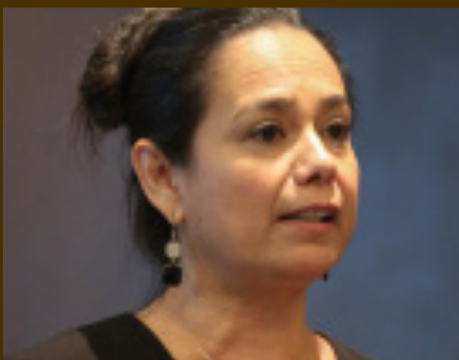


# Convening on College and Career Readiness

October 21-22, 2018



# Convening on College and Career Readiness



K-12 and postsecondary education leaders from across the country convened near Washington, D.C., on October 21-22, 2018, to participate in a dialogue about advancing college and career readiness. The convening—part of an ongoing series of meetings jointly hosted by the American Association of Community Colleges (AACC) and AASA, The School Superintendents Association (AASA)—featured community college presidents and superintendents, as well executive leadership from each association, as they shared strategies and promising practices for building improved pathways between secondary and postsecondary education systems that expand and enrich opportunities for students.

This convening report provides a high-level overview of the conversations, detailed accounts of the presentations and information shared during the convening, and key takeaways synthesized from two days of inspiring collaboration and dialogue.





After an introduction and welcome from Walter G. Bumphus, president and CEO of AACC, and Dan Domenech, executive director of AASA, participants engaged in a facilitated conversation with Scott Stump, assistant secretary for career, technical, and adult education with the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE); Kay Eggleston, president of Richland College (Texas); and Andrew Wise, superintendent of Olympia CUSD 19 (Illinois). The conversation focused on key themes related to strengthening Career and Technical Education (CTE), including the value and growing popularity of dual enrollment, educating students and families about the power of community college as a post-high school option, workplace learning, funding for CTE (and the Perkins loan program), teacher shortages, and scaling high-impact educational models.

Following this conversation, participants from El Paso secondary and postsecondary education systems shared key insights related to building effective partnerships between community colleges and K-12 districts. Marge Nelson Rodriguez, special projects assistant-vice president of instruction and workforce education at El Paso Community College; Carmen Crosse, assistant superintendent of secondary education at Socorro ISD; and Ivette Savina, assistant vice president for outreach and student access, University of Texas at El Paso, described how they are partnering—including through the El Paso Collaborative for Academic Excellence—to create closer institutional alignment in order to ensure that they are serving students as effectively as possible. Key ideas presented included the importance of responding to students' needs and building beneficial pathways that enable postsecondary success, removing financial barriers to dual enrollment programs, collaborating to strengthen articulation, offering multiple types of pathways (e.g., CTE and four-year degree programs), and communicating the value of dual enrollment programs with the community.

### THREE KEY TAKEAWAYS

#### Dialogue with U.S. Department of Education Office of Career, Technical, and Adult Education

OCTAE is in the process of significantly rethinking key policies related to dual enrollment and CTE and depends on educators remaining engaged, participating in public comment periods, and working with the office to develop new guidance.

The field needs to ensure that all students know the power of community college and help them rethink what comes after high school so that they understand their options extend beyond four-year institutions. Every student should leave high school with a plan. A solid understanding of their choice of postsecondary study will lead to gainful employment and a meaningful return on investment.

To help address the shortage of teachers in technical fields, the Department of Education is running a pilot program at six sites across the country to identify scalable ways that states and consortiums can bring more subject matter experts from high-demand industries into the classroom as teachers. The department also is exploring innovation funds to help reduce the technical teacher shortage in both the secondary and postsecondary systems.

## SPOTLIGHT

# Promising Community College and K-12 Partnerships in El Paso, TX

El Paso, located in the far west region of Texas, has some of the highest levels of poverty and lowest levels of educational attainment in the state. The population ranges from 50-80 percent Hispanic and there are more than 59,000 high school students in the region. The secondary and postsecondary education systems in El Paso work closely to improve alignment and better respond to the needs of students.

The partnership between K-12 and postsecondary education in El Paso also includes a robust dual enrollment program, which has experienced phenomenal growth that has been accelerated and supported by state legislation. When it was started in 2000, it enrolled only 90 dual-credit students. By 2015, more than 6,800 students were taking dual-credit courses. At present, 80 percent of Socorro ISD students are enrolled in dual-credit programs.

Other successful and innovative aspects of the partnership in El Paso include:

---

### Collaborative for Academic Excellence

Started by the president of the University of Texas at El Paso (UTEP) in the early 1990s to better support the community, the Collaborative consists of education, business, and civic leaders who meet regularly to review data and discuss strategies for responding to student needs. The Collaborative is known as one of the most innovative PreK-16 reform initiatives in the U.S.

---

### Teacher Credentialing

Helping more teachers in the district become credentialed is a shared priority. UTEP offers graduate programs that collaborate with community colleges and the school district. The district, in turn, provides funding to teachers to get their master's degree. As a result, they will likely get their degree at UTEP, earn certification at El Paso Community College (EPCC), and become adjunct professors at EPCC, all while teaching in ISD classrooms. Three years ago, the district had 50 credentialed teachers. It currently has 90, with a goal of having more than 200.

---

### Early College High School

Created in 2006, the Early College High School enables students to graduate from high school with both a diploma and an associate degree. Additionally, the school offers a scholarship for students who are on an accelerated path in high school, enabling them to take up nine hours of credit at UTEP toward their bachelor's degree while they are still in the process of completing high school.

Closing comments emphasized the importance of equity as the field works to expand access to opportunity and stressed the value of the work being done in El Paso, before adjourning the first day of the convening.

The next morning began with a review of the highlights from the conversations that took place the previous day, including the imperative for community college presidents and superintendents to stay engaged in federal funding conversations, particularly with regard to the reauthorization of the Perkins loan program. This recap also charged participants to embrace an ethos of not being satisfied with the status quo and to commit to the work of focusing on low-performing schools as part of broader, more sustained attention to equity.

### AACC and AASA Updates and Priorities

Walter Bumphus provided association updates and outlined organizational priorities as AACC looks ahead to 2020, its 100th anniversary. In addition to AACC's broad goal of increasing the graduation rate by 2020, he described specific areas of focus that include a Gates Foundation-supported initiative designed to help community colleges create and implement structured academic and career pathways that serve all students, nationwide efforts to improve the transfer process

from two- to four-year institutions, and expansion of apprenticeship programs throughout the country. AACC also is making concerted efforts—through its John E. Roueche Future Leaders Institute and Future Presidents Institute—to address the high rates of leadership turnover that community colleges are experiencing and the insufficient pipeline capacity that leaves too many presidencies vacant.

Dan Domenech discussed AASA's updates and priorities for advocacy and professional development—the two major strands of the association's work—as unified by their emphasis on making progress on equity issues. He reminded participants that equity has been a core part of the association's mission since its founding and that the advocacy work that AASA does is on behalf of public education broadly, not just superintendents specifically. Additionally, Domenech described AASA's professional development efforts as actively focused on increasing equity for students and for district leaders, noting that women and minorities are severely unrepresented in the profession. Through this equity lens, AASA is working to promote innovation in learning by way of its professional development offerings.

---

## THREE KEY TAKEAWAYS

### Association Priorities

It is vital that AACC and AASA members continue to engage with issues related to the reauthorization of the Perkins loan program.

Equity issues are a major priority for AASA's advocacy and professional development activities. The association sees equity work as a vehicle to promote innovation in learning.

Leadership turnover represents a significant challenge for school districts and community colleges alike. Both AACC and AASA are working to help members navigate the challenges associated with this turnover and to strengthen the leadership pipeline through professional development initiatives.



## Innovative Tools for Community College Presidents

AACC's Field Notes publications and Voluntary Framework of Accountability provide community college leaders with vital insights into their institutions and the constituents they serve. Kent Phillippe, associate vice president of research and student success at AACC, explained that the information the Field Notes guides contain is intended to help community college presidents better understand the students their institutions serve. Created in collaboration with ACT, Field Notes function as an overview of the constituency in a given service area (based on commuting distance) and feature information related to demographics, college readiness, college-going rates and patterns, and state workforce readiness. Each community college president who is an AACC member will receive their own Field Notes guide (the guides are not publicly available).

Phillippe also provided in-depth look at AACC's Voluntary Framework of Accountability (VFA), the first national accountability system designed specifically to meet the needs of community colleges. The VFA—participation in which is provided as an AACC member benefit—was developed with input from more than 60 community college leaders and the measures it includes are tailored to the unique mission of community colleges and the diverse students they serve. As such, the VFA is primarily an institutional tool; it focuses on student progress and outcomes including academic progress, program completion and transfers, and CTE workforce outcomes. Institutions can use the VFA in a variety of ways, such as to understand the impact of specific interventions and initiatives, or to measure institutional progress on equity issues. Notably, the VFA is not intended to be used to rank institutions. Currently, 230 community colleges participate in the VFA.



