**Dual Enrollment Pell Experiment**

**2016 Postsecondary Institutions Invited to Participate**

**Adams State University (Alamosa, Colorado)**

In partnership with 14 school districts in the San Luis Valley BOCES, Adams State University, a Hispanic Serving Institution (HSI), will offer a dual enrollment program that includes both General Education courses and select STEM courses to approximately 400 students in the San Luis Valley. The program will provide instruction through face-to-face, live video streaming, and online methods to enable the students, many of which live within geographically isolated school districts, to take advantage of this opportunity to earn college credits. Adams State University will provide key student support services to assist these students in completing college courses and in navigating the process to apply for financial aid and college admission. The Adams State University Upward Bound project will provide key supplemental support to many of these dually enrolled students.

**Asnuntuck Community College (Enfield, Connecticut)**

Over the past five years, Connecticut has identified a critical workforce need in advanced manufacturing. Therefore, in partnership with the Enfield, East Granby, Granby, Windsor Locks, and Suffield Boards of Education, Asnuntuck Community College will offer the “College Connections in Advanced Manufacturing” program. This program currently serves 50 students and plans to expand to 75 students per year. Additionally, State Colleges and Universities system has recently launched a Student Success Center, which encourages students to succeed and excel as they work toward achieving degree and certificate completion. This is done by providing student support services, including but not limited to academic counseling and FAFSA completion.

**Bard College (Annandale-on-Hudson, New York)**

Under the dual enrollment experiment, Bard College will expand the Newark campus of Bard High School Early Colleges (BHSEC), which currently enrolls over 300 students, to serve approximately 60 more students over a three-year period. The BHSEC school operates as a partnership between Bard College and Newark Public Schools. BHSEC school embed a full two-year, 60 credit, Associate in Arts liberal arts degree from Bard College within a four-year, tuition-free public high school. BHSEC also helps graduates transfer their credits and degrees to four-year institutions of higher education so they can complete their bachelor’s degrees. Throughout the four year long program, students have access to extensive support and counseling services, including tutoring and academic support and a College Experience course which helps students develop the soft skills and habits of mind that promote success in college.

**Benedict College (Columbia, South Carolina)**

In partnership with C.A. Johnson High school in Richland County, Benedict College, a historically Black college, will offer an array of dual enrollment courses to students in its Preparation, Results and Investment in Dual Enrollment (PRIDE) program. The PRIDE Program will provide C.A. Johnson students with dual enrollment opportunities that correspond to the high school credits they need to complete while also meeting requirements for a college degree in science, math, engineering, and technology. The program proposes to serve 40 C.A. Johnson students each year. Over a five year period, this program is expected to impact 200 students who will earn college credits through dual enrollment. Since C.A. Johnson is designated as a health sciences magnet school, college courses offered through PRIDE will enhance career pathways for students, many of whom indicated interest in the fields –such as biomedical research, health informatics, health science, food science and dietetics, and sports fitness management.

**Bristol Community College (Fall River, Massachusetts)**

In partnership with 42 high schools across Massachusetts and Rhode Island, Bristol Community College will serve approximately 50 students in its first year. The Pell Grant funding provided through this experiment will supplement the funding from the MA Commonwealth Dual Enrollment Program, which enables students from low-income backgrounds to take one free college course each year in the state of Massachusetts. Each student participating in the Experimental Site Initiative will make a dual enrollment plan that allows for a minimum of twelve college credits to be earned while dually enrolled. Academic student support services such as tutoring in major subject areas, supplemental instruction, advising for course selection, and academic workshops will be offered to all participating students. Dually enrolled students will only be admitted to the General Studies Associate’s Degree program, MA Transfer concentration, which guarantees admission, tuition reduction and transfer of credit to the University of Massachusetts and Massachusetts State Universities.

