Early College, Early Success: Program Overview, Research Findings, and Implications for Practice

January 30, 2014

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American Youth Policy Forum

COLLEGE & CAREER READINESS & SUCCESS Center at American Institutes for Research
Introduction and Overview

Helen Duffy, Ph.D.
Deputy Director, CCRS Center

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  - Regional Comprehensive and Content Centers
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CCRS Center Brief: Understanding Accelerated Learning
Today’s Presenters

- Joel Vargas, Vice President, Jobs for the Future
- Michael Sinclair, Principal Brashier Middle College
- Dr. Julie Penley, Dean, El Paso Community College
- Dr. Andrea Berger, Principal Researcher, AIR
Early College Schools:
Propelling Students to Postsecondary Success

Joel Vargas, Jobs for the Future

Early College, Early Success: Program Overview, Research Findings, and Implications for Practice
Thursday, January 30, 2014

College and Career Readiness and Success Center at American Institutes for Research
LEAKS IN THE PIPELINE: EDUCATION LOSS POINTS

Young People
- 30% of low income young people drop out of high school
- 77% of low income high school grads are not college ready
- 38% of low income high school grads do not enter college

Working Adults
- 86% of adults needing remediation drop out
- 57% of traditional aged students drop out of PS
- Only 3% of ABE students obtain a post secondary credential

Only 21% of low income young people and 14% of low skilled adults attain a postsecondary credential or degree

THE EDUCATION TO ECONOMIC OPPORTUNITY PIPELINE

Enter High School
Achieve College Readiness
Enter Postsecondary
- Attain Credentials or Degree with Value in the Labor Market
DEVELOP EVIDENCE-BASED INNOVATIONS

• Develop promising education and career advancement innovations
• Prototype, test, evaluate and continuously improve models based on evidence
• Codify strongest strategies, including documenting costs and financing

BUILD FIELD CAPACITY FOR SCALE

• Create products, tools and technology platforms to accelerate implementation of successful solutions
• Assist states, districts, community colleges and intermediaries in implementing proven teaching and learning models
• Accelerate knowledge development through technology-enhanced networks

ADVOCATE & INFLUENCE POLICY

• Craft state and federal policies, including sustainable funding streams, to promote the widespread adoption of proven solutions
• Elevate visibility of and demand for evidence-based solutions
• Remove policy barriers to increasing supply
• Increase incentives for adoption

Secondary / Postsecondary / Workforce Alignment
Key Features:

- Small schools encompassing grades 6, 7-12 or 9-13 created through partnerships between secondary and postsecondary institutions
- Designed so students underrepresented in postsecondary can earn an AA degree or up to two years of college credit while still in high school
- Located on or near college campuses to build students’ identity as college goers
- Built on the principle of acceleration based on mastery, rather than remediation
Early College High School

Theory of change:

• A significant number of college credits earned in high school will ensure underprepared students attain the AA degree and are on the path to the BA.

• By changing the structure of high school, compressing the number of years to a college degree, and removing financial and other barriers to college, early college high schools will increase the number of underrepresented youth attaining an AA degree and the opportunity to earn a BA.
Early College High School

Origin:

• Developed and implemented by Jobs for the Future and national partners, with funding from the Gates Foundation, over the last 10 years.

<table>
<thead>
<tr>
<th>EARLY COLLEGE HIGH SCHOOL INTERMEDIARY ORGANIZATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Native Education</td>
</tr>
<tr>
<td>City University of New York</td>
</tr>
<tr>
<td>Educate Texas</td>
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<tr>
<td>Foundation for California Community Colleges</td>
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<tr>
<td>Gateway to College National Network</td>
</tr>
<tr>
<td>KnowledgeWorks Foundation</td>
</tr>
<tr>
<td>Middle College National Consortium</td>
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<tr>
<td>National Council of La Raza</td>
</tr>
<tr>
<td>North Carolina New Schools</td>
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<tr>
<td>SECME, Inc.</td>
</tr>
<tr>
<td>University System of Georgia Board of Regents</td>
</tr>
<tr>
<td>Utah Partnership Foundation</td>
</tr>
<tr>
<td>Woodrow Wilson National Fellowship Foundation</td>
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</tbody>
</table>
Early College High School

- Located in 26 states and the District of Columbia
- Around 280 schools from initial Gates initiative; others started on their own
- Serve over 80,000 students
Keys to Success:
• Structure
• Instruction
• Support
• Partnