn and establish a new partnership with Southern Connecticut State University (SCSU). All new courses will be concurrent enrollment at GHS, taught by GHS teachers.

Our current dual credit courses, as well as our AP offerings, are very academic-focused, or fall within limited pathways. We hope to expand our dual credit course offerings to include electives within other career pathways (Information Technology, STEM, Health Sciences, and Finance and Business Management & Administration) to be geared toward our general student population and reduce disproportionality between student groups.

In the 2023-2024 school year, GHS plans to add the following courses: ECE Contemporary Social Issues in Sports (UConn), EC Intro to Esports (SCSU), and EC Computer Science Principles (SCSU, formerly an AP course). Because of staff turnover, GHS also plans to realign the curriculum for our ECE English course (Writing and Multimodal Composition).

Qualified instructors at GHS have also expressed interest in teaching Early College Chemistry; Philosophy; Public Speaking; Introduction to Drone Technology; Wellness; and Introduction to Nutrition through SCSU for the 2024-2025 school year. A handful of instructors have applied to teach these courses via SCSU. One particular instructor would need training and a certification through SCSU in order to teach one of the courses. This training, as well as curriculum development stipends, make up the majority of our grant budget. All of the proposed courses would help students hone soft skills and explore college- and career-oriented subjects while earning 3 or more college credits.

From the postsecondary readiness report, we identified that the most underrepresented students in dual credit courses at GHS are minority students and students with high needs.

Our high percentage of students who qualify for free/reduced lunch is one of the reasons we plan to expand our IHE partnerships to make it more affordable for our students. The new partnership with SCSU will help reduce disproportionality in student participation in dual credit courses because they offer more affordable courses to our students (\$60/semester instead of \$50/credit). They also waive enrollment fees for students who qualify for free/reduced lunch. Additionally, since GPS is a Title I school, they will absorb the cost of the first two EC classes that students take, regardless of their free/reduced lunch status.

SCSU's course list and ease of application have attracted more teachers to want to offer dual credit courses, so there will now be more academic and career-oriented dual credit courses available to



students. GHS's high percentage of students with disabilities, who have not reached the benchmark, is an underrepresented student group that we hope to engage in these new dual credit courses aligned with career pathways.

GHS has also experienced challenges in family engagement following COVID, to inform students and their families about the benefits of dual credit courses. We should be able to combat this by allocating funds to develop communication strategies about dual credit courses at GHS.

## Groton School District

Grant Amount: \$40,000.00

### Plans for grant funds:

Grant funds will be used to expand the number of DE courses at Fitch High School. FHS Guidance Counselor Jasmine Zubek is the district's ECE Coordinator and has facilitated the ECE accreditation process between several teachers and UCONN. She will continue to serve in this role in the coming years as we expand the DE options at FHS. In order for this project to be implemented efficiently, GPS will hire a Project Coordinator (certified teacher and/or guidance counselor) to assist Zubek in this process. Course revisions need to be approved by the Board of Education. The staff member will handle the logistics of the accreditation process for each course, including identifying the preferred IHE, researching and collecting the required forms and materials, and scheduling curriculum revision time. The staff member will serve as the liaison between teachers, the IHE, school and district administrators and the Groton Board of Education. In September, the Project Coordinator will reconvene the project development team to determine which ten courses will be selected for DE accreditation and set a timeline for project completion.

For non-CTE courses, UCONN is the preferred IHE as course fees are reasonably priced and credits are easily transferable and accepted by most IHEs. For CTE courses, the CT State schools provide many great options. Gateway, Three Rivers, and Naugatuck have Nursing, Manufacturing and Culinary options. The Career Pathway Coordinator has also met with Goodwin University to discuss their Advanced Manufacturing program and the Superintendent is researching options for Military Science. These courses all align with FHS' new career pathways and will provide new options for students to participate in non-remedial DE courses.

FHS students select courses from the Program of Studies for the upcoming year in March. Students receive assistance on course selection from their teachers and guidance counselors. Zubek and the Project Coordinator will meet with the Guidance Department, course teachers, and school administration by January to ensure all are aware of the new courses, the disproportionality of student participation in DE courses, and the goals of this initiative. The Career Pathway Coordinator will continue to work with the Guidance Department and the GPS Communications Coordinator to modernize the Program of Studies so more students are able to use it as an effective tool in course selection. A revised Program of Studies will be available by February 2024.

## Guilford School District

Grant Amount: \$49,941.60

Plans for grant funds:

Guilford High School (GHS) will leverage grant funds to ensure that every student recognizes their potential to be a successful college student. With well-enrolled Advanced Placement, International Baccalaureate, and UConn Early College Experience courses already in place, we recognize that 35% of students are not choosing to access these college credit-bearing courses. In a survey of students, some were deterred by the cost of the course applications and exams. Others expressed a lack of interest in the current concurrent enrollment offerings. Still others did not see themselves as college-bound, rendering the potential to accrue college credits useless in their eyes. Clearly, we need to reimagine college credit-bearing courses to make them relevant to all students, with an emphasis on attracting those students who may seek employment right after high school graduation.

The data suggest that the 35% of students not accessing concurrent enrollment classes fall in the High Needs category: their families qualify for free or reduced price meals, they are learning English, and/or they have an identified disability. That data allowed us to examine the courses that students in this cohort are accessing. As would be expected, students were in courses required for graduation: English, algebra, history, and biology. A very large percentage of Students with High Needs are also accessing several elective offerings in our business and technology education departments. The combination of courses selected for creation or revision through this grant will result in all students graduating with at least three college courses completed, a total of nine college credits. Additionally, the inclusion of algebra and English will eliminate the need for students to take remedial classes before they begin earning credits at the university level.

GHS will use grant funds to create or reimagine twelve courses:

- algebra
- statistics
- computer science
- biology
- ecology
- US history
- English composition
- English literature
- investing and money management
- accounting
- digital cinematography
- drafting and design - engineering

To make the revision and college alignment process possible, grant funds will be used to pay a school counselor to become the liaison to local universities; UConn, Southern Connecticut State University, Central Connecticut State University, and the Connecticut State Community College network. Initial contacts and basic logistical arrangements have been made with each university, but further contact and training will be necessary to solidify the partnerships.

Additionally, teachers will need to be accepted as instructors at those universities, which requires an application process and training. Once accepted, courses and syllabi will be revised and aligned, requiring rewriting of curriculum and approval by our local Board of Education. Grant funds will be allocated to pay teachers for their time outside of their contractual school day to engage in this work.

Finally, some equipment and textbooks will be necessary to align GHS' courses with university standards. The majority of the grant funds will be spent on a CNC plasma table and a broadcast switcher, and college-level textbooks for algebra, US history, and biology.

## Hartford School District

Grant Amount: \$90,000.00

### Plans for grant funds:

The grant funds will be used to provide equity of dual enrollment courses across the district with a goal to ensure that each high school is offering dual credit courses. Currently our district offers 70 dual enrollment courses. However, there is a disparity of offerings amongst the high schools. Where one high school offers 18 courses, another does not offer any courses at all. After careful consideration, we will use the funding to provide a three-prong approach that supports our District's Strategic Plan:

Expand our partnership with Capital Community College to offer a required Personal Finance graduation credited course at every high school as a dual enrollment course offered during the school day within each of our schools. This will ensure that every student in our district has the opportunity to take a dual enrollment course and earn college credit.

Our teachers will work alongside professors from Capital Community College and receive professional training and coaching. Professional Learning Communities will also take place districtwide and within the schools with a focus on interdisciplinary planning, equitable grading practices, and scheduling.

We will create an educator pipeline through Bulkeley High School's Public Service Pathway in partnership with the feeding middle schools (Burr and Bellizzi) in collaboration with Central CT State University for high school students to take college courses during the school day at Bulkeley.

Provide curriculum development and coaching for teachers to support Computer Science and Gaming Concepts in all of our high schools.

## Madison School District

Grant Amount: \$39,878.00

### Plans for grant funds:

The grant funds will be used to establish a new partnership with Southern Connecticut State University. In total, we plan to use the grant funds to offer three new concurrent enrollment courses.

Within the STEM pathway, we plan to offer two concurrent enrollment opportunities for students. One in the area of science and one in the area of mathematics.

For science, we plan to offer MAR 140 - The World Ocean. DHHS currently offers a science class titled Marine Science & Technology. The new courses will replace the existing course offering. The current DHHS course is offered for a half credit in science and a half credit in CTE within the Exploratory Experiences pathway which provides students opportunities to experience career and technical skills specific to the topics covered in the course. The new concurrent enrollment course will be offered within the same career cluster/pathway as a STEM credit.

For mathematics, we plan to offer MAT 107 - Elementary Statistics. DHHS currently offers a mathematics class titled Statistics. The new course will replace the existing course offering. The new concurrent enrollment course will be offered as a STEM credit.

Within the Humanities pathway, we plan to offer ART 264 - Introduction to Digital Photography. DHHS currently offers an art class titled Photography: Darkroom to Digital. The new course will replace the existing course offering. The new concurrent enrollment course will be offered as a Humanities credit.

Through this grant award, students will have an enhanced opportunity to explore similar content while also earning college credit.

Each of the current DHHS courses (Marine Science & Technology, Statistics and Photography: Darkroom to Digital) are offered as general education courses (non-AP and non-Honors level). Historically the enrollment within each of those courses consists of a high percentage of students within the High Needs subgroup. By offering concurrent enrollment opportunities at that same level, we hope to narrow the disproportionality that currently exists among students within the High Needs category for Indicator 6 of the Postsecondary Readiness Report. Specifically, by offering these courses, all students, at any level, will have multiple opportunities to earn college credit while attending DHHS.

## Manchester School District

Grant Amount: \$80,000.00

### Plans for grant funds:

Grant funds will be used to expand our many existing university and college partnerships to extend our concurrent enrollment and dual credit course offerings. We will address barriers we believe contribute to low enrollment rates in existing courses, with an intensive focus on increasing the enrollment rates of underrepresented populations, specifically: black students, Hispanic students, and students with high needs (students with disabilities, multilingual students and economically disadvantaged students).

We will work with CCSU to increase course offerings in the education pathway and introduce at least one more course in this career cluster. We will also work with CCSU to pursue opportunities to articulate courses in performing arts and/or journalism to meet student needs in these high interest pathways.

We will work with Manchester Community College and/or Johnson and Wales to introduce at least two classes in the hospitality/culinary career cluster. We will work with Manchester or Asnuntuck Community College to increase course offerings in the manufacturing pathway.

We will work with UConn to introduce at least one class in the IT pathway (Digital Media and Design, Design Lab 1 and 2, Film and Video Editing 1 and Introduction to Game Design).

Increasing our course enrollment offerings as described above will require curriculum writing hours and supplies/equipment needed to offer the course. Grant funds will also be provided to support students beyond the school day who are taking these courses in the form of after school or Saturday support sessions.

In addition to increasing our dual credit course offerings, we will use grant funds to strategically and intensively market our dual credit course offerings to all students and families, particularly groups currently underrepresented in these courses. We will design and deliver a variety of public service announcements to stakeholders, hold a dual enrollment college fair and create a variety of materials that we will communicate to families via social media campaigns and mail. We will ensure that our materials are translated into a variety of languages and also hold information sessions for special education case managers, teachers, counselors and other stakeholders.

Adding a number of high interest dual credit course offerings to students, with an intensive effort on recruitment, support and retention of students (with a focus on marginalized groups) is expected to increase enrollment and increase the number of students who earn at least three college credits at Manchester High School and decrease disproportionate enrollment data.

Adding the additional ECE dual credit course offerings in various department of labor identified high demand, high wage, high skill career clusters such as education, IT, manufacturing, hospitality, business and other career pathways will expand our current CTE programs and prepare students for success in these fields (many of which also encompass opportunities to earn industry recognized credentials, such as OSHA, ServSafe, Tooling U, etc.).

## Meriden School District

Grant Amount: \$89,732.00

### Plans for grant funds:

Our existing partnership with CCSU will allow us to expand the Education and Training Pathway. This fall, we will add another course. Grant funding will not be requested.

Partnership Plan: District meetings with Dr. Menzo and Mr. Keith Sevigny of Goodwin University have led to a new partnership to plan, develop, and implement an Advanced Manufacturing Dual Credit Pathway at Francis T. Maloney High School and Orville H. Platt High School. The Advanced Manufacturing Pathway allows students to explore and expand their interests in manufacturing and prepares students for high-skill, high-wage skills in a high-demand career.

Upon grant approval, Goodwin University faculty will work with Meriden teachers providing curriculum alignment and professional development for each manufacturing course in the pathway. Partners will develop a plan and timeline for course sequence, course feasibility, and course implementation concurrent with curriculum alignment and professional development for teachers. The first course will be implemented in the second semester of 2024, followed by successive courses each semester. The seven Dual Credit Courses include Introduction to Manufacturing, Technical Drawing and Specifications, CNC Manufacturing, Lean Manufacturing, CAM 1, Principles of Manufacturing Math, and Metrology and Calibration.

