



Partnerships Across Connecticut

PURPOSE

Ensure public school students are taught material needed for success in college and that students and families are prepared to pursue and succeed in post-secondary education.

SUMMARY

Require each **Priority School District to partner with at least one community college, state university or participating private college**. The goal is a functioning partnership, in which college or university and high school leadership and faculty work together to:

1. **Evaluate and align curriculums** and share definitions and competencies expected for college success, and
2. **Test students and evaluate results**, junior year or sooner, to gauge and establish college readiness.

Beyond these minimum outcomes, colleges and public schools will work collaboratively to instill in **all** students a desire and expectation to attend college. Key elements are student visits to colleges and universities, elevated academic expectations, and a cultural shift on the part of teachers and families that **all** students can succeed at college. Work will be performed under agreements between each K-12 system and higher educational institution. The project would fall under the state Department of Education and P-20 Council, which would convene quarterly statewide participant meetings and provide evaluative feedback.

FISCAL IMPACT

Can vary. Fifteen priority school districts, each partnering with a college or university. Schools may opt to assign the duties to existing staff and use the funds as performance incentives or to hire additional staff to manage the partnership. The proposal could be implemented at no cost, if needed, by requiring meetings and alignment, or at a cost of

BACKGROUND

Employers and educators agree that the “developmental education crisis” threatens to cripple our economy if not addressed. Consider:

- 70% of community college students require remedial education to enroll in college-level courses – and 94% of those have earned their high school diploma at a Connecticut high school.
- The vast majority of jobs now require at least some education beyond high school – yet just 41% of high school graduates from 2004, the first year studied, have any postsecondary credential.
- 500,000 adults in our state lack the basic educational skills to get a job.
- Businesses have a near-universal lack of trust in a high school diploma to indicate an applicant can be trained and perform on the job. They are increasingly turning to independent credentialing programs to gauge job-readiness.

This proposal brings to scale elements of successful pilots that changed the public school climate and significantly reduced the need for remediation among high school graduates. This connection between K-12 and higher education, combined with rigorous and ongoing evaluation of data, is key – both on its own merits, and also to the success of other school reforms.

CAHS advocates for policies that will end poverty in Connecticut and help all children and families achieve economic success.

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