**Carl Sandburg College (Galesburg, Illinois)**

Carl Sandburg College is a small rural community college located in west-central Illinois serving more than 3,400 students at three campus locations. It has been partnering with local area high schools for 25 years, and will be participating in the dual enrollment experiment in partnership with 13 high schools in the community college district. Students in the existing dual enrollment program have experienced a 90% success rate in the courses they have attempted, and 91% of those students enroll in postsecondary institutions. Carl Sandburg provides dual credit seminars for students and families focused on study skills and transitioning from high school, financial assistance advising, academic advising and counseling regarding college selection, preparation, and course transfer, as well as tutoring and library services to dually enrolled students. The College has established multiple articulation agreements with local university partners so that credits can transfer to four-year colleges and universities. The College has also developed dual enrollment coursework for career preparation in welding, automotive technology, and nursing.

**Cayuga Community College (Auburn, New York)**

In partnership with Fulton City School District (FCSD), Cayuga Community College aims to enable a cohort of approximately 30 high school students to pursue a postsecondary credential in Health Sciences, Technology, Engineering, or Mathematics through participation in the dual enrollment experiment. Cayuga Community College will provide academic tutoring, early alert interventions, financial aid counseling, financial aid literacy training, career and transfer counseling, as well as an on-campus point person to coordinate students’ on-campus needs and communicate regularly with FCSD. The dual enrollment program will also provide classes that address social and emotional needs, as well as intervention services for at-risk students, including student advocates that meet weekly with faculty.

**Central Virginia Community College (Lynchburg, Virginia)**

In partnership with 11 area high schools, Central Virginia Community College will offer four programs to dually enrolled students: an Associate in Arts & Sciences degree in General Studies and three career studies certificates in Engineering Fundamentals, Mechatronics, and Biotechnology Fundamentals. Central Virginia Community College currently serves 591 full-time equivalent students through its dual enrollment programs, and estimates that approximately 256 of these students will access Pell Grants through this experiment. The Lynchburg Regional Governor’s STEM Academy (XLR8), located on the CVCC campus, offers students academic and technical training in engineering, technology and health science diagnostic services.

**College of Southern Maryland (La Plata, Maryland)**

College of Southern Maryland (CSM) partners with three school districts: Calvert County Public Schools, Charles County Public Schools, and St. Mary’s County Public schools— serving a total of fourteen high schools. Based on the current enrollment and projected interest in this program, CSM anticipates that 50-75 students will be eligible to participate in the experiment each year. CSM offers numerous student support services, including in-person and online tutoring, Student Success Centers at all three campuses, readily available faculty and support staff, and Student Success Coordinators that provide personalized communications to students to monitor and ensure student success. CSM will offer pathways for students to earn college credit that can be used toward one of the 100+ CSM programs or transfer towards degrees from other regionally accredited institutions.

**Community College of Beaver County (Monaca, Pennsylvania)**

Community College of Beaver County (CCBC) has developed partnerships with 43 high schools in Beaver County and surrounding counties to provide the CCBC High School Academies program. Students participating in the program spend two thirds of the day at their high school, and one third taking courses taught by CCBC faculty members on the CCBC campus. The CCBC High School Academy began with the Aviation Academy, and will be launching additional academies in Health Sciences; Advanced Manufacturing and Engineering Technology; Law, Public Safety, Corrections, and Security; Performing Arts; and Online Learning. Students enrolled in the program will receive hands-on instruction from college faculty members in labs and clinical environments. CCBC High School Academies began with 27 students and has grown to 66 students, and anticipates further growth with the launch of the additional academies, to serve approximately 115 students in beginning in 2016.

**Cowley County Community College (Arkansas City, Kansas)**

In partnership with 14 unified school districts and the South Central Kansas Distance Learning Network, Cowley County Community College has established the Concurrent Academic Partnership for Secondary Students Program (CAPSS). CAPSS is open to 10th, 11th, and 12th grade students (and 9th grade students with a gifted IEP), and serves approximately 550 students per year. Students in the program will also qualify for dual credit, whereby the high school will allow college credit earned to be posted on the high school transcript while simultaneously counting towards high school credits earned. Participating students can attend classes by taking them on the Cowley campus with Cowley instructors, distance learning and hybrid methods, or at a high school that is part of a district with an established Memorandum of Understanding with Cowley.