Promoting Dual Credit Course Awareness: Upon grant approval, two Dual Credit Teacher Leaders, one from each high school, will be identified to raise student and family awareness of the benefits of taking Dual Credit courses while still in high school. Stipends will be provided. Dual Credit Teacher Leaders will start September 4, 2023, and continue until the end of the grant cycle. Responsibilities will include creating social media posts, promotional flyers, and brochures, organizing Dual Credit Family Dinners and Celebratory Dinners at coursework completion, information sessions for school counselors, and meetings with students to explain dual credit offerings. Students will receive graduation cords signifying the completion of the manufacturing pathway. The Superintendent will also send personalized letters to prospective students and families encouraging participation in dual credit courses. Prospective students will be identified based on several criteria Meriden's Research and Evaluation Department developed.

- The district does not anticipate any differences between our two high schools.
- Students will take Dual Credit courses for CCSU; will be taken at Maloney and Platt High Schools.
- Students will take Dual Credit Courses for the Advanced Manufacturing pathway( BMM 100,140,210, 222, 224); will be taken at Maloney and Platt High Schools. The partners will investigate whether two courses, BMM 175 and BMM 240, should be offered at our high schools or on the Goodwin campus.
- All Dual Credit courses are rigorous and are not remedial. Textbooks used in the Dual Credit courses at Maloney and Platt High Schools are the same textbooks used in the university course. The district applies an equity lens to all courses ensuring all students have access to high-quality educational experiences and graduate college, career, and life ready. The two Dual Credit Teacher Leaders will ensure that the focus includes attracting all students and emphasizing high-needs students.



## Middletown School District

Grant Amount: \$60,000.00

### Plans for grant funds:

We will establish a new partnership with CSCU and Aquiline Drones, a for-profit minority business, to offer CSCU's Drone Business Certificate as a concurrent course. This two-part certificate extends current Aerospace coursework that includes the Federal Aviation Administration (FAA) Certified Drone Pilot license to include start-up business skills. It will be a hybrid offering incorporating concurrent and industry-based fieldwork at Brainard Airport.

We will purchase a power washing drone as a vehicle for students to begin a startup business and partner with CSCU to elevate the course from a certificate-level course to a college credit-bearing course on a concurrent basis with SCSU or CCSU.

Expanded Dual enrolment options will include increased access for Advanced Heritage Speakers and AP candidates to take 300-level classes in Spanish (CCSU) and build a pathway for a major/minor or certificate who have earned the seal of biliteracy in any language offered (CCSU).

Expanded Concurrent enrollment will include an MHS instructor to work with SCSU professor to elevate the Sports Management curriculum for rigor, topics, and assessments; add project-based learning, research and analysis, and current events, and create a pathway for students to enter the Early Childhood Education field. Research, plan and add coursework such as ECE 215, "The Exceptional Child" to offerings to expand breadth and depth of experience in the field (MxCC); at UCONN ECE, secure resources such as textbooks and after-school tutoring, and add new courses including ART 1030: Drawing I, CSE 1010: Introduction to Computing for Engineers, ENGL 1004 Introduction to Academic Writing, and MATH 1030Q: Elementary Discrete Mathematics

We will expand college campus visits (UConn, SCSU, MxCC, UNH, Yale, Wesleyan, and CCSU) for students and families to encourage dual enrollment as a priority and benefit, and to help students see themselves as members of a campus community with access to industry-level resources, industry leaders, IHE educators and students, and career advice.

In many instances, career clusters/pathways will enable our students to expand and improve their engagement at the collegiate level. Participation in the aforementioned courses will provide background and pre-requisite skills that strengthen and heighten students' college and career readiness; our students will be able to make distinct connections (attitudes, dispositions, beliefs) between their role as high school students and its relevance to their next chapter of being contributing members in a global society that will aide in increased graduation rates; position students for the overall workforce by eliminating skills gap resulting in stronger outcomes in employment.

Aligning supplemental resources (textbooks and tutoring) in conjunction with the dual credit course offerings will support student success and reduce barriers often faced by students who question their ability to thrive.

## Milford School District

Grant Amount: \$80,000.00

Plans for grant funds:

Aligned with our stated goal of increasing the number of students enrolled in dual enrollment courses, we aim to increase opportunities for students to engage in university-level courses on our high school campuses through access to concurrent enrollment courses. We will partner with Southern Connecticut State University Art and Music Departments to develop Art and Music Therapy offerings to students at both high schools. We will expand our current partnerships with UConn and Housatonic Community College and plan to establish a partnership with Southern Connecticut State University. Over the next three to five years, we aim to enhance dual enrollment opportunities across a variety of content areas and pathways. Additional course offerings may include:

- Popular Music and Diversity in American Society
- Fundamentals/ Ear Training I
- SCSU ECE Political Change & Conflict
- SCSU ECE Cultural Anthropology
- SCSU ECE Intro to Psychology
- SCSU Intro to Criminology
- SCSU ECE Business Law and Ethics
- SCSU Introduction to E-Sports
- UCONN ECE FREN 3250: French Global Culture I
- UCONN ECE SPAN 3172: Spanish Conversation: Cultural Topics
- Digital Media and Design and Art Courses (potentially included, pending understanding of teacher certification)
- EMT Training

Currently, inequities exist in our ability to offer concurrent enrollment courses at both of our high schools due to the qualifications required for UConn's ECE instructors. We intend to use a portion of the grant funds to move toward greater consistency in our IHE partnerships and related course offerings across our two comprehensive high schools.

By expanding concurrent enrollment opportunities for students, this places the focus on college and career readiness moving us away from remedial and low level course offerings. The long term goal is to phase out low level courses and move all students into college/career preparatory level classes. Additionally, funding for summer dual credit opportunities will ensure that all students have access to acceleration opportunities.

## Monroe School District

Grant Amount: \$45,923.00

### Plans for grant funds:

Most of the grant funds requested will be used for Masuk to begin a dual credit partnership with Southern Connecticut State University (SCSU). For the 2023-2024 school year we plan to have five additional dual credit offerings for our students through this new partnership, but there is more that we would like to offer our students. All of the courses that are offered will be concurrent enrollment courses - taken at our high school and not on the campus of our partner university. However, we will be encouraging students to take advantage of the opportunities that SCSU is offering for on campus courses as well, especially those courses offered during the summer session.

Using the grant funds, we would be able to: create environmental and sustainability/climate issues courses in our science department; help our mathematics teachers become certified IHE instructors thereby allowing more students to get college credit for their math courses; allow Career and Technical Education teachers to create curriculum aligned to IHE requirements; provide support for teachers who will be taking on these dual credit courses from collegiate faculty and staff; provide our school counselors with the resources to successfully support students and their families in taking these courses; and provide the necessary textbooks and supplies to offer the courses.

By having more of our high school faculty meet the IHE requirements to teach these courses, we will be able to further expand our offerings, which will in turn enable us to enhance more of our pathways to include these more rigorous courses. More specifically, our STEM, Biomedical Sciences, Business and Finance, Communication, Computers/Information Technology, and Humanities pathways will be directly impacted and enhanced should these grant funds be approved. We will also be able to increase the college and career readiness of more of our students by providing them with firsthand experience with the increased workload and personal responsibility for being successful in these courses while still in high school. As a result, our graduates will leave Masuk with a better understanding of the demands of post-secondary education, a greater sense of purpose, and a clearer idea of how a post-secondary education will help them achieve their short- and long-term career goals.

Lastly, by providing more equitable access to more rigorous coursework for so many more students, we will help close the gap in our participation rates in many of our subgroups as well as decrease the need for students to take remedial courses after graduation.

## Naugatuck School District

Grant Amount: \$40,250.25

### Plans for grant funds:

Funds will be used to assist our teachers in meeting the University of Connecticut's requirements in the form of tuition reimbursements and stipends to attend free professional development offered by the university to qualify our teachers. Funds will also be used to procure specialized equipment, books, and other supplies necessary to start up new programs and courses at our high school. These new courses will be concurrent enrollment.

By increasing enrollment and offerings of concurrent enrollment courses, Naugatuck High School can reduce disproportionality in student participation in a nonremedial way. More students will have access to more courses that may be appealing to them and their pathway. This grant will help Naugatuck to develop career pathways by offering more courses in the arts and sciences where there currently are few or none. For example, our Fine Arts department currently offers AP courses, but no concurrent enrollment courses for college credit. With the expansion, we could offer more options in academic areas currently underserved by our offerings.

Adding an EMT training course will enable our students to earn a credential while still in high school, but there are costs associated with such a program, such as equipment. This grant will allow us to expand our medical career pathway through the purchase of needed equipment and non-consumable supplies to prepare our students to earn an industry-standard credential.

We are pursuing instructor certification for the following courses, and will pursue others as faculty interest emerges:

- AH 4092: EMT Training
- A partnership with the writing center
- POLS 1602: Introduction to American Politics
- MUSI 1011: Fundamentals/Ear Training I
- ART 1030: Drawing I
- AAAS 2201: Introduction to Asian American Studies

## New Haven School District

Grant Amount: \$90,000.00

Plans for grant funds:

Our Dual Credit Grant funding will support our district goal to expand dual credit opportunities for NHPS students.(see the District's Strategic Plan indicator 1.4 below):

Indicator 1.4 - College & Career Readiness: Ensure that all students have access to learning opportunities that are specifically aligned to the skills needed for a range of future work and life experiences. Increase student enrollment and success in college-level courses. Support students in seamless transitions from middle school to high school and high school to life.

- Improve access to dual-enrollment, college-before-college, Advanced Placement, Seal of Biliteracy, and other initiatives that give students the opportunity to gain college credit before graduation.
- Improve access to opportunities for internships, vocational experiences, certifications, and other initiatives directly related to career preparation.

Focusing on our career pathway model, we will use this funding to improve our course offerings in our existing pathways and pathways that are currently in development. All pathways incorporate a plan of study that includes dual credit through dual & concurrent enrollment, industry certifications and work-based learning experiences. While we will continue to grow our dual enrollment programming, this funding will assist with increasing concurrent enrollment opportunities by:

- Increasing opportunities for collaboration between NHPS high school teachers and university professors for curriculum writing, revision, and professional development
- Supporting teacher development through course work at universities; Many high school teachers have a Masters in Education vs. a masters in their content area, so additional coursework may be needed for university approval or for cross-endorsements

We concentrated our efforts on increasing concurrent enrollment opportunities with SCSU this year (increasing from 1 course in SY 2020-2021 to 21 courses this coming school year!) We also partnered with SCSU on the creation of an Education Pathway that will be implemented for rising sophomores in the 2023-2024 school year. We collaborate regularly with many members of the SCSU team, across multiple departments, who are invested in strengthening our partnership. These grant funds will assist with creating more structures for collaboration between NHPS teachers and SCSU professors by providing compensation for their time. We will build on the work that has been done this year, focusing on the coursework in our existing pathways, and increasing concurrent enrollment opportunities within individual departments. We will work with pathway teams and academic supervisors to determine opportunities for advanced courses to be added to the district course catalog based on the needs of each pathway/department.

Opportunities for collaboration and program growth following this model with other IHE partners, exist as well.

The greatest obstacle we have faced in regards to concurrent enrollment has been the teachers' ability to be accepted by the university as a concurrent enrollment teacher/adjunct professor. The funding from Dual Credit Grant Applications, 2023-24, Connecticut State Department of Education

this grant will help to support teachers with planning for courses and furthering their education to be eligible to teach concurrent enrollment courses through our IHE partners, or to become cross-endorsed to teach a wider range of courses.

Our current pathways include a diverse group of students, including students in need of reading/math interventions, SPED and/or ML students. Students are not screened into the pathway but are accepted based on interest in the career cluster. The proper supports are in place for all students to find success in dual credit programming. Engagement around a career pathway that students are interested in, along with increasing exposure to the pathway through field trips, guest speakers, and eventually, internship opportunities, are having a positive impact on student achievement.

## New London School District

Grant Amount: \$30,000.00

### Plans for grant funds:

These funds will be used to not only continue to grow our partnerships with Mitchell, UConn, EB, Connecticut College and EWIB, but also to help us re-ignite a partnership with Three Rivers Community College. We have purposely partnered with local colleges because many of our students struggle with access to transportation. Being local, we are able to work with our bus company to provide transportation to the colleges that are within, or close to, New London.

At this time, our need to build offerings revolves around the need for us to train more staff in ECE courses students are interested in taking.

We offer both a concurrent enrollment and a dual enrollment option for our students and are looking to use this money to grow these opportunities. Our students have the option of going off-campus to Mitchell or Connecticut College one to two times a week to take a course, but we also offer some ECE courses on campus in partnership with University of Connecticut. This grant funding will help us grow both of these options as the funding will be used to train more staff to be ECE certified, as well as re-ignite our partnership with Three Rivers and grow our course offerings through training for the YMPI curriculum and Maritime Electrical. While our teacher has had initial training in Maritime Electrical this summer, she will need to continue to partner with EB and hone her skills while she implements the course.