## Notable Community College and K-12 Partnerships

Wayne Burke, Superintendent of Spring Hill Unified School District (Kansas), and Joe Sopcich, President of Johnson County Community College (Kansas), spoke with convening participants about the partnership they have formed to provide more opportunities to build college and career readiness for students in Johnson County. They highlighted important features of their partnership—which provides CTE, Advanced Standing, and College Now pathways—that makes it a success. In particular, both cite the extensive communication between the community college and district to determine what the district needs from the partnership and how the community college can meet those needs. Other key features of the partnership are a shared belief in providing a student-centered curriculum that supports students' interests and complementary partnerships with businesses throughout the county.

Tracy Green, vice president for strategic and institutional development at Lorain County Community College (OH), spoke about what makes the K-12 and community college partnership in Lorain County effective and described the impact that dual enrollment programs are making in the lives of students and families. The dual enrollment program at Lorain County Community College (LCCC) benefits from strong legislation in Ohio that makes the opportunity to earn college credit while in high school a right for all students in the state. As a result, LCCC has a memorandum of understanding with every school district in its service area to provide dual enrollment classes at no cost to families. Additionally, LCCC offers students the chance to pursue industry-recognized credentials in high-demand CTE areas, as well as to earn an applied bachelor's degree. One of the hallmarks LCCC's effort is to eliminate divisions between the education system and the workforce.

### JOHNSON COUNTY:

#### Successful Strategies for Partnerships

**Community colleges are in a position to help districts meet their needs.** Communicating with districts about the programs and policies that can facilitate greater participation and students' success in dual enrollment strengthens the partnership. This kind of collaboration enables the community college and district to collaborate in shaping the most effective pathways for students, rather than trying to fit them into a structure that may diminish their chances of thriving.

**Leveraging the business community creates opportunities.** This is especially true when new companies locate in the service area; it is an opportunity to expand offerings, such as a CTE courses and programs, in high-demand areas that employers support.

**Student-driven curricula can drive innovation when it comes to providing technical courses.** Thanks to enthusiastic student demand, and the district's commitment to meeting student needs, Spring Hill now offers a cutting-edge drone piloting course.

## SPOTLIGHT

# Lorain County Community College's Pathway Partnerships for Dual Enrollment

Lorain County Community College (OH) plays a prominent role in driving community, economic, and cultural development in its service area. The college serves 11,000 students—one-third of whom are high school students and 50 percent of whom are Pell-eligible—and 89 percent of its graduates live and work in Lorain County. LCCC offers a variety of pathways for students in the county earn valuable credentials and gain access to vital educational opportunities. These include:

---

### Early College High School

Started in 2008, this program primarily serves first-generation college-going students, and students who are underresourced or come from minority families. Thanks to the program and the supports it provides, students have completed credits at a 95-percent success rate, outperforming students in the wealthiest districts in the county. The program can provide students with a pathway to industry-recognized credentials (it now has three CTE pathways) and careers in high-demand fields.

---

### My University Program

This program enables students to earn an associate degree and their high school diploma simultaneously. In turn, students can then earn their BA in a high-demand field by age 20, saving 80 percent of the typical cost of college. The program provides onsite advising and extensive wraparound services to support student success.

---

### Applied BA Program

Consistent with its emphasis on providing low-cost pathways to high-demand careers, LCCC offers an applied BA program in engineering, which enables students to earn their full BA for \$15,000. In order to ensure that students see a meaningful return on investment on this degree, the program has forged strong partnerships with employers in the area, who are committed to recruiting students from the program, providing internships, and interviewing students for positions.

LCCC's overall approach focuses on affordability, career relevance, and breaking down artificial divisions between the academic world and the workforce.





Attendees participated in a facilitated conversation about promising practices related to building college and career readiness, establishing and strengthening dual enrollment programs, and how to eliminate barriers to student success. Among the many insights participants shared, highlights included the observation that issues that are seemingly local are often universal and different localities have a lot to learn from one another. One such issue is the persistence of placement-related barriers that force students to take non-credit bearing classes, which can be devastating to their ability to succeed. Another major challenge facing districts and community colleges is that of overcoming the stigma associated with community colleges and convincing families that community college can be a viable option for their children.

Walter Bumphus and Dan Domenech closed the conversation by noting the tremendous progress that the joint conversation among AACC and AASA members has made over the years. It has grown from hesitancy defining the interactions among representatives of the K-12 and community college systems into a much more collaborative relationship in which both recognize their shared ownership of the challenges related to student success. It is now focused on redefining what a successful education system is and creating a new value system to match it, one that embraces the whole child and recognizes the need for diverse pathways and opportunities for success.

## INSIGHTS TO CARRY FORWARD:

### Promising Practices and Known Challenges



**Caring leadership is essential to building and maintaining effective dual enrollment programs and other college and career readiness initiatives.** Without leaders who can bridge the K-12, postsecondary, and workforce spaces, it can be very difficult to accomplish program and initiative goals.



**Better communicating the value of community colleges to potential future students is central to success.** It is important to provide relevant and timely information that conveys the benefits of a community college education as a viable and smarter pathway to higher education of all kinds.



**Gaining faculty buy-in for dual enrollment programs and community colleges' broader mission to provide access to higher education is imperative.** Elitism on the part of faculty—whether it manifests in the form of demands for higher cutoff scores or in the form of resistance to dual enrollment—is a barrier to helping more students succeed. Leaders need to be cognizant of this and communicate with faculty about the value of providing broader access.



**Families need to understand the very real financial benefits that dual enrollment and community college can provide.** Orientation programs and financial literacy presentations can go a long way toward helping students and families understand the extent to which community college provides access and opportunities.



**Addressing barriers to college readiness and access to postsecondary education is about more than helping more students go to college.** It is also fundamentally an equity issue that K-12 and postsecondary systems must tackle. Placement-related barriers, insufficient funding for dual enrollment, and other barriers often serve to disadvantage students who already have fewer resources and opportunities than their peers. Breaking down these barriers helps to make public education more equitable and more effective for all students.

## Sunday, October 21, 2018

2:00 PM – 2:10 PM

### Welcome

**Walter G. Bumphus**, President and CEO, AACC  
**Dan Domenech**, Executive Director, AASA

2:10 PM – 2:20 PM

### Charge for the Day

Facilitator **Kris Kurtenbach**, Founding  
Partner, Collaborative Communications

2:20 PM – 2:30 PM

### Introduction of Participants

2:30 PM – 3:45 PM

### Dialogue with U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE)

**Scott Stump**, Assistant Secretary for Career,  
Technical, and Adult Education  
**Kay Eggleston**, President, Richland College (TX)  
**Andrew Wise**, Superintendent, Olympia CUSD 19 (IL)

3:45 PM – 4:00 PM BREAK

4:00 PM – 4:50 PM

### Promising Community College and K-12 Partnerships

**Margie Nelson Rodriguez**, Special Projects  
Assistant – VP of Instruction & Workforce  
Education, El Paso Community College;  
**Carmen Crosse**, Assistant Superintendent  
of Secondary Education, Socorro ISD;  
**Ivette Savina**, Assistant Vice President for Outreach  
& Student Success, University of Texas at El Paso

4:50 PM – 5:00 PM

### Closing Comments

**Walter G. Bumphus**, President and CEO, AACC  
**Dan Domenech**, Executive Director, AASA

6:30 PM

### Group Dinner

## Monday, October 22, 2018

7:30 AM – 8:30 AM

### Buffet Breakfast

Breakfast will be provided in the Adagio Room

8:30 AM – 8:45 AM

### Review of Day 1

Facilitator **Kris Kurtenbach** Founding  
Partner, Collaborative Communications

8:45 AM – 9:15 AM

### Association Updates

**Walter G. Bumphus**, President and CEO, AACC  
**Dan Domenech**, Executive Director, AASA

9:15 AM – 9:45 AM

### AACC Voluntary Framework of Accountability & Field Notes

**Kent Phillippe**, Associate Vice President,  
Research & Student Success, AACC

9:45 AM – 10:00 AM BREAK

10:00 AM – 11:30 AM

### Promising Community College and K-12 Partnerships

**Wayne Burke**, Superintendent, Spring  
Hill Unified School District 230;  
**Joe Sopcich**, President, Johnson  
County Community College  
**Tracy Green**, Vice President for Strategic  
& Institutional Development, Lorain  
County Community College

11:45 AM – 12:30 PM

### Buffet Lunch

Participants are encouraged to  
network with new colleagues

12:15 PM – 1:45 PM

### Group Share of Promising Practices

1:45 PM – 2:00 PM

### Closing Comments & Parting Charge

**Walter G. Bumphus**, President and CEO, AACC  
**Dan Domenech**, Executive Director, AASA

APPENDIX B  
Convening  
Participants

<b>Name</b>	<b>Title</b>	<b>Institution</b>	<b>State</b>
<b>Lisa Avery</b>	President	Portland Community College	OR
<b>Kimberly Beatty</b>	Chancellor	Metropolitan Community College	MO
<b>Jo Blondin</b>	President	Clark State Community College	OH
<b>Walter G. Bumphus</b>	President and CEO	AACC	DC
<b>Wayne Burke</b>	Superintendent	Spring Hill USD 230	KS
<b>Jay Burkhart</b>	Superintendent	South Western School Dist.	PA
<b>Shari Camhi</b>	Superintendent	Baldwin Schools	NY
<b>Laura Cripps</b>	Interim Dean, Division of Social Sciences & Teacher Education	Howard Community College	MD
<b>Carmen Crosse</b>	Asst. Superintendent of Secondary Education	Socorro ISD	TX
<b>Dan Domenech</b>	Executive Director	AASA	VA
<b>Kay Eggleston</b>	President	Richland College	TX
<b>Tracy Green</b>	Vice President, Strategic & Institutional Development	Lorain County Community College	OH
<b>Mark Hansen</b>	Superintendent	Elmbrook School Dist.	WI
<b>Mike Hebenthal</b>	Superintendent	Centerburg Local School Dist.	OH
<b>Mary Heiss</b>	SVP, Academic & Student Affairs	AACC	DC
<b>Vaughn Alexander Hendriex</b>	Project Coordinator, Voluntary Framework of Accountability	AACC	DC
<b>David Hicks</b>	Superintendent	Sherman Independent School Dist.	TX
<b>Patricia Hsieh</b>	President	San Diego Miramar College	CA
<b>Ann Pree Johnson</b>	VP, Student Success	Lone Star Tomball	TX
<b>Steven Johnson</b>	President	Sinclair Community College	OH
<b>John Jungmann</b>	Superintendent	Springfield Missouri Public Schools	MO
<b>JaNice Marshall</b>	VP, College Pathways Program & Community Connections	Cuyahoga Community College	OH
<b>James Minichello</b>	Director of Communications & Marketing	AASA	VA
<b>Maureen Murphy</b>	President	College of Southern Maryland	MD
<b>Kent Phillippe</b>	Associate VP, Research & Student Success	AACC	DC
<b>Kenneth Ray, Jr.</b>	VP, Student Services & Enrollment Management	Hillsborough Community College	FL

APPENDIX B  
Convening  
Participants

<b>Name</b>	<b>Title</b>	<b>Institution</b>	<b>State</b>
<b>Tammy Reichelt</b>	Director of Professional Development & Student Success Strategies	AACC	DC
<b>Ron Rhames</b>	President	Midlands Technical College	SC
<b>Margie Nelson Rodriguez</b>	Special Projects, VP of Instruction & Workforce Education	El Paso Community College	TX
<b>Ivette Savina</b>	Assistant VP for Outreach & Student Access	University of Texas at El Paso	TX
<b>Jeff Schuler</b>	Superintendent	Wheaton-Warrensville CUSD	IL
<b>Gwendolyn Shannon</b>	Division Superintendent	Southampton County School Dist.	VA
<b>Joe Sopcich</b>	President	Johnson County Community College	KS
<b>Scott Stump</b>	Assistant Secretary for Career, Technical, and Adult Education	U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE)	DC
<b>Erik Swanson</b>	Superintendent	Omak School Dist. #19	WA
<b>Beverly Walker-Griffea</b>	President	Mott Community College	MI
<b>Andrew Wise</b>	Superintendent	Olympia CUSD 16	IL

## About the Convening

The 2018 convening was the latest in an series of meetings hosted by the American Association of Community Colleges (AACC) and AASA, The School Superintendents Association (AASA), that facilitate an ongoing conversation about strengthening collaboration between the secondary and postsecondary education systems and developing effective strategies for improving college readiness, access, and success.

---

## ABOUT THE ORGANIZATIONS



### American Association of Community Colleges

As the voice of the nation's community colleges, the American Association of Community Colleges (AACC) delivers educational and economic opportunity for more than 12 million diverse students in search of the American Dream. Uniquely dedicated to access and success for all students, AACC's member colleges provide an on-ramp to degree attainment, skilled careers and family-supporting wages. Located in Washington, D.C., AACC advocates for these not-for-profit, public-serving institutions to ensure they have the resources and support they need to deliver on the mission of increasing economic mobility for all.

One Dupont Circle, NW, Suite 700  
Washington, DC 20036  
Phone: 202.728.0200  
[www.aacc.nche.edu](http://www.aacc.nche.edu)



### AASA, The School Superintendents Association

Founded in 1865, AASA is the professional organization for more than 13,000 educational leaders in the United States and throughout the world. AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children.

1615 Duke Street,  
Alexandria, VA 22314  
Phone: 703.528.0700  
[www.aasa.org](http://www.aasa.org)