**Gateway Community College (New Haven, Connecticut)**

In partnership with New Haven Public Schools, Gateway Community College will offer the “Connecticut Early College Opportunity” (CT-ECO) program. Modelled after Pathways in Technology Early College (P-TECH) High School Programs, the CT-ECO programs offer students the opportunity to earn an industry-recognized, two-year postsecondary degree, in addition to their high-school diploma within a four to six-year time frame. CT-ECO programs integrate high school and college coursework, along with workplace mentorship and internships. Additionally, Connecticut State Colleges and Universities system has recently launched a Student Success Center, which encourages students to succeed and excel as they work toward achieving degree and certificate completion. This is done by providing student support services, including but not limited to academic counseling and FAFSA completion.

**George C. Wallace Community College (Hanceville, Alabama)**

In partnership with the Blount County, Cullman City, Cullman County, Jefferson County, Morgan County, Oneonta City, Walker County, and Winston County school districts, George C. Wallace State University will offer its “Dual Enrollment”, “Fast Track Academy”, and “Fast Track for Industry” programs. These programs served 564 students in the Fall 2015 semester, and the university plans to serve another 610 students next year. For the 2014-2015 year, of the students who enrolled in the “Fast Track” programs, 97% completed the program, and 44% of student earned a degree or certificate. Students who enroll in one of the university’s programs are assigned a Success Coach, who provides support across all areas of student success including academics, career, finances, school community, time management, commitment to graduation, and health/wellness. Coaches also serve as liaisons to services such as academic tutoring, academic advising, career counseling, and financial resources.

**Germanna Community College (Fredericksburg, Virginia)**

Germanna Community College partners with Orange County High School and Culpeper County Public Schools to provide access to dual enrollment programs to students in primarily rural areas. Students enrolled in Germanna Community College’s Germanna Scholars program can earn an Associate of Arts and Sciences Degree in General Studies while still enrolled in high school. This degree is intended for transfer to a four-year university. The first cohort of 22 students is expected to complete the program in May 2016. Participation in the experiment will allow GCC to expand this program by 15-20 students annually. Additionally, at Orange County public schools, Germanna plans to also offer a new career studies certificate program: Microcomputer Applications for Business Career Studies. GCC estimates that this program will be available to 15-25 students.

**Glenville State College (Glenville, West Virginia)**

In partnership with 10 school districts in West Virginia, Glenville State College will offer a dual enrollment program that provides access to dual enrollment opportunities for qualifying juniors and seniors enrolled at 20 high schools across the State. In order to ensure that participants maximize this opportunity, Glenville State College, in coordination and partnership with district and high school staff, will provide a comprehensive set of support services, including academic advising, counseling, tutoring, parental/student information sessions, and FAFSA assistance.

**Guilford Technical Community College (Jamestown, North Carolina)**

In partnership with 16 high schools in its service area, Guilford Technical Community College(GTCC) will offer a program that will serve approximately 100 students starting in the 2016-17 academic year. Students can choose to enroll in a college transfer pathway designed for students to continue their educational career beyond high school to obtain an Associate’s or Bachelor’s degree, or career and technical education to begin a certification or diploma program in a particular technical field or career area. The program has an individualized counseling model where students work with both a GTCC professional counselor and their high school counselor to ensure their success. In order to increase preparation for success in postsecondary education, an early alert system will notify the project director of any student who misses classes or does not maintain a 2.0 in their college coursework. Additionally, the program director meet with each student and parent prior to enrollment in the program to discuss the transferability of the courses they will take. GTCC has articulation agreements with the university system to guarantee transferability of the classes dually enrolled students take as part of the college transfer pathway.

**Hagerstown Community College (Hagerstown, Maryland)**

In partnership with Washington County Public Schools, Hagerstown Community College (HCC) already offers a “Science, Technology, Engineering, Math, and Medical Technical Middle College” (STMC) dual enrollment program and is in the process of expanding this program to non-STMC majors. Students are enrolled in STMC in the 9th and 10th grade and required to take significant math and science coursework in their “home” high schools to prepare them for 11th and 12th grade as students in the middle college on the HCC campus. This program will serve 22 students and plans to expand to 30 students per year. All dually enrolled students will have access to support services that include a Summer Bridge program that focuses on academic planning, advising, and study skills, as well as HCC’s Learning Support Center, which provides study groups and tutoring.