The critical funding this grant will supply is not only in the training of staff, but in building our recruitment and marketing for our students. This funding will supply hourly for staff members to actively recruit students. Our staff know our students, but in the day-to-day during the passing of classes, they do not always have the time to sit down with students and tell them about the various opportunities available to them, such as dual-enrollment courses. In conjunction with the School Counseling Department, we will hire staff to work hourly to actively recruit students that we know have an interest in pursuing dual enrollment courses. Not only will we recruit students that we believe would be interested, but we will build a marketing program to make ALL students aware of these opportunities. Based on our data, it is evident that not all students are even aware that these types of opportunities exist – this grant funding will help us change that through our development of a targeted marketing programming to inform students of these opportunities.

As we get more students involved in these opportunities, word will spread, and student interest will continue to grow. We will ensure that we purposely target groups that are underrepresented such as our ML and special education students, as well as our students of color by strategically working with staff that connect with our students and can share their stories.

## New Milford School District

Grant Amount: \$52,800.00

### Plans for grant funds:

New Milford High School (NMHS) believes in offering students the opportunity to take rigorous and challenging courses. Over the years at NMHS, Advanced Placement (AP) courses have predominantly been the only option for our students and community; however, we have started our work of offering College and Career Readiness (CCR) pathways for our students. This process has included careful examination and review of our current NMHS Program of Studies, collecting an interest, and realizing the necessity of offering dual enrollment opportunities in addition to our AP offerings. Creating dual enrollment opportunities will present students with challenging courses, an opportunity to experience a college offering while building a post-secondary transcript at a reasonable price, and also allow our students to take strategic courses in their pathway with the hopes of gaining industry recognized credentials before graduating NMHS. Receiving this Dual Credit Expansion Grant through CSDE, and in accordance with the grant parameters, NMHS would use funding for first time materials and resources for new courses, getting staff certified, and also some stipend (purchase services) for curriculum review and/or creation, all of which support our CCR pathways work.

Staffing- Besides staff interest, understanding the requirements of staff eligibility for dual enrollment courses, is another factor which may undermine best efforts to develop and offer dual enrollment opportunities. Using awarded grant funds will allow staff to access appropriate coursework, or request official undergraduate and graduate documents, to complete their adjunct paperwork with the participating dual enrollment partnership school.

Curriculum- Once eligible staff are accounted for, and a thoughtful analysis of the student and school needs completed, NMHS staff will work to review, revise, and create curriculum offering using the participating dual enrollment partnership school's template. This work would likely require visitation and collaboration with other regional dual enrollment high schools, and grant awarded funds would ensure the opportunity to provide time for visits, curriculum creation, and staff coverage as needed to limit interruption in the classroom.

Materials- Once curricula are created, procuring the supplemental and supporting teaching and learning materials is a final hurdle. It is not uncommon for fiscal implications to hinder educational progress regarding teaching and learning, particularly when it comes to resources and supplementary materials, which would be essential to offer new courses. Strategic planning involving grant awarded funds would allow for appropriate budgeting to avoid these pitfalls and otherwise derail a potential new offering.

According to our mission statement, we believe in, "a collaborative partnership of students, educators, family and community", and this Dual Credit Expansion Grant is the perfect vehicle to support this vision. Furthermore, we believe that every NMHS student will compete and excel in an ever-changing world and embrace challenges with vigor; and our educators will contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations and through the support of the grant award we are confident that we will successfully be able to offer our first dual enrollment courses to our students by the fall of 2024.



## Newington School District

Grant Amount: \$60,000.00

Plans for grant funds:

Newington High School through the grant monies awarded will expand their partnership with UConn ECE through the following activities:

- Create new concurrent enrollment course articulations by providing informational sessions, materials, and workshops to students, families and staff, including the development of multi-lingual materials.
- Provide financial support for 4 teachers to take additional coursework in Mathematics to qualify for certification in the following UConn COURSE(S): STAT1100Q, MATH1131Q and MATH1132Q.
- Expand our ECE course offerings in other areas for CTE (personal finance), Fine Arts and other areas.
- Provide substitute coverage & release time for current and future UConn ECE instructors to complete applications, attend workshops and participate in professional development sessions required to obtain and/or maintain UConn ECE instructor certification.
- Host informational sessions for parents of potential first generation college students to describe the benefits of a college education and how concurrent enrollment courses, such as UConn ECE, can help provide a foundation of success.

If awarded grant funds NHS will enhance the option for students to earn college credit in the Finance, Information and Technology, Science, Technology Engineering and Math career clusters/pathways. NHS currently has several academy programs offered to all students in which students have an opportunity to deeply engage in a pathway of courses that would better prepare them for an entry-level job or a postsecondary experience.

## Newtown School District

Grant Amount: \$69,987.00

### Plans for grant funds:

Six new Concurrent Enrollment courses are planned beginning 2024/25. They will be via UConn ECE, Eastern CSU and Central CSU. All teachers poised to deliver these classes have their content level masters degree, or have started the endorsement process and are expected to receive endorsement. One teacher will be taking a 9-credit program to facilitate course preparation and increase content-area knowledge to enhance instructional capability.

- #1: Spanish 3177 Composition and Reading for Spanish Speakers UCONN ECE
- #2: Latin CAMS 3102 UCONN ECE
- #3: Introduction to Allied Health Professions - AH 1100; UCONN ECE
- #4: Principles of Public Speaking - COMM 1100; UCONN ECE
- #5: Applied Research Science; Eastern CTSU
- #6: Digital Imaging for Graphics Technology GR 112; Central CTSU

Spanish 3177 Composition and Reading for Spanish Speakers is intended for students fluent in Spanish, including native Spanish speakers. Disproportionality in student participation of Dual Credit Courses will be reduced with the introduction of this class. In the 2022/23 school year, there were 17 ELL students enrolled at Newtown High School. None of these students were enrolled in an AP or dual credit course. This class targets Native Spanish speakers. Not only will it help redirect students who are misplaced in a typical foreign language course, it will allow these students to earn valuable IHE credits.

The Principles of Public Speaking- COMM 1100; UCONN is expected to attract students who might not otherwise consider an AP or Dual Credit course. This course is popular at both the honors and college-prep levels. There are multiple sections offered. Marc Kenney is the teacher seeking endorsement from UConn to teach the class; however, other teachers in the department may later apply for UConn ECE endorsement and also offer the course for dual credit.

Introduction to Allied Health Professions- AH 1100; UCONN is a broad overview class, intended to introduce students to various healthcare professions. Instead of focusing on a specific career path, Department Chair Mark Gerace wants students to explore the many options in allied health professions and the team approach to healthcare delivery promoted in this introductory level dual credit course. This course will be valuable to students interested in the medical field, and as such will be valuable in promoting equitable participation.

Digital Imaging for Graphics Technology- GR 112; Central Connecticut State University is focused on the techniques of drawing and digital imaging for graphics technology. There is an emphasis on computer operations and the use of image editing software programs. The availability of this course will enhance the Information Technology / Digital and Web Communication Career Cluster Pathway by making available to students pursuing IT careers an opportunity to gain experience and credits in the identified Pathway. Further, aligning the curriculum and software utilized in IHE coursework best prepares students for what they encounter as they pursue higher education and enter the workforce.

We are allocating staff hours for capacity building and process development to grow our dual credit programming, as well as facilitate the coordination of dual credit opportunities.

## North Haven School District

Grant Amount: \$40,000.00

Plans for grant funds:

Funds will be used to:

- Create new concurrent enrollment course articulation agreements by providing informational sessions, materials and workshops to students, families and staff.
- Increase dual credit courses with a variety of IHE (including but limited to UCONN, Connecticut State Colleges & Universities, Quinnipiac University, University of Bridgeport).
- Provide substitute coverage and release time for current and future dual credit course instructors to complete applications, attend workshops and participate in professional development sessions required to obtain and/or maintain IHE instructor certification.
- Develop a district marketing plan to reach students and families regarding the benefits of taking Dual Credit courses in high school; multi-lingual outreach will be embedded.
- Host information sessions for all parents including potential first generation college students to describe the benefits of a college education and how concurrent enrollment courses can help provide a foundation of success and financial savings.
- Purchase books, technology, and/or materials as needed to successfully offer ongoing and new dual credit courses.
- Increase non-remedial dual credit opportunities for students and align courses to career pathways.
- Concurrent enrollment will take place on the North Haven High School campus.

## Norwalk School District

Grant Amount: \$90,000.00

### Plans for grant funds:

If awarded the grant funding, it would be used toward expanding our existing partnerships in concurrent enrollment dovetailed with a mentorship program with the Carver Foundation sharing a goal of improving the educational landscape for all students. The staff at the Carver Foundation are exceptionally gifted in working with young people and have a genuine interest in influencing the next generation. The program is not just about helping students succeed in school; it is also about building character, encouraging leadership, and encouraging development. Additionally, we plan to survey all the high school teachers in the district to gauge who would like to be credentialed as an adjunct professor in their content area. Once the results are in, we can look to match staff credential requests with current partnerships. Possibilities include ENG 101, and HIS 201 at Brien McMahon, Center for Global Studies and Norwalk High School through NCC. Further, we would like to offer the AWS Cloud Foundations and Google IT Certifications through NCC to all four high schools. It is important to note that for our already established concurrent and dual enrollment partnerships, scholar support is critical in their successful outcome for each course taken.

The differences across our four high schools are unique. Brien McMahon High School is co-located with the Center for Global Studies. Other than the Norwalk Community College Partnership Program, students at this campus don't participate in college courses, but there is a rich school culture around the International Baccalaureate program and Advanced Placement classes. Across town, Norwalk High School is co-located with P-TECH Norwalk, and both schools have programming that includes concurrent and dual enrollment college courses. As a result, the NHS/P-TECH high schools each have a staff position called the College Program Coordinator that supports our students and families with the IHE Partnerships.

For the purposes of maximum support and oversight, we would like for our expansion to focus on concurrent enrollment courses. The areas in which we expand will depend upon the teacher survey in terms of adjunct professor interest which we will work to align (if possible) with our newly formalized Career Pathways.

Our career clusters/pathways for students will be enhanced through this grant award as it may open college and university courses to students who did not have them as an option prior to the grant. Further, each new course offered will assist our students who have selected their career pathways to think about the next step in their high school journey as it relates to their career pathway trajectory.

With more concurrent enrollment course offerings, it will become more normalized in the school culture. Hopefully, it will also lend itself to more staff support, such as being able to hire a College Program Coordinator for the BMHS/CGS campus as a starting point and should our school budgeting permit in the years to come. It is also the plan to work with each college and university partner to remove all criteria possible so that all students can begin to gain access to college-level programming. The district can also look at standardized criteria if permissible with our college and university partners. Bearing in mind that the colleges and universities set the college criteria for both concurrent and dual enrollment that public schools must abide by even if we know that not all students can meet these benchmarks. Removing these barriers can work to create a lens of equity, access, and fairness for all high school students.

## Norwich Free Academy District

Grant Amount: \$89,988.00

Plans for grant funds:

NFA will use this grant to expand our partnership with UCONN, a longstanding stakeholder in our students' success who offers a significant number of ECE courses and discounted rates for our students. This collaboration and access to the grant would enable us to meet the following objectives:

- Expand faculty capacity to teach dual credit, concurrent courses;
- Increase the number of dual credit courses offered;
- Increase the access and successful completion of dual credit courses for all students, with additional support for those identified as receiving Rigorous Coursework Letters and/or High Needs and or BIPOC;
- Increase exposure to dual credit opportunities to families with additional outreach to underrepresented populations.

Funds will be used to:

- Provide professional development for NFA faculty to meet with UCONN faculty and related departments and observe course; and our school counselors, EL instructors and special education teachers to develop strategies to prepare and connect high need populations with dual-credit coursework.
- Certify additional NFA faculty so we are able to offer more sections of existing courses.
- Certify additional NFA faculty so we are able to introduce new dual credit classes and articulate current NFA classes to become dual-credit courses.

The classes were specifically chosen based on our student population/interest areas and current pipeline programs in healthcare and additional career pathways:

- AH1100 Introduction to Allied Health Professions (IHM801 Topics in Health & Medicine)
  - Of the 126 students who requested this course, 41% identify as High Needs, and 34% as BIPOC. \*\*
- DMD 1101: Design Lab I (AGA651 Graphic Design II )
  - Of the 155 students who requested Graphic Design, 47% identify as High Needs, and 43% as BIPOC.
- EPSY 1100: Introduction to Special Education (new course)
  - This course will align with our Unified course offerings, and our work with EdRising to increase the diversity of teachers entering the profession.
- EDLR 1162: Health and Education in Urban Communities (new course)
  - This course focuses on health and education in urban communities, specifically the impact of poverty, culture and identity, and complement our current healthcare pipeline courses.\*\*

\*\* These courses will complement our healthcare pipeline programs (CNA, EMT and Medical Interpreter/CNA programs). Many of our students who enroll in our pipeline programs are typically lower socioeconomic, first generation and/or multilingual learners. Adding these two courses could

provide these students an opportunity to enroll in a college credit course while in high school, potentially increasing their chances of going on to higher education.

- Increase accessibility of dual-credit courses for students by developing a successful bridge program, provide opportunities for targeted skill development and increase exposure to post-secondary expectations and environments.
- Provide increased outreach to students and parents about the opportunities and benefits of taking dual-credit courses. These events will occur in conjunction with existing programs (Open House, College & Career Night) as well as specific programming dedicated to dual-enrollment classes, and be planned in conjunction with our Diversity Department. We will also coordinate visits to UCONN for the dual-credit courses to increase exposure to post-secondary expectations and environments.

## Old Saybrook School District

Grant Amount: \$10,000.00

### Plans for grant funds:

The funds from this grant will be used to target six teachers across several disciplines; including Career and Technical Education (CTE), English, Science, Social Studies, and World Languages. Expanding upon the Early College Experience (ECE) courses we offer through our partnership with UConn, the plan would look to create a partnership with Goodwin University to establish a school to career pathway for students engaged in the Technology Education Department. In establishing these partnerships, teachers will need training and materials to meet the instructional standards established by each IHE. All courses will run with concurrent enrollment. The following list are possible courses that we would like to build a partnership with two Connecticut IHEs:

- Tech Ed - IHE Partnership (Goodwin University)
- EDCI 1100: If You Love It, Teach It (UConn)
- ENGL 1004: Introduction to Academic Writing (UConn)
- ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition (UConn)
- Contemporary Issues in Sport (UConn)
- UConn Chemistry I and 2
- UConn Biology 1 and 2
- POLS 1602: Introduction to American Politics (UConn)
- HIST 1501: United States History to 1877 (UConn)
- SPAN 3178: Intermediate Spanish Composition (UConn)
- SPAN 3179: Spanish Conversation: Cultural Topics (UConn)
- ART 1030: Drawing I (UConn)

Through this expanded offering, we are providing students with multiple opportunities and exposures to college level experiences across several disciplines. Students will have the opportunity to explore the rigor of college work in their discipline of choice. These opportunities will help to reduce the disproportionality in student participation of college level courses. Moreover, students will have more opportunities to access career pathways through these selected offerings. The concurrent enrollment will serve as a bridge for students to career and college exploration.

## Oxford School District

Grant Amount: \$20,000.00

### Plans for grant funds:

This grant will be used to establish a partnership with a local IHE in our area to expand our current high school pathways to incorporate dual credit offerings for our students. We anticipate developing a partnership with Post University or Southern Connecticut State University.

The funds will include developing and implementing a study to determine the options that best meet our student and community needs. The funds will also be used for program and curriculum development to launch dual credit offerings in our high school.

The courses we intend to explore will be Bio/Medicine, Culinary/Hospitality, and Drama/Arts. One additional area that we are interested in exploring is emergency medical services (paramedic).

We anticipate offering either concurrent enrollment courses taken at our high school campus or expanding to courses taken at an IHE. The district purchased a bus and van over the past two years, which provides some flexibility of transporting our students if needed. It is our desire to create pathways that form a dedicated pathway for students to enter higher education or launch into a career following high school. We currently do not have such offerings and see this is an area of growth needed at our high school. We currently do not offer dual credit courses, so this expansion will serve as an opportunity to provide access for students at all levels to courses beyond remedial levels.



## Plainfield School District

Grant Amount: \$20,000.00

Plans for grant funds:

We plan to utilize the funds to expand Dual Credit offerings within various departments.

Currently, we have more students with high needs taking classes in areas of manufacturing and technology that have a limited number of dual credit offerings. We want to expand programming and courses in these departments while simultaneously continuing to expand offerings within Humanities and STEM. We also plan to use funds for additional curriculum development and revisions, and for professional development partnerships while also funding for curriculum expansion.

We plan to identify a Dual Credit coordinator position that is responsible for building on existing relationships with universities: UCONN, Eastern CT, and QVC. They are responsible for onboarding more staff to have courses approved by universities as adjunct professors and have courses approved by the universities, while supporting staff in making necessary edits to courses for university approval of courses. They will also be responsible for expanding student enrollment in courses. They will also build on existing relationships with UCONN, Eastern CT and QVC with expanding courses, while establishing our new partnership with Three Rivers Community College.

The Dual Credit coordinator and school/district leadership would also partner with model high schools regionally to build on best practices and build collaborative relationships.

We plan to expand university partnerships to Three Rivers Community College specifically with our technology department and manufacturing department courses. The goal is to focus on tech and manufacturing department dual credit courses with our additional goal of having every department: Business, PE and Health, Fine Arts, Science, English, Math, offering at least two dual credit courses per year that has active enrolled students.

We will also utilize the EWIB pipeline partnership to build our existing partnerships and establish YMPI connections to ensure any gaps in curriculum are addressed. This EWIB partnership is already established in the district as they have partnered in our development of high school manufacturing course development while supporting our elementary school makerspace and middle school introductory courses to manufacturing.

## Plainville School District

Grant Amount: \$29,983.00

### Plans for grant funds:

As part of our College and Career Pathway work, we are continuously looking to expand the opportunities we are affording our students. Part of that expansion is to increase collaboration and opportunities with Institutes of Higher Education. This grant would allow us to more effectively pursue opportunities within various college and career pathways so that students can take college level coursework associated with their chosen pathway. This grant will allow us to pursue a collaboration with Manchester Community College to offer a concurrent enrollment course at Plainville High School within our Culinary Pathway. We have also investigated adding UConn coursework in the Allied Health pathway and would like to add a dual credit opportunity for our Music Pathway. We are also in the planning process for adding another Goodwin course at Plainville High School in the Manufacturing Pathway.

We have also extensively marketed our College and Career Pathway work in district for our students and families so they are more aware of our robust opportunities. Our Pathway posters displayed across our secondary schools highlight the student opportunities and experiences that can be taken which align with a particular college major or occupation. The posters also highlight a Plainville High School alumnus who is currently working in that particular College and Career Pathway, and a QR Code takes the viewer to a professionally created video of the alumnus who explains what skills are needed for that particular major or occupation and how Plainville High School prepared them for that work. These professional videos were recently awarded an international “Telly Award” for the category of “Best Non-Broadcast in General Education and Training”. We hope to use part of this grant to contract with that same professional media company to create videos to market our dual credit opportunities in order to better educate the district community about the college level courses we offer, the connections between these courses and our identified college and career pathways, and how enrollment in these courses can prepare students for success in their post-secondary pursuits.

This grant will help us to maximize the work we’ve started in the district to promote and connect dual enrollment coursework with our identified college and career pathways. One of our goals in this work is to have at least one dual enrollment course connected with each of our identified college and career pathways. To reduce disproportionality in opportunity and outcomes, strategically marketing the importance of these dual enrollment courses to future success will be key. This district-wide marketing campaign, along with the steps we have already implemented such as the elimination of certain prerequisites that have created barriers to student enrollment, especially for our historically underrepresented students, will allow all our students to take advantage of our various dual credit offerings.

## Plymouth School District

Grant Amount: \$20,000.00

### Plans for grant funds:

We would like to add a concurrent enrollment course through UCONN, specifically Chemistry. Adding Chemistry will start to build out the Science, Technology, Engineering and Mathematics career pathway, in conjunction with the existing Intermediate Algebra course. Currently, roughly 40 students take the Chemistry class that we would like to convert to an ECE course, which would increase the number of students who could earn 3 or more college credits by 23%.

We would also like to articulate our culinary program with the community colleges, so that students can get credit through Naugatuck Valley Community College. Approximately 90 students enroll in our culinary program each year. Depending on how many of the classes can be aligned to Naugatuck's program, we could increase access to concurrent enrollment courses by another 10-15%.

## Portland School District

Grant Amount: \$10,000.00

### Plans for grant funds:

Portland's goal in attaining this grant would be to expand our concurrent DE offerings in the area of Career and Technical Education and to establish a CNC Machining Career Pathway aligned to our existing Manufacturing CTE cluster within Portland High School's program of studies. Specific to this grant, we are seeking to form a new Manufacturing-centered DE partnership with Goodwin University. To date, we have held substantive conversations with Goodwin University and their STEM Career and Technical Education Coordinator Keith Sevigny about how we might best launch this partnership and apply potentially available grant funds.

Through our discussions, we have agreed on a plan (pending grant approval) that will allow us to begin the development of a localized curriculum that would align with Goodwin's Introduction to Manufacturing Course (BMM100). Once this curriculum is completed and approved by Goodwin for use, our students would be able to engage on our school campus in theoretical study of manufacturing, including systems, approaches, and best practices within the field while earning Goodwin University credit. We would look to augment the theory-heavy syllabus with hands-on experiences that serve the introductory nature of the course, align with Goodwin's expectations, and allow students to gain vital practice with industry-standard tools. Grant funds would be used to support procurement of manufacturing equipment necessary to support the types of hands-on experiences described above. We would seek out further grant funds from local organizations and businesses to further advance our plans.

CNC Machine Manufacturing is an in-demand, hands-on, and career ready pathway. We feel that launching this pathway within PHS and through our strategic partnership with Goodwin University will provide our students a new, different, and exciting opportunity to earn college credit in a currently untapped area. In this way, we are confident we would both increase the number and diversity of students engaged in DE studies and increase our number of students across and within subgroups obtaining DE credits at the outset of such studies. We are also optimistic that our partnership with Goodwin University in this regard is one we can greatly expand in the future to both bolster our CNC Machine Manufacturing focus and to develop additional DE opportunities for students within and beyond the area of CTE.

## Regional School District 05

Grant Amount: \$60,000.00

### Plans for grant funds:

Grant funds can be used to increase the number of courses we offer through our existing partnership with UConn. We are exploring adding new courses to our Program of Studies that align with ECE courses and will allow for greater access for our students. The district is exploring the potential expansion of ECE offerings to include ECE American Studies, Micro and/or Macro Economics, Music, and Education. The district is also currently working with Sacred Heart University to have courses in Black and Latino Studies and Psychology endorsed as dual enrollment offerings. Initial planning is also underway with the University of Bridgeport to create dual enrollment courses in Science (Science Research), English (Introduction to Literature) and CTE (Technology and Manufacturing) The district is also seeking opportunities to expand dual enrollment offerings with other two- and four-year colleges and universities within the state in CTE (CNA Nursing Certification Program, Manufacturing, and Automotive Tech) and the Fine Arts (Theatre, Film, and Art).

Grant funds will be used to develop and enhance curriculum materials, to ensure that they align with the college requirements as well as the graduation requirements set for by the Board of Education. In addition, funds will be used to work alongside college/university staff to align the high school curriculum with the college. Funds will also be used to purchase the primary and supplemental resources to support instruction. A nominal stipend will be provided to a member of the school counseling department to oversee the district's expansion plan.

All dual credit courses currently being explored will be concurrent enrollment offerings. The district's goal is to have a dual enrollment course offering in every discipline at Amity High School within the next five years. The activities outlined in this grant application will help the district achieve this goal. Expanding the dual enrollment course offerings will help to reduce the disproportionality in student participation in the district, as the addition of dual credit courses in science, social studies, CTE and the arts will give students more options to earn dual credits beyond world language. As part of the expansion process, the district will identify and recommend students in the targeted subgroups for enrollment in the additional course offerings in an effort to reduce disproportionality in student participation in the non-remedial dual credit courses in the district. With the opportunity to research and assess the variety of courses through the participating institutions, the district will identify potential courses and explore any gaps in curriculum that would require funds for curriculum development. In addition, funds could be used for professional development for our staff and in some cases opportunities for our staff to meet in person with college/university staff to review the course syllabus and materials to align them to the requirements of the institution.

## Regional School District 08

Grant Amount: \$39,633.00

### Plans for grant funds:

While we have established partnerships with a variety of IHEs, including ECSU and UCONN, we are seeking to expand these partnerships to create a broader scope of courses in an attempt to include more of our students as participants in dual enrollment courses. Funding will be used for writing the curriculum so that our courses meet the expectations of the IHE. We will also use the funds to secure materials to support new and existing dual enrollment courses. There are new courses we are attempting to add that require textbooks, the funds for which are included in our grant application as well.

All of the courses we are adding will be taken at the high school (concurrent enrollment.). This also necessitates further training for some of our faculty to teach these courses. We have included those funding requests in the grant proposal to ensure that our partnership and ability to offer dual enrollment courses are not impeded by a lack of training or requirements set by the universities.

Enhancing our career clusters in Creative Writing, Business, Information Technology, and Engineering is particularly important, as we have a growing population of students interested in these areas. Enabling them to participate in dual enrollment courses will increase the number of students we have taking those courses while offering a wider variety of courses that can contribute to students gaining transferable skills for both college and career.

In addition to enabling us to expand three pathways (Business, Information Technology, and Engineering) and create a first dual enrollment course in another (Creative Writing), this grant will also offer us the opportunity to maintain other course offerings we may lose due to funding needed to certify faculty. This is particularly true for the UCONN ECE English 1007 course. This is an important course for students who are college bound and allows them to satisfy the college first-year writing requirement and build essential skills in written communication across multiple modalities. In addition, we seek funding to write a curriculum for Business Communications, a course we have articulated with the ECSU Communications Department but that has been moved to the ECSU Business Department, necessitating a newly focused curriculum. These funds allow us to maintain that offering and retain that course.

A vigorous part of our dual enrollment program is linked to Project Lead the Way. As a rural, regional school district, we often lack the financial resources to incorporate up-to-date technologies. We would like to utilize part of this grant to update our technological capabilities for our students to engage with as part of that particular dual enrollment program, one we have built on articulations with three IHEs.