**Holyoke Community College (Holyoke, Massachusetts)**

In partnership with Holyoke Public Schools, Holyoke Community College will offer the “College Now” program. This program will serve 200 students per year with the possibility of expanding to additional school districts in the future. All participating students and their families will be provided with an orientation focused on how to be a successful college student (e.g., time management, organizational skills, advocacy, utilizing resources), how to support a college student, and other important information about college transcripts, the transferability of credits, and Pell eligibility. Holyoke Community College is committed to assisting the Holyoke Public Schools to develop and implement strategies in response to its turnaround plan especially in the areas of redesigning secondary education, extending learning time, and developing individualized college/career plans and pathways for students.

**Illinois Central College (East Peoria, Illinois)**

In partnership with District 150, Illinois Central College will offer the “Fast Start and Strong Start” program. These programs currently serve 1,740 students. The purpose of the dual credit program is to offer college level general education, as well as career and technical education courses to qualified high school students. The program is designed to increase accessibility to college for all students, to allow students to earn college credit while still in high school, to learn the rigors of college work and to shorten the time required to complete an undergraduate degree.

**Jackson State University (Jackson, Mississippi)**

In partnership with all seven high schools in the Jackson public school system, Jackson State University will offer a new dual enrollment program that is estimated to serve 200 students per semester. The university has relied on technology to modernize and expand its student support services, most notably academic support services, to increase student success.

**Leeward Community College (Oahu, Hawaii)**

In partnership with the Hawaii State Department of Education, 3 public schools: James Campbell High School, Walanae High School and Waipahu High School, Leeward Community College has established the “Early College” partnerships. This program currently serves 500 students and plans to add an additional 30 students per year from the partnering high schools. With the expansion of the Early College partnership, students will be able to choose and pursue formal programs of study and then access the courses relevant to those degree programs.

**Louisiana State University (Eunice, Louisiana)**

In partnership with the St. Landry Parish School Board, Louisiana State University Eunice (LSUE) will offer a new Dual Enrollment Healthcare Academy for students interested in science, medical or allied healthcare careers. This program will provide college-level coursework, student support services, and healthcare related enrichment activities to St. Landry Parish students to encourage each of them to complete an associate’s degree; and increase the number of underrepresented, rural area students achieving a post-secondary degree in science that is guaranteed to transfer to any LSU institution or other Louisiana public university. School counselors will jointly advise students as they prepare to transfer to four-year universities.

**Mississippi Gulf Coast Community College (Perkinstown, Mississippi)**

In partnership with six high schools—George County High School, Moss Point High School, East Central High School, Vancleave High School, and Gulfport High School—Mississippi Gulf Coast Community College will serves 160 students per year and will expand to serve an additional 40 students per year.

**Naugatuck Valley Community College (Waterbury, Connecticut)**

In partnership with Danbury High School, Naugatuck Valley Community College will offer the “Connecticut Early College Opportunity” (CT-ECO) program. This program currently serves 100 students and plans to add 100 students annually, with a maximum of 600 per year. Modelled after Pathways in Technology Early College (P-TECH) High School Programs, the CT-ECO programs offer students the opportunity to earn an industry-recognized, two-year postsecondary degree, in addition to their high-school diploma within a four to six-year time frame. CT-ECO programs integrate high school and college coursework, along with workplace mentorship and internships. Additionally, Connecticut State Colleges and Universities system has recently launched a Student Success Center, which encourages students to succeed and excel as they work toward achieving degree and certificate completion. This is done by providing student support services, including but not limited to academic counseling and FAFSA completion.