## Regional School District 12

Grant Amount: \$10,000.00

### Plans for grant funds:

Region 12 faces significant challenges due to our geography in Litchfield County. We are situated in a higher education desert. Optimally, we would love our students to experience dual enrollment opportunities that are afforded to their peers across the country. Logistics make this difficult as the nearest campuses of Naugatuck CC (32 min), Post U (30 min), UConn-Waterbury (35 min), and WestConn (39 min) are not easily commutable for students. Pragmatics would suggest pursuing concurrent enrollment options, but we'd like to think of outside of the box opportunities for our learners to experience dual enrollment and want to explore solutions such as online courses.

Likewise, we are eager to expand agricultural ECE courses since our AgSci program brings diversity to our student body in terms of race and SES, thus allowing us to promote greater equity and reduce disproportionality.

## Regional School District 13

Grant Amount: \$20,000.00

### Plans for grant funds:

With these grant funds we hope to establish a partnership with Goodwin University, with a goal of designing pathways and expanding concurrent enrollment course offerings. In consultation with Sal Menzo from Goodwin, we have discussed an initial plan we feel will be successful towards a scaffolded implementation of these dual credit opportunities.

First, we hope to create an alignment of current courses by running an audit of present offerings. This will involve reviewing the course of study, identifying possible aligned courses and then doing a gap analysis. Once current offerings are realized, we will then work on establishing 1-2 pathways that will involve articulated courses to be offered through concurrent enrollment. We hope these initial pathways will be industry based in the areas of manufacturing, technology or healthcare, but are open to other possibilities based on the results of the course audit and staff availability. After the development of 1-2 pathways, we would then identify staff who hold the credentials, or are willing to receive the necessary training, to teach these dual enrollment courses. We will perform a crosswalk of any current curricula to be used for articulated courses as well as design curricula for new courses. We also plan to provide professional learning for all staff involved and purchase supplies to ensure the courses are positively articulated. Once this process is completed, we can then apply this process to the creation of more pathways.

By providing more articulated courses on campus as well as in industry-based areas, we hope to reach a segment of our population that is not currently enrolled in dual enrollment offerings. Most of our current offerings are in “academic” subject areas, which does not appeal to all learners. Therefore, by diversifying our offerings to include more hands-on or industry-based courses, other learners not often enrolled in dual credit courses can have the opportunity to take advantage of receiving college credit prior to high school graduation.



## Regional School District 14

Grant Amount: \$30,000.00

### Plans for grant funds:

The goal of our expansion of partnerships is to increase the offerings outside of the core academic areas while also increasing seat availability in the areas with high enrollment, specifically Seminar in Writing and Multimodal Composition (ENGL1007). With 100 students enrolled in this course and only three teachers currently certified by UConn to teach the course, this course often drives our teacher assignments at scheduling time. We would benefit from an additional teacher being able to instruct the course as well.

All of the courses we are looking to add will be concurrent enrollment courses. An expansion for the 2023-2024 school year with UConn to offer Principles of Microeconomics (ECON1202) and Principles of Macroeconomics (ECON1202) has already been approved. We would also like to add, through UConn, Foundations in Digital Media, Film and Video Editing I, and Drawing I.

Additionally, we are in communication with SCSU to develop a partnership for Journalism, Public Speaking, Psychology, Political Science, and Sports History, and we are also looking to partner with CT State for opportunities in Culinary Arts, Agriscience Mechanics, and Landscaping. Should the partnership with SCSU in any of the aforementioned courses not come to fruition, we will seek to partner with one of the other IHEs for these courses. These courses will provide pathways outside of the core subject areas for students to experience college-level coursework, earn college credit, and make better determinations if they truly wish to pursue the area of study post-high school.

### The grant funds will be utilized for the following:

- Curriculum writing pay at the teachers' contractual rate for course instructors to partner with IHE faculty and ensure alignment between current course curriculum and the IHE syllabus.
- Tuition for one English teacher to enroll in required coursework in order to teach the ECE English course thereby expanding student access to the course by adding another qualified teacher.
- Travel reimbursement to teachers who attend the annual UConn training required of UConn ECE adjunct faculty.
- Stipend for a Dual Enrollment Instructor Coordinator who will help faculty through the process of identifying courses that would be a good fit with our current offerings and/or district goals and applying to be an instructor. This will allow our school counselors to focus on student enrollment while a teacher with prior experience partnering with an IHE assists the teachers in further expanding our offerings.

## Regional School District 15

Grant Amount: \$49,999.60

### Plans for grant funds:

These grant funds will be used to create the structure and curriculum in the 2023-2024 school year for implementation during the 2024-2025 and 2025-2026 school years. We intend to continue to work with UCONN and grow our concurrent enrollment offerings. Throughout the 2023-2024 school year, our staff coordinator will work with UCONN to review transcripts with UCONN to ensure that PHS staff are qualified or to support them in working towards the process of curriculum writing. We are budgeting some funds for coursework or professional development that may be needed following the transcript review. The new offerings will include both new courses as well as adapting some of our current courses. In speaking with representatives from UCONN we plan to focus on these courses. We are also looking to review what possible course offerings could be provided through the Allied Health Sciences.

- MUSI 1003: Popular Music and Diversity in American Society (Rotate with AP Music Theory)
- ILCS 3239: Italian Composition & Conversation 1 (Create Italian 4)
- EDLR 2001: Contemporary Issues in Sport (Create upper-level PE Elective)
- ARE 2010: Essentials of Accounting and Business (Replace Accounting 3/4)
- DMD 2210: Film and Video Editing 1 (Replace Video 3)

All of these will need to go through our local Board of Education process in the fall with curriculum writing beginning in the beginning of the winter. We will then work with UCONN faculty to design the courses and provide recruitment for students as they register for courses in the following school year. Because the curricula has not been created, we are estimating funds that may be needed for instructional technology or resources.

## Regional School District 16

Grant Amount: \$14,036.00

Plans for grant funds:

Woodland Regional High School will expand their partnership with UCONN ECE by providing financial support for a math teacher to take additional coursework in college level mathematics in order to qualify for certification in the following UConn course: Math 1131Q and Math 1132Q (Calculus AB and BC). We will also be able to purchase the appropriate educational materials needed to provide Math 1131Q and Math 1132Q.

As a result of this partnership, students participating in our STEM and Health Professionals Pathway will have the opportunity to engage in dual credit course work in mathematics. Currently, we are not able to offer any dual credit mathematics courses as we did not have qualified instructors. As a result of this grant opportunity, we will now be able to offer dual credit coursework in mathematics which we believe will increase our students' participation in dual credit courses in Region 16.

## Regional School District 19

Grant Amount: \$50,000.00

Plans for grant funds:

EOS would like to develop a manufacturing, culinary and information technology pathway.

EOS currently has concurrent enrollment partnerships with UConn, MCC and ECSU. Our plan is to expand concurrent course offering opportunities with UConn and MCC. With UConn, continuing enhancement of an allied health pathway along with establishing a computer science IT pathway is a top priority.

With MCC, we currently offer two business/finance courses along with one in computer software. In collaboration/articulation, EOS would also like to offer machine manufacturing and culinary courses. EOS feels strongly in providing opportunity and meeting all of our students' career aspirations. This endeavor will need approval from the CT Community College officials and administration. It is uncertain if the CT Department of Education Office of Strategic Planning and Partnerships & Performance Office can help schools develop more community college dual partnerships particularly with certificate programs. Having students experience relevant, hands-on courses will certainly pique interest, further encouraging all students in owning and becoming excited about their high school plan of study.

EOS can only offer CTE/Perkins funded courses through MCC. In the past, we offered English, math, communication/video/digital media, criminal justice and culinary dual enrollment courses. This was significant with assisting our students in bridging necessary preparation and progression for postsecondary readiness. It also contributed to an early awareness of aforementioned courses, encouraging all students to explore potential career and postsecondary pathways, dovetailing with E. O. Smith's Vision of a Graduate standards.

Funds received from the Dual Credit Expansion Grant will help train/certify instructional staff for both new and existing concurrent courses. It can also offset potential costs for specialized equipment needed for new concurrent enrollment courses particularly in manufacturing and culinary

The disproportionality in student participation in dual credit courses at EOS is improving. This is and will continue to be a major priority which is outlined in our Equity and Action Plan. With school-wide collaboration in promoting robust concurrent offerings, the numbers of student participation in both concurrent and dual credit courses will continue to improve. This collaboration begins at the administrative level with directors and department leaders promoting and providing opportunity for teachers to become certified to teach concurrent courses. School counseling will continue to advocate/communicate for staff/students/families in encouraging participation in rigorous courses. The school counseling department meets with all students in planning each student's individualized plan of study annually.

## Ridgefield School District

Grant Amount: \$47,000.00

### Plans for grant funds:

Ridgefield High School is expanding its programming through a new partnership with the University of Bridgeport. We will be offering a concurrent dual enrollment opportunity in our Personal Finance course. This collaboration aims to align our curriculum with the University of Bridgeport and State of CT expectations, ensuring our students receive a high-quality education that prepares them for their future endeavors. With these grant funds, we will enhance our course materials and create a rigorous academic environment that nurtures students' financial literacy. By developing this comprehensive Personal Finance curriculum, we are equipping our students with essential life skills and knowledge to make informed financial decisions. A core tenant of the programming is granting access for all of our students to the FinTron software. This software provides an accredited, dual enrollment qualified, financial literacy solution. It includes instructor-facing lesson plans/prompts, interactive content/quizzes, simulated activities (including simulated stock trading / a master budget feature), and an interactive discussion board all aligned with the University of Bridgeport curricular expectations. This software is designed by certified financial experts with content curated by industry titan APEX Clearing Corporation. FinTron is currently partnered with 16 CT school districts and meets National and State competency standards.

The partnership with the University of Bridgeport opens up exciting possibilities for our students within the Finance career cluster. Specifically connecting with several pathways, including "Insurance, Securities, and Investments," "Banking Services," "Accounting Services," and "Business and Finance." This expanded offering will provide greater exposure to various aspects of finance, empowering our students to explore potential career paths and make well-informed choices for their future.

The new CT State Law now requires personal finance/financial literacy as a graduation requirement for all CT students. This means that every student at RHS will have the opportunity to benefit from the revamped Personal Finance curriculum. Choosing this course will not only fulfill graduation requirements but also grant students the option to earn dual enrollment credits.

## Seymour School District

Grant Amount: \$20,000.00

### Plans for grant funds:

The grant funds will be utilized to expand our dual credit offerings in Manufacturing with the Connecticut State College System and more specifically with Housatonic Community College (HCC). We already have the first 3 courses articulated in concurrent manufacturing (blueprint reading, solid works and benchwork) and would like to expand to a 4th class in the sequence known as Introduction to Machine Technology. Students who take our courses will be  $\frac{1}{3}$  of the way to finishing their Advanced Manufacturing and Machine Technology certificate from HCC or any other State College System school. Our current courses run just short of providing the necessary skills to immediately enter the workforce in manufacturing beyond metrology. This course will qualify students with the necessary skills to enter the workforce immediately in manufacturing as a manual lathe, mill or drill press operator should they choose this route.

Lead professor for HCC Adam Scobie has been consulted and is willing to train our manufacturing teacher on hands on machines in order to be proficient enough to articulate the course. \$3000 will go towards paying HCC professors to train Mike Stock, Seymour's manufacturing teacher on a manual Bridgeport and lathes for 30 hours and on grinders and drill presses for 10 hours. \$15,800 will be utilized to purchase a Clausing Colchester Lathe Model 8026J. The Lathe will be used in the classroom to teach modern day manual lathe operations. \$1200 will be designated for students in our marketing classes to propose a marketing campaign for dual enrollment courses. Students will be in teams of 3 or 4 and will pitch campaigns with the winning team splitting the \$1200 to produce the campaign. The school will pay out of the local budget for all materials needed for the marketing campaign.

Although we have numerous dual credit courses we only have 2 career paths for the non- 2 or 4 year academic who wishes to pursue a career immediately upon graduation. The disproportionate group that underperforms is our high needs students and many do not care for the academic route rather they like hands-on learning. This grant will provide additional articulated courses to meet their needs. This additional manufacturing course would create a second pathway and will attract more students who wish to pursue a career immediately.

Students will take CADD 1/ Blueprint Reading, Introduction to Manufacturing / Benchwork and the new third course Introduction to Machine Technology thereby increasing our Indicator 6 average as students will see a clear pathway to employment. For the 2022-2023 school year 67 out of 601 or just over 10% students were enrolled in a dual credit manufacturing course at Seymour High School. Students have signed up for courses for the 2023-2024 school year. 103 out of 603 or 17% students signed up for a dual credit manufacturing course as their primary elective for next year. This is a 7% increase over the 2022-2023 school year demonstrating that we are building the program. Out of the 103 students 20% identify as female.

## Shelton School District

Grant Amount: \$59,987.20

### Plans for grant funds:

Grant funds will be used to strengthen and expand our three existing IHE partnerships. We hope to add courses via each respective IHE based on their offerings and our needs. For example, through UCONN, we specifically plan to add Italian Composition & Conversation I to add college-level work to our Italian pathway. We also have specific interest in certain courses in public speaking and contemporary issues in sport. We believe these will fill needs, add high levels of interest, and be feasible in our current system. Through SCSU, we have specific interest in a number of their Early College courses that align with content we already offer, as well as adding next-level rigor to those content areas and some of our existing pathways in the areas of business, English, Allied Health, Art/Fine Art, and Mathematics.

Through HCC, we plan to explore opportunities in Advanced Manufacturing and Early Childhood Education. These areas - along with Allied Health courses through UCONN and SCSU - provide great potential for career pathways and employability that do not/may not require a four-year college degree. Providing enhanced non-four-year college pathways remains a focus for our school as approximately 32% of our graduates over the past three years have chosen a path other than four-year college, and as we aim to meet the needs of the current job market. All proposed dual-credit course expansion would be in the form of concurrent enrollment courses on the SHS campus at this time. We anticipate that adding broader variety to our college-level offerings will draw interest from a more diverse population of our students.

Paired with an expansion of our offerings, our plan requires better efforts to identify, recruit, and retain all students into dual-credit programming, but especially high-needs students. This will include targeted assemblies and information sessions for students and families using student identifiers, but also the use of data already available without adding additional testing. (i.e. PSAT "AP Potential" data and the State's annual rigorous coursework letter).

Our plan also requires collaboration with the faculty of our IHE partners for curriculum alignment, a commitment to supporting student success through improved teacher training and organized academic support, and improved exposure for our students to early college experiences through field trips to our partner campuses, which is an existing offer that we have not fully taken advantage of to date.

## Southington School District

Grant Amount: \$90,000.00

Plans for grant funds:

A newly formed “Dual Credit Expansion” committee will be enacted this coming 2023-24 school year. This committee will collaborate with new IHEs to drive dual credit expansion in Southington Public Schools through examination of current courses that may be adjusted to meet the curricular requirements for college credit as well as adopting new courses that may be added to each department. The grant will fund the work that must be completed in this committee through curriculum writing and needed supplies for these course adaptations and adoptions. Allocating the grant funding to foster new partnerships with Southern CT State University, Quinnipiac University as well as expand partnerships with Goodwin University, UCONN, and CT State Community Colleges. Southington High School is comprehensive, and we have ten departments that will be represented on the committee: Business; English; Family and Consumer Science; Mathematics; Music & Art; Physical Education/Health; Science; Social Studies; Technology Education; and World Language.

The Karen Smith Academy will be included in this endeavor by examining barriers to accessing the existing model such as transportation and teacher endorsement.

The goal of the committee will be to add courses for concurrent enrollment in order to reach as many students as possible.

Southington Public Schools debuted their initial career pathways model this past spring in preparation for block scheduling of the courses for the 2023-24 school year (see page 6 of the [2023-24 Program of Studies](#)).

Strengthening the career pathways through differentiation of the pathways with college credits and industry credentials is essential for the growth of the students under the new initiative. By adding concurrent enrollment courses at the high school level, students will have both the opportunity to explore their career pathway of choice, and at the same time be empowered with the information and experiences they need to evaluate their choices moving forward.

Implementing a variety of strategies to reach students and guide them through the process of accessing the opportunities to earn college credit while still in high school is imperative to reducing disproportionality in student participation. These include equity-focused outreach and recruitment through marketing materials, workshops, organizing informational sessions, transportation, and more to ensure that underrepresented groups have access to the dual credit opportunities offered in the district. Another key component of ensuring access is to provide professional development such as expert facilitators and developing training materials for teachers to ensure equitable support for underrepresented students. Through this training for teachers, the staff will better be able to guide and teach students how to advocate for their goals and the concrete skills needed for academic environments post graduation. The incorporation of a related curriculum aimed at closing achievement gaps and developing self-determination skills would be incorporated into the district's current BKAPP (graduation portfolio) program.



## Stamford School District

Grant Amount: \$87,775.00

### Plans for grant funds:

Stamford Public Schools (SPS) will enter into an agreement with The Workplace and Housatonic Community College (HCC) to allow students to earn college credits in Advanced Manufacturing courses through the enrollment in the Introduction to Manufacturing course, and the Intermediate and Subtractive Manufacturing Course.

The grant fund will be used to develop the curriculum in collaboration with HCC for the Intermediate and Subtractive Manufacturing Course, evaluate the Introduction to Manufacturing curriculum, recruit students, provide professional development to teacher(s) and to purchase classroom simulators and Computer Numerical Control machines. SPS will collaborate with Housatonic Community College through the writing and evaluation of the curriculum. We are in the process of creating a Memorandum of Agreement with HCC.

Stamford Public Schools has three high schools. One high school is an inter-district magnet school with its independent course offering and electives aligned to the theme of the magnet school (Academy of Information Technology and Engineering). The Manufacturing Pathway program will be available at Stamford's two comprehensive high schools, Stamford and Westhill High Schools. The Advanced Manufacturing course will be taken at the high school by certified teachers in collaboration with HCC. This grant will be used to support the development and expansion of the manufacturing pathway. Manufacturing is an identified area by the Governor's Workforce Council that is high-wage, high-growth, and in demand in Connecticut. SPS has a long-term commitment to the development of career connected learning through pathways that allow students to obtain real life skills in a particular career field with curriculum that is industry informed and vetted. The rising cost of 4-year college degrees is making all students and families question the financial investment. Given manufacturing is a very specific career pathway, it is appealing to all students that view post-secondary education as a means to a career instead of a costly 'right-of-passage' for today's youth.

Recruitment will play an important part in reducing disproportionality in student participation. Parent engagement, communication and outreach will continue to be used to recruit students from subgroups that historically do not participate in dual enrollment courses. Currently, 108 students are enrolled in the Introduction to Manufacturing course. These students will continue through the manufacturing career pathway for future years. The make-up of the students enrolled for the 2023-24 school year are as follows: 58% are free/reduced lunch students, 58% are EL, 10% Black, 4% Asian, 76% Hispanic and 10% white. This is compared to traditional Dual Enrollment courses from the Postsecondary Readiness Report for 2021-22. The demographic make-up of the dual enrollment courses was: 10.8% black, 41.4% Asian, 11.2 Hispanic, 35.7% White, and 13.4% free/reduced lunch.

## Stonington School District

Grant Amount: \$19,527.00

### Plans for grant funds:

Stonington High School will use the grant funds to establish new partnerships and expand its current partnerships to increase dual and concurrent enrollment opportunities. The main thrust of expanding our partnerships is creating new dual enrollment opportunities at two local IHEs, Mitchell College and UConn Avery Point.

Stonington High School administration met with Chris Todd from UConn in May to explore creating dual enrollment classes in the marine sciences at the UConn Avery Point campus. Stonington High School's course offerings in marine science classes are always popular with a wide range of students. Unfortunately, the high school cannot offer all these science electives yearly. Adding dual enrollment classes in the marine sciences at UConn Avery Point will help the high school serve this more diverse population with additional offerings, bolstering our STEM pathway.

The grant funds will also create dual enrollment classes at Mitchell College. Courses may include offering in Exercise Science, Early Childhood Education, and Race, Ethnicity, and Culture. The courses at Mitchell College will reduce disproportionality in two ways. First, the offerings will attract a more diverse group of students than the traditional AP/ECE courses. Second, Mitchell College prides itself on its "Ability-Based Education" programs and supports. Providing a campus experience for High Needs Students and Students with Disabilities will ameliorate disproportionality in college credits earned for these students.

The grant money will fund stipends for Stonington High teachers and the UConn Avery Point and Mitchell College program facilitators. The grant will also fund academic and executive functioning support by high school staff to ensure the target population develops the self-leadership skill for college success. In addition to these new offerings, Stonington High School will use the grant funds to expand concurrent enrollment programs. The grant funds will be used for teacher training to offer the new concurrent enrollment courses. The discussion with Chris Todd also included the expansion of the ECE offerings. The group identified Macro Economics and Environmental Science as key areas to increase enrollment. More than 34 percent of all Stonington High School students take Business Department classes, and both sections of the high school's Environmental Studies classes are at capacity. The environmental science class is the target population for closing the gap in college credit before graduation with our high-needs students. Funding the teacher training to offer these concurrent enrollment classes will provide students with an accelerated route to employment in the health field while enhancing the school's health science pathway.

## Stratford School District

Grant Amount: \$90,000.00

Plans for grant funds:

Use of funds: SPS will use grant funding as follows (amounts approximate):

1. For all schools, \$15,000 for messaging to students/families regarding dual credit opportunities. The messaging would include website design, creation of a process for ongoing conversations with students at high schools, parents' nights, letters, efforts to demonstrate how dual credit courses align with careers, and what programs of study are aligned with the district's dual credit offerings.
2. For all schools, \$20,000 for a contract academic support coordinator for students enrolled in dual credit courses. The coordinator would design supports for students to ensure they achieve benchmark in dual credit courses. The support coordinator would work with students' families to ensure they understand dual credit offerings, opportunities to earn postsecondary credit, and procedures to enroll students and claim credit at the secondary/postsecondary levels.
3. To address disparities by increasing access:
  - a. \$12,000 for a new partnership with Sacred Heart University to develop a dual credit African-American/Black and Latino course(s) at SHS. This is an opportunity to explore additional opportunities for dual credit with SHU.
  - b. \$10,000 to expand our partnership with the University of New Haven in collaboration with Youth Entrepreneurs Inc., focusing on dual enrollment/concurrent courses in Business and STEM.
  - c. \$20,000 to expand our partnership with SCSU, focusing on concurrent enrollment. SPS offers dual credit courses in multiple subject areas with SCSU, almost all on SPS sites.
4. To address disparities between high schools: \$13,000 for training SHS teachers for certification in dual enrollment courses, including professional development for AP/dual enrollment teachers on addressing diverse learners' needs. Emphasis would be placed on career pathways, especially manufacturing and IT certifications.

For items 3 and 4, funding will support IHE and SPS staff meeting to review course offerings, make revisions, and pay professors to offer professional development needed by high school teachers of the course(s), and paying staff to attend after contract hours.

Multiple high schools: SPS expects there to be differences between its two high schools but plans to address disparities. The availability of qualified teachers will impact annual dual credit offerings. The district will, however, use this grant opportunity to develop a plan to equalize the number and range of courses available at the schools.

New courses: SPS expects to offer a mix of concurrent and dual enrollment courses. As noted, most of the district's current dual enrollment courses are concurrent, and the intent is to leverage that base so as to 1) add new concurrent enrollment courses with new partners, 2) add new dual enrollment versions of those same courses to provide a college campus experience, and 3) develop new courses/pathways in either format.

Career Clusters: The work with UB will align with cluster/pathway expansions for dual credit (business law, entrepreneurship, introduction to manufacturing).

Reduce disproportionality: By offering a greater range of courses at SPS and on IHE campuses, balancing offerings at the high schools, and conducting effective outreach to students/families, more underserved students/families will be aware of and enroll in dual credit offerings.

## Suffield School District

Grant Amount: \$30,000.00

### Plans for grant funds:

We anticipate using the grant funds to offer several new dual enrollment courses. The courses will allow students additional opportunities to earn college credit, pursue challenging and rigorous course work and will enhance our pathways. We would like to continue our partnership with UCONN and the ECE program. The proposed courses will be taken at Suffield High School as this allows students the ability to take college courses and maximize their time so they may also participate in traditional high school sports and after-school activities.

As mentioned in the previous section, we feel that by offering additional ECE courses this would expand opportunities for students to take college courses. We are proposing to add several new courses in disciplines/subjects which are currently not represented in our course offerings.

Through a diverse program of studies, we will attract the interest of a variety of students who would like to explore pathways and increase their knowledge within a field of study. We believe this will also decrease the disproportionality in student participation. Currently students enrolled in the Agriscience program have first access to three of the ECE offerings at Suffield High School. If there are any seats available after the Agriscience students are enrolled, then general Suffield High School students may enroll. While we offer three ECE courses we believe that more opportunities will increase participation.

## The Bridge Academy District

Grant Amount: \$5,000.00

### Plans for grant funds:

The Bridge Academy would like to expand our entire dual credit program. Most specifically, we would like to increase the number of students taking part in Housatonic Community College Partnership Program where they take classes in person at Housatonic. We believe this experience is the most valuable for our students' future. However, we will also expand the partnership with Post University as we are excited about the opportunity this gives our students to earn credits which will help offset the future costs of their education.

To expand these programs, we plan to use this grant money to create community dinners where we both encourage enrollment and celebrate student success. At these events we would have representatives from the programs along with successful students tell their stories to other members of our community. These celebrations will help encourage other students and families to apply and participate in our early college experience.

We will also use this grant money to purchase Chromebooks for enrolled students to use while taking these college classes. Due to increased costs, The Bridge Academy can no longer provide Chromebooks to all students. We do not want this to become a barrier for students earning college credit, so for those students taking additional college classes we will make sure they have a Chromebook to use at home.