**Niagara County Community College (Sanborn, New York)**

In partnership with the Niagara Falls City School District, Niagara County Community College will offer programs in three high-demand fields of study within the Hospitality and Tourism related career pathway: Baking and Pastry Arts AAS; Culinary Arts AAS; and Hospitality Management AAS to 60 high school seniors each year. The career pathways afforded by these Hospitality and Tourism related programs are very viable, especially within the Western New York area, and providing job opportunities in these areas is aligned with the WNY Regional Economic Development Council’s Strategic Plan. Selected high school students will attend classes at the College’s newly constructed Niagara Falls Culinary Institute. Students will also be provided with a variety of student support services including career exploration and coaching, academic tutoring, and high school to college transition support with workshops and seminars offered throughout the program year.

**North Country Community College (Saranac Lake, New York)**

In partnership with 32 public schools in Essex, Franklin, and St. Lawrence Counties, North Country Community College will offer five programs: AAS Human Resources; AAS Chemical Dependency Counseling; AS Health Sciences; AS Math/Science; and AS Environmental Science. The degrees offered are in STEM fields or have been determined to be high need regionally. Through this experiment, North Country Community College will serve 315 students. This dual enrollment partnership is long standing, recognizing a mutual interest in addressing the region’s lack of education attainment and linking more educational opportunity to better economic conditions for families and the region.

**Northeast State Community College (Blountville, Tennessee)**

Northeast State Community College will offer a Career Academy to provide career and technical education (CTE) to students at David Crockett High School, Daniel Boone High School, Johnson County High School, Sullivan Central High School, Sullivan East High School, Sullivan North High School, and Sullivan South High School. The Career Academy currently serves 37 Sullivan County students that are expected to earn 27 to 47 college credit hours and a certificate in Combination Welding or Machine Tool within the next 18 months. This experiment will allow the expansion of the program to these additional schools and additional programs of study that meet the needs of local industry and employers.

**Northeastern Technical College (Cheraw, South Carolina)**

Over the past 10 years, Northeastern Technical College (NETC) has developed an effective program to offer dual enrollment and dual credit courses to students in area school districts. NETC plans to partner with eight public secondary schools in four school districts as part of the experiment. The college serves a geographically isolated and economically disadvantaged region in South Carolina. NETC provides comprehensive student support services to dually enrolled students, including an academic success center, tutorial services, and academic and career counseling. NETC also has a full-time dual enrollment coordinator who works with dually enrolled students on a one-to-one basis, providing information and referring students to other college resources as appropriate.

**Norwalk Community College (Norwalk, Connecticut)**

In partnership with Norwalk High School, Norwalk Community College will offer the “Connecticut Early College Opportunity” (CT-ECO) program and the “High School Partnership” program. Through the CT-ECO program, Norwalk already offers four applied associate degrees to high school students focused on Mobile Programming; Software Engineering; Computer Information Systems; and Business Computer Applications. The CT-ECO program currently serves 160 students, and will serve an additional 180 students annually through two new CT-ECO programs at Norwalk High School and Stamford High School. Modelled after Pathways in Technology Early College (P-TECH) High School Programs, the CT-ECO programs offer students the opportunity to earn an industry-recognized, two-year postsecondary degree, in addition to their high-school diploma within a four to six-year time frame. CT-ECO programs integrate high school and college coursework, along with workplace mentorship and internships. The High School Partnership Program at Norwalk Community College currently serves 30 students. Additionally, Connecticut State Colleges and Universities system has recently launched a Student Success Center, which encourages students to succeed and excel as they work toward achieving degree and certificate completion. This is done by providing student support services, including but not limited to academic counseling and FAFSA completion.

**Owensboro Community and Technical College (Owensboro, Kentucky)**

Owensboro Community and Technical College (OCTC) will continue its partnership with six local educational agencies: Daviess County Public Schools, Hancock County Public Schools, Cloverport Independent Schools, McLean County Public Schools, Ohio County Schools, and Owensboro Public Schools. OCTC offers two guaranteed-transfer associate degrees: one in fine arts and another in applied science. Since 2001, OCTC’s Discover College program has provided over 18,700 secondary students with college credit opportunities while enrolled in high school. Students enrolled in the program will be encouraged to pursue high wage, high demand programs, particularly those in STEM fields with strong employment demand in the region and state.