We believe that the incentive of the recruitment dinners and the use of Chromebooks will continue to encourage all of our students to participate in these programs so that we continue to have data that shows proportionality. We strongly believe that all students should take part in dual credit programs. With more students enrolling in classes over four years, we expect more students to complete four courses in a career cluster.

## The Woodstock Academy District

Grant Amount: \$48,830.00

### Plans for grant funds:

The grant funds will be used to help us expand our concurrent enrollment offerings through Eastern Connecticut State University. In addition, the grant will help us build a partnership with QVCC and the Connecticut State Community College (CSCC) System for both concurrent enrollment courses at The Woodstock Academy, as well as dual-enrollment courses through the Community College. We hope to partner closely with CSCC-QV and surrounding districts to build a regional program for dual-credit courses. We will also use grant funding for field trips for sophomores to our partner schools to build interest in dual credit opportunities.

We currently have one concurrent enrollment course, Math for Liberal Arts, through ECSU. We have had this course for 5 years. Typically, 15-25 students earn the credit. We plan to add three to four additional courses in the core subject areas. Eastern courses we will look to develop include Communication, Creative Writing, Calculus, Studio Art, Painting, Human Biology, and Ecology and the Environment. The grant will support our teachers through the certification process, including paying for any required college course, as well as professional development time to develop new or modify existing curriculum, and purchase of any needed technology, textbooks, or supplies.

For our work with CSCC and QV, we have begun our planning process already with Dr. Karen Hynick, Campus CEO for QV. We will use grant funds to significantly expand our concurrent enrollment options within the career pathways, in particular engineering, animation and video, education, and culinary arts. The grant will support teachers' enrollment process, any required coursework, and professional development time to develop new or revise existing curriculum, and purchase of any needed technology, textbooks, or supplies.

In addition, for dual-credit options, we would like to partner with QV and, potentially, surrounding districts, in a series of planning meetings beginning this fall to develop regional dual-credit options through QV and the surrounding towns for the 24-25 school year. We have discussed this plan with Dr. Hynick and look forward to CSCC-QV's leadership to put this regional working group together. In particular we would like to support courses in the areas of business, culinary arts, health care, and manufacturing, areas in which we do not have the faculty or courses our students need, with the goal to offer these courses, either at QV, at regional high school campuses, or online through CSCC, in 24-25. We look forward to collaborating with Dr. Hynick and CSCC-QV and the other districts in the region to develop a sustainable program of dual-credit offerings to supplement our own high school programs.

We would also plan to offer two evening meetings for parents and students, to learn about dual-credit opportunities and hear from guest speakers from our college partners. We would also provide childcare and refreshments at these evening meetings.

We will also plan three field trips for sophomore students, after they have received their rigorous coursework letters, to spend a day at our three partner IHEs: UConn, Eastern, and the QV Campus, as an opportunity to build student interest in the colleges and the dual-credit opportunities we offer.

The expansion of credits through both QV and Eastern will provide opportunities for the 56% of students not meeting dual-enrollment benchmark to find courses at their academic level and within their interest, within most of the CT Career Pathways and The Academy's College and Career Concentrations.



## Thompson School District

Grant Amount: \$10,000.00

### Plans for grant funds:

Tourtellotte Memorial High School would like to use this grant opportunity to expand the partnership with QVCC to add concurrent courses offered to support the Medical Sciences & Human Services pathway. The goal is to develop a full year class that will provide students with a CNA certification along with QVCC credit in medical career exploration. Based on career pathway student interest surveys, there is a high interest among the student body to pursue careers in the medical field. QVCC is willing to develop a course that will allow for exploration and internships in partnership with Day Kimball Hospital. We hope to offer more QVCC courses in the medical pathway taught by Thompson teachers for dual enrollment. The courses will be taken at Tourtellotte.

In addition to the medical pathway, the district is launching a new culinary arts pathway for the 23/24 school year. We will explore options with the collaborative help from QVCC to identify Connecticut IHE that will partner with TMHS to offer dual enrollment culinary courses. Our current culinary instructor is extremely interested in learning how we may be able to offer dual enrollment classes in this pathway. The medical and culinary arts pathways are being developed due to the high interest of our student body. We have fourteen students signed up for the medical pathway and 120 students interested in taking culinary courses. Tourtellotte has a total enrollment of 220 students and half are interested in learning about this pathway. We are expanding our career pathways to meet the needs of our students and motivate the high number of chronically absent students to attend school regularly and improve our overall graduation rate.

## Vernon School District

Grant Amount: \$40,000.00

### Plans for grant funds:

Our primary focus for the grant funds is to primarily expand, where feasible, our partnerships with both UConn and ECSU. Additionally, we are exploring the possibility of a new partnership with the University of Bridgeport. The expansion of concurrent enrollment courses will focus on the subject areas where we currently have limited course agreements, including Business, Family & Consumer Science, Fine Arts, Science, Social Studies, and World Language. We are also looking at shifting some of our AP courses towards an equivalent concurrent enrollment course, particularly in the area of mathematics.

While a number of our career pathways currently include a concurrent enrollment course, the plan is to expand our offerings to ensure that every pathway has at least one or more concurrent enrollment options. By focusing on all of our departments, both academic and electives, the hope is that we will be able to offer a variety of opportunities based on interests and abilities, which should then in turn work to address some of the disparities among the identified groups in the Postsecondary Readiness Report Card.

While some current courses may partially align with a particular course offered by one of the universities, there will be a need to develop new courses where one does not currently exist. Also, some teachers will likely need to enroll in university courses given the instructor certification requirements. Grant funds would be used for a variety of purposes, including funding tuition reimbursement for teachers to obtain certification to teach concurrent enrollment courses, developing and revising curriculum, and purchasing textbooks, hardware/software, and/or other needed resources.

## Wallingford School District

Grant Amount: \$79,503.89

### Plans for grant funds:

The Wallingford Public Schools articulated BMM 222 – Technical Drawing with Goodwin College during the 2022-2023 school year. This is a course in advanced topics in computer aided design and includes additive and subtractive manufacturing. The software to run both the CAD program (we currently use the AutoDesk suite) and the program we use to prepare designs to be manufactured using our 3-D printers and our desktop mills (VCarve) both require computer systems with a set of minimal technical specifications. Currently, our labs do not meet these specifications and it will be difficult for us to provide our students with an appropriate academic experience. Consequently, we are concerned that this will impact course enrollment. We will use our grant funds to purchase computers that meet these requirements with the intended outcome of increasing enrollment due to creating a more enriching and productive learning environment.

This dual enrollment opportunity will be offered equitably at both high schools as a concurrent enrollment course.

This course is part of a three course pathway in the Manufacturing Career Cluster. We currently offer two other courses through Goodwin University in this cluster: BMM 100 – Intro to Manufacturing and BMM 140 – Principles in Mfg Math. The addition of this third course will give our students opportunities to continue in this pathway.

We hope to reduce disproportionality in student participation by expanding dual enrollment courses in areas such as Career and Technical Education where we anticipate that we will attract more non-traditional students who would benefit from earning credits in courses that are in high demand, high wage career pathways.

## Waterbury School District

Grant Amount: \$90,000.00

Plans for grant funds:

Waterbury proposes to expand existing partnerships with CT State Community College at Naugatuck Valley (NV) and Post University (Post), to increase the district's current dual credit offerings.

Specifically, during the grant period, WPS will collaborate with NV to create updated syllabi and institutional agreements (as needed) to offer concurrent enrollment Advanced Manufacturing 2 and Culinary courses at Waterbury high schools beginning as early as 2023-24 (Advanced Manufacturing 2), and certainly by 2024-25 (Manufacturing 2 and also Culinary). The school district and NV finalized an updated Advanced Manufacturing 1 syllabus and MOU in 2022, and will continue through the grant period, to establish current syllabi and any agreement(s) needed for the additional courses noted. Advanced Manufacturing 2 is planned to be offered at Waterbury Career Academy, where there is some existing manufacturing equipment in place. NV Culinary course(s) offered at Crosby and Wilby some years ago, will be offered for dual credit again at Crosby and Wilby by 2024-25. NV has committed to this project and expected timeline.

Through the 2022 MOU for Advanced Manufacturing 1, Waterbury Career Academy students cover the material of 3 manufacturing classes in NV's manufacturing certificate program. Establishing the Advanced Manufacturing 2 course for Waterbury Career Academy will likely allow high school students to cover the material of 2-3 more NV courses, potentially earning them a total of approximately half of the NV credits needed to complete the NV Manufacturing Certificate while in high school—a tremendous head start for students entering the NV manufacturing certificate program after graduation, or the manufacturing field post graduation.

Also during the grant period, WPS and Post staff have agreed to work collaboratively on developing two new dual credit courses to be offered at up to all five Waterbury high schools by 2024-25: Game Design and Development 1 and 2.

Grant funds will be utilized to purchase industry standard equipment for the new Advanced Manufacturing 2 course at Waterbury Career Academy, new Culinary industry standard equipment/supplies for the Culinary course(s) at Crosby and/or Wilby, and some new gaming computers for the Game Design and Development 1 and 2 courses to be offered in Waterbury high schools where there are qualified teachers who will be approved by the IHE, all for dual credit for Waterbury high school students. All of these courses will be taught at the high schools (concurrent enrollment).

Differences across multiple high schools will exist based on differences in facilities and staff credentials. In general though, CT Career Clusters/Pathways will be enhanced by this project to create more access for students to advanced coursework through new pathways in Programming/IT (new 2 course sequence), Manufacturing (second course in sequence added), and Culinary (1 or 2 courses in a sequence to be offered).

Through the proposed project, the district will provide more students with opportunities to engage in higher level coursework that leads to work-based learning, industry recognized credentialing, and college credit. Counselors and teachers will be informed of new dual credit options to help guide students to them.

## Watertown School District

Grant Amount: \$40,000.00

### Plans for grant funds:

We plan on expanding dual credit options for Watertown High School with Post University, UConn, EdAdvance and through other Dual Credit Partnerships.

### Roles and Staff Responsibilities:

- High School Principal - vision, structure building, and faculty recruitment
- School Counselors - counselling for students and promoting courses.
- Adjunct Instructors and WHS Faculty - training and providing quality college level experiences that are engaging, relevant and exciting for students to be part of.
- Social Workers - to provide support SEL, financial, emotional, etc. while students are taking high level courses to help motivate, encourage perseverance, and map a clear pathway of where students are heading.
- Central Office (Director of Operations and Superintendent) - to cultivate and implement a clear district vision that promotes dual credit growth and expansion at the secondary level.
- Family Liaison - to connect with families and provide connecting opportunities to the WHS as students move through dual credit opportunities.
- Board of Education - To support and create policy in expanding dual credit programming at WHS.

### Steps to Expansion:

- Recruitment of qualified WHS employees to become adjunct instructors with partnering IHE's.
- Training of faculty/adjunct instructors in IHE courses.
- Creation of promotional materials outlining available opportunities
- Information nights and webinars to inform families and provide knowledge of the importance of dual credits at HS for parents and interested students each academic quarter.
- Adjustment of Program of Studies.

### Steps to recruitment of specific subgroups:

- Dual credit opportunities specific to STEM as there is great attraction to females already. We've won AP level awards in computer science and we anticipate we can attract more than 50% of students who are female to join STEM dual credit offerings.
- Dual credit opportunities in Workforce and CAD/certificate experiences raise the bar for students who are looking to go into the workforce and enter college with more than 25 credits to move into more skilled certificate opportunities at the collegiate levels. Based on our data, male students who experience high levels of chronic absenteeism; are eligible for F/RL and are Hispanic have shown interest in manufacturing courses and we know we will be able to draw them in.
- The use of a weighted system to provide students with double points if part of subgroups outlined in our data prior to the blind selection will help us achieve the recruitment levels we are looking for.

Watertown Public Schools intends to utilize the funds for this grant to train in-house faculty with Post University curricula so they can offer dual credit courses on the high school campus. In addition, we plan to train in house faculty with UConn's Early Childhood offerings so they can offer dual credit courses on WHS campus as well. The time and courses it will take to get them trained will be covered by this grant.

The intention is to have them taken on the high school campus.

Clusters and pathways will be enhanced because students will now earn college level credit in their area of concentration and not just high school credit. Students will receive hands on experience, access to college level instructors and tuition reduction by the time they enroll in college helping them complete a degree once they get there. In addition, completing dual credits courses in high school through our IHE partners will make students eligible to enter the workforce sooner than students who are only entering courses of the same caliber for the first time once they arrive to college.

Students will be heavily recruited to join courses. In house faculty and counseling will be put in place and carved out in student schedules so they have guidance and advisement all through their dual credit journey. Social workers, counselors and family engagement liaisons will be a bridge to connect students as they move through the program.