**Quinebaug Valley Community College (Danielson, Connecticut)**

In partnership with Windham High School, Killingly High School, Putnam High School, Plainfield High School, Ellis Tech High School, Windham Tech High School, Tourtelotte Memorial High School, Parrish Hill High School, and Woodstock Academy, Quinebaug Valley Community College will offer the “Connecticut Early College Opportunity” (CT-ECO) and “High School Partnership” program. While both programs currently serve 30 students each, Quinebaug Valley Community college plans to enroll 50 additional students in the CT-ECO and to expand the High School Partnership to include 120 students annually. Modelled after Pathways in Technology Early College (P-TECH) High School Programs, the CT-ECO programs offer students the opportunity to earn an industry-recognized, two-year postsecondary degree, in addition to their high-school diploma within a four to six-year time frame. CT-ECO programs integrate high school and college coursework, along with workplace mentorship and internships. Additionally, Connecticut State Colleges and Universities system has recently launched a Student Success Center, which encourages students to succeed and excel as they work toward achieving degree and certificate completion. This is done by providing student support services, including but not limited to academic counseling and FAFSA completion.

**Ranger College (Ranger, Texas)**

In partnership with five high schools—Eastland High School, Comanche High School, Early High School, Dublin High School, and Newcastle High School—Ranger College expects to serve an additional 290 students though this experiment, and further expects that career and technical education will come into increasing demand over the course of the experiment.

**Ranken Technical College (St. Louis, Missouri)**

Ranken Technical College’s Dual Enrollment Program started in 2012. Ranken’s participation in the experiment will enable it to serve over 100 students from participating school districts. Ranken Technical College has agreements in place with the Saint Louis Public School District and Pattonville School District with plans to expand participation to the Ferguson-Florissant, Hazelwood, Jennings, Fort Zumwalt, Francis Howell, St. Charles, Orchard Farm, and Wentzville School Districts. Ranken Technical College offers two and four year degrees in 16 career technical areas. Their career pathways program was recognized as one of the best in the country by the National Career Pathways Network in 2013.

**Southern New Hampshire University (Manchester, New Hampshire)**

In partnership with Match Education of Boston and the Metropolitan Regional Career and Technical Center in Providence and Newport, Southern New Hampshire University will leverage its Associate of Arts in General Studies, a direct assessment program, to expand its dual enrollment activities. Since 2013, Southern New Hampshire University has served 339 students through dual enrollment, and would expand enrollment through this experiment. Southern New Hampshire University’s program will provide just-in-time analytics for secondary staff to enable personalized support, training, and guidance to help schools to improve student success.

**Southwest Tennessee Community College (Memphis, Tennessee)**

In partnership with Shelby County School District, Bartlett High School, and Millington High School, Southwest Tennessee Community College will expand its existing dual enrollment program to include an additional 500 low-income students that will take college level courses leading to General Education degrees. The courses will be offered on both the college and high school campuses, the latter monitored weekly by college staff, who will collaborate with the high school guidance counselors and teachers to ensure that students stay on track.

**Southwestern Illinois College (Belleville, Illinois)**

In partnership with Belleville East High School, Belleville West High School, Granite City High School, O’Fallon Township High School, Mascoutah Community High School, New Athens High School, Triad High School, and Coulterville High School, Southwestern Illinois College (SWIC) is offering the Running Start, a full-time, on-campus dual enrollment program. This program has served 169 students in Fall 2015 and will serve an additional 120 students. In addition to SWIC student support services and counselors, Running Start students participate in a specialized workshop series on college preparation and selection, and have regular meetings with Running Start counselors.