## West Hartford School District

Grant Amount: \$89,550.00

### Plans for grant funds:

WHPS met with UCONN's ECE Director to review current offerings and completed a gap analysis. Based on these findings, the district plans to use grant funds to expand its partnership by examining the following UCONN concurrent enrollment courses for potential addition as ECE offerings:

- EARTH 1000E: The Human Epoch: Living in the Anthropocene to pair with WHPS Catastrophic Events
- MUSI 1001: Music Appreciation and or MUSI 1003: Popular Music and Diversity in American Society to pair with WHPS's Voices of the World and or Chorale Contare
- ART 1030: Drawing I to pair with WHPS Drawing I
- EDLR 1162 Health & Education in Urban Communities to pair with WHPS's Sustainable Living & Lifetime Sports
- EDLR2001 Contemporary Issues in Sports to be added as a new WHPS course.
- CSE 1010: Introduction to Computing for Engineers to be added as a new course

WHPS believes these efforts will reach a broader audience than its current offerings by ensuring every academic department participates in the concurrent enrollment program. The courses were selected specifically to engage a diverse student population in college credit-bearing opportunities. With the addition of these courses, WHPS will have at least one college level course offering in all disciplines, and will expand the number of these courses at the district's alternative high school program, REACH, from three to four offerings. In addition, WHPS will have at least one course offering in each of the career pathways ensuring that students pursuing post-secondary plans in any of the clusters have access to college courses. WHPS believes this approach will increase access for all students and in particular for students with disabilities.

Funds will be used to build new instructor pools, including paying for graduate tuition for teachers to obtain additional certifications. Monies will also be used to provide release time for professional development so that teachers can complete necessary applications and develop an approved course syllabus. Money will be allocated from this grant to adapt the existing curriculum and develop curriculum for new courses. Funding will be used to purchase textbooks, software, specialized equipment, and other course-related materials or required resources for students. Monies will be devoted to implementing strategies that will inform students and families of the benefits of earning college credit.

## West Haven School District

Grant Amount: \$79,933.58

### Plans for grant funds:

With this grant funding, we plan to expand our partnership with Southern Connecticut State University to include concurrent enrollment classes taught on campus, during the school day by our school staff in a variety of content areas. These classes will be part of new Career Pathways in Graphic Design and Printing, Sports Management, Public Health, Journalism, and Theater.

Grant funding will be utilized to:

- Provide professional development to school staff by IHE staff on content area standards.
- Provide professional development on equipment and electronic resources by industry professionals.
- Provide collaborative time for school and IHE staff to revise curriculum and assessments to align with the criteria of the IHE and ensure standards are being met with fidelity.
- Provide training and resources for a dedicated school counselor liaison to the IHE, and a dedicated support staff member to ensure student success (focus on students with IEP/504 and multilingual learners).
- Provide time for school staff to observe instruction and attend PD at the IHE.
- Purchase equipment and supplies necessary to give students a college-level experience on our campus.
- Create a public campaign led by a bilingual outreach worker and communications staff to ensure that all students and families understand the benefits of earning college credit at the high school level and the opportunities that students have to do so.

In addition to the creation of new Career Pathways, we also plan to expand our existing Career Pathways in Criminal Justice, Biomedical Science, Engineering, and Nursing by adding concurrent enrollment courses that will be offered through Southern Connecticut State University to the existing cohorts. This will allow students already enrolled in these Career Pathways to gain college credits through concurrent enrollment.

The opportunity to offer concurrent enrollment classes on our campus removes the biggest barriers for our high-needs students. Offering classes during the school day and on our campus means that students will not have the barrier of transportation, work schedules, or child care. Students will also be able to access the additional resources and supports that are provided in a high school setting, allowing us to help them scaffold from their current performance to that of a college-level student. A concurrent enrollment model also allows us to offer these courses as open enrollment, removing the barriers of prerequisite requirements. If it is our intention for all students to be successful at the post-secondary level, we must use that same intention to implement supports and scaffolds that will allow them to be successful in concurrent enrollment classes.

The Career Pathways that will become possible through this grant funding will also appeal to students with varied interests. Our current dual credit opportunities are predominantly in core areas. Offering these additional options as concurrent enrollment will encourage students with different interests to enroll. Their success in these courses will give them the confidence to achieve future success in concurrent enrollment, dual enrollment, or a post-secondary setting.



## Westbrook School District

Grant Amount: \$10,000.00

Plans for grant funds:

The school strives to continuously improve its career pathway model by linking its current practices with alignment to the four pillars identified by the Raising the Bar: Unlocking Career Success initiative, a joint effort of the U.S. Departments of Education, Labor and Commerce. The four pillars include:

- Dual Credit;
- Work-based Learning;
- Workforce Credentialing; and,
- Career Advising and Navigation.

With the help of the CSDE Dual Credit Expansion grant, the school will be able to expand and strengthen its dual credit opportunities and improve opportunities for students to gain workforce credentialing. Because the school's current AP and concurrent credit courses primarily focus on general education credits, the school intends to expand concurrent credit offerings to specific career areas, like business/finance, hospitality and tourism, allied health, and manufacturing.

While Westbrook teachers have not yet completed the application process to become adjunct professors, the school believes adding UConn ECE course offerings in Allied Health (AH1100 Introduction to Allied Health Careers and AH2001 Medical Terminology) is possible and will strengthen the school's Health Sciences pathway which currently includes general science courses but no specific health sciences courses.

The school will also add UConn ECE ARE22210 Essentials of Accounting and Business and Goodwin University's Business Law and Ethics course to its current concurrent enrollment courses to strengthen its business administration and finance pathways. Should it become possible for the school's culinary arts teacher to become certified to teach Gateway Community College culinary arts courses, the school will align its current Bake Shop course with a concurrent enrollment pastry course.

Finally, should it become possible for the school's technical education teacher to become certified as an adjunct with Goodwin University, the school will add a concurrent enrollment welding course to strengthen the school's manufacturing pathway.

Grant funds will be used for curriculum alignment and curriculum writing. Where applicable and stipulated by the IHE, funding will be provided to university professors to assist in curriculum alignment. A majority of funding will be used to pay stipends to Westbrook teachers to complete curriculum updates for courses which have previously not carried concurrent enrollment credits and for the writing of curriculum for new concurrent courses.

Focusing concurrent credit opportunities in specific career areas will provide students with more specific career and work-based learning. Because Westbrook's career technical courses are rigorous, the school believes the traditionally non-college bound students are capable of earning college credits to propel them into the belief that they are capable of succeeding in postsecondary education. These career-focused, hands-on and minds-on courses are ones non-college bound students often participate and do well in because they are interested and passionate about the content. Because this group of students

often includes students with disabilities, students eligible for free/reduced lunch who don't think they can afford college, and English learners, the school believes it will eliminate some of the current disproportionality.

## Westport School District

Grant Amount: \$76,420.00

### Plans for grant funds:

The grant funds will be used to expand the existing partnership with the University of Connecticut by adding a dual credit option to the current Anthropology and Child Psychology courses offered at Staples. This will be a critical step in expanding the Human Sciences offerings at Staples and building an education career cluster that students could pursue in high school while simultaneously earning college credit. The high school has also recently added a new concurrent enrollment course in English, and there is an immediate need for additional teachers to teach the course. English teachers need specific college coursework required by the university.

The courses the district has identified in this request are A-level college preparatory courses, which are open to all students in grades 11 and 12 who have met base prerequisites in grades 9 and 10. These courses would align the existing curriculum with university curriculum and incorporate dual credit tasks and assessments for students who select concurrent enrollment. The district has already used this approach and found it provides accessibility to non-remedial dual credit courses.

- University of Connecticut- ANTH 1000: Peoples and Cultures of the World- concurrent enrollment
- 2023-24 SHS A-Level Anthropology enrollment: 24
- University of Connecticut- HDFS 1070: Individual & Family Development- concurrent enrollment
- English Courses
- 2023-24 SHS A-Level Psych of Child Development enrollment: 47
- University of Connecticut- UCONN ENGL 1007: Seminar in Academic Writing and Multimodal Composition- concurrent enrollment
- 2023-24 Literacy, Identity, & Community enrollment: 60 (not enough instructors to accommodate the 90 requests) This course is already an ECE partnership, but SHS doesn't have enough instructors with the required coursework.

The grant funds will also be used to expand potential new partnerships to support the needs of a diverse range of students. In the spring of 2023, school administrators began exploration of new partnerships with the University of Bridgeport and Southern Connecticut State University. Further professional development is needed for high school faculty to learn about partnerships as we work to meet our strategic goals defined in the district's equity plan, specific to the evaluation of programmatic structures that lead to disproportionate outcomes for specific cohorts of students.

There are not multiple high schools in Westport, but the Staples High School Pathways Academy is a "school-within-a-school," providing alternative educational opportunities for students experiencing difficulty succeeding in the traditional school setting. The Pathways Academy enrolls a maximum of 25 students in grades 11 and 12 with the intent of creating a small, supportive community of students. Pathways Academy offers Staples courses delivered in a non-traditional way to meet the unique needs of students who enroll each school year. The expansion of dual credit would also be concurrent enrollment. However, the requests in this grant for expansion of dual credit courses for this program remains in an exploratory phase. This grant proposal is requesting funds for training for teachers to be able to implement ECE courses through Pathways and expansion of dual credit opportunities for kids to take courses outside of what has traditionally been offered through Pathways Academy.

Staples High School does not currently have defined career clusters. The expansion of dual credit programs will support further development of both academic offerings and career-oriented programs as we strive to develop these clusters and pathways. Professional learning and funds for teacher stipends will support the development of detailed plans for expansion of dual credit courses and, more broadly, programmatic shifts to support increased access to dual credit offerings aligned with the needs of all students at Staples High School.

## Wethersfield School District

Grant Amount: \$21,680.00

### Plans for grant funds:

The grant funds will be used to establish a new partnership with CCSU. Last year we had an initial meeting and hope that the resources provided through this grant will allow us to build on this desired partnership. A WHS teacher will utilize the funding provided through this grant to prepare to teach a course targeted to students who are interested in becoming an educator or related field. The new concurrent enrollment course (possibly EDEL 210, EDEL 212, or EDF 215) will be created through the collaboration of CCSU Faculty and a WHS teacher. This course will be concurrent enrollment at WHS. The grant will support the purchase of a SMART Board (so that students can be trained on this instructional technology tool) along with textbooks and necessary educational materials. The grant will also support the collaborative time of the high school teacher and IHE staff working on curriculum development, marketing, and other coaching/collaboration activities.

The teacher will explore the possibility of earning their 098 Certification (Vocational Teacher Certification), allowing WHS to add the Education & Training CTE career cluster. WHS currently offers one course in the Education & Training CTE cluster. The addition of this course will allow students to fully engage in the Education & Training CTE Pathway by participating in both our current course, UCONN Individual/Family Development and our new course.

The addition of this new IHE partnership and concurrent enrollment course aligns with several areas found in the WPS's Strategic Plan:

1. Build awareness of potential career interests and pathways through inventories, research, internships, and opportunities to collaborate with professionals in diverse fields across grades and content areas.
2. Continue to demonstrate growth in the hiring, retention, and support of staff who are racially, ethnically, and linguistically diverse.

This course will be open to all WHS students. In conjunction with the WPS strategic plan goal of hiring staff who are racially, ethnically, and linguistically diverse, this class will be offered to students that reflect our diverse community. The WPS Increasing Educator Diversity Committee has identified the need to partner with WHS to provide a pipeline of educators that will return to work in their community along with the need to diversify students interested in education. Through marketing materials and the rigorous coursework letters, the school counseling office and teacher will aim for a diverse enrollment that represents the diversity of our school and community. Currently the Future Educators Club is not overly diverse, and the club advisor has identified the need to increase diversity in the club. It is our hope that the partnership with CCSU will assist with recommended strategies related to diversity. We believe that adding a course that is accessible to a wide range of learners will also increase the interest of students into the field of education. The addition of this course will allow students from a variety of backgrounds to investigate their passions about education, learn about themselves as learners and learn about the education system and how they can impact future students.

## Windsor School District

Grant Amount: \$48,000.00

### Plans for grant funds:

In March 2023 Windsor Public Schools signed an Memorandum of Understanding (MOU) with Central CT State University (CCSU) to partner on expanding our current Early College Experience opportunities for our students. We will present the MOU to the WPS Board of Education in the Fall and will begin the planning of aligning courses concurrently. We currently have a partnership with UCONN for general education courses. Our new partnership with CCSU will add value to our Career Technical Education program at Windsor High School.

This grant award would allow us to expand our Manufacturing Career Cluster and pathway in manufacturing production. We currently have 12 Career Clusters with pathways in our CTE program and adding the dual credit program through this award will support students' interest in these fields of study: Manufacturing and Construction. Manufacturing is such a high commodity in our state and we want our students to benefit from the many opportunities, especially with all of the manufacturing businesses in our local community. We intend on creating internship and apprenticeship opportunities for our students in these specific fields of studies as well to support the dual credit program. We intend to take a few field trips to the university specifically to visit the Manufacturing and Construction programs. Additionally, we want to link the learning opportunities for students and offer tours of local businesses in Windsor. We believe when students have the opportunity to take dual credit courses at their local high school and can see themselves in the field through these experiences more students would take an interest in the course of study and the dual credit program opportunity. This grant would further build the capacity of our teachers to offer dual credit courses and build our curriculum base.

This opportunity to earn college credit through CCSU partnership free of charge for the students will ensure that we have a wide range of students able to participate. When students try a college level non-remedial CTE course through this partnership and grant and find success they are more likely to continue to take similar courses in high school that might expand to core content level courses as well.