**SUNY Adirondack (Queensbury, New York)**

In partnership with 12 high schools across Washington, Saratoga, and Warren counties, SUNY Adirondack will expand an existing dual enrollment program to offer a program that will enable high school students to earn credits toward the college’s Liberal Arts Associates degree. Students will have access to a number of different college level courses, including a variety of STEM courses. SUNY Adirondack estimates it will serve between 200 and 300 students, delivering content on campus, online, and in the high schools. SUNY Adirondack already provides dual enrollment opportunities through its College Academy program and will take advantage of its existing infrastructure to ensure that students enrolled through this experimental site are prepared for, and supported throughout, the program.

**SUNY Rockland Community College (Suffern, New York)**

In partnership with the North Rockland and East Ramapo school districts, SUNY Rockland Community College will expand its existing dual enrollment program to provide opportunities for approximately 200 students per year who are academically prepared for, but otherwise unable to afford, dual enrollment courses. Students will be afforded the ability to earn up to 34 college credits in various programs, including those in STEM and healthcare fields.

**SUNY Sullivan County Community College (Loch Sheldrake, New York)**

In partnership with Fallsburg, Liberty, and Monticello School Districts, Sullivan County Community College (SUNY Sullivan) will offer five targeted degree programs, in STEM-related fields and emerging career paths in the local economy. The STEM-related programs include Information Technology (AAS Computer Programming, Computer Information Systems, and Simulation and Game Development). This program will serve 59 students over the next three years. This program will particularly focus on outreach to the growing Latino community by providing information on career and workforce opportunities in order to overcome some of the community barriers to college completion.

**Three Rivers Community College (Norwich, Connecticut)**

In partnership with the Science and Technology High School, Three Rivers Community College will offer the “Connecticut Early College Opportunity” (CT-ECO) program. This program currently serves 26 students and plans to expand to 30 students per year. Modelled after Pathways in Technology Early College (P-TECH) High School Programs, the CT-ECO programs offer students the opportunity to earn an industry-recognized, two-year postsecondary degree, in addition to their high-school diploma within a four to six-year time frame. CT-ECO programs integrate high school and college coursework, along with workplace mentorship and internships. Additionally, Connecticut State Colleges and Universities system has recently launched a Student Success Center, which encourages students to succeed and excel as they work toward achieving degree and certificate completion. This is done by providing student support services, including but not limited to academic counseling and FAFSA completion.

**University of Arkansas Community College (Hope, Arkansas)**

In partnership with ten public schools in five county service areas, the University of Arkansas Community College at Hope (UACCH) will expand its existing dual enrollment program from 331 students to approximately 500 students. Accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), this program will include full-time career coaches and online tutoring.

**University of Nevada (Reno, Nevada)**

In partnership with four area public high schools in the Washoe County School District (WCSD), the University of Nevada, Reno will offer a pilot dual enrollment program focusing on engineering, which has been identified as one of the future employment needs for the State. The demands for developing a STEM-based workforce in northern Nevada is supported by high-profile corporations that are located there, including Sierra Nevada Corporation, Microsoft, U.S. Polyco, RMAX, and Tesla Gigafactory. The program design will accommodate ten selected students from the targeted schools of WCSD who will be referred to the program by school counselors. Designated coaches will connect students to campus resources like tutoring, academic counseling, and assistance with transition to college.

**Urban College of Boston (Boston, Massachusetts)**

In partnership with Boston Public Schools, Urban College of Boston will offer courses along a career pathway in education that will allow students to earn teacher qualification credentials. This program will create a career pipeline for Boston Public Schools (BPS) students interested in pursuing education careers. In addition, because of the focus on African-American and Hispanic students, this program will help BPS diversify its teaching workforce. In the first year, this program will enroll 20 scholars at one school and expand to two additional schools by CY 2017-2018.

**William R. Moore College of Technology (Memphis, Tennessee)**

In partnership with Shelby County Schools (SCS), other local education agencies, and certified homeschool programs, Moore Tech will expand an existing dual enrollment program—currently with three students—for locally in-demand technical fields. The college offers technical training that can lead to Associates of Applied Technology degrees in Air Conditioning and Refrigeration, Industrial Electricity and Plant Maintenance, Machining, Maintenance Technology, and Welding. Student support services will include academic tutoring, high school-to-college transition support, career placement, and access to a retention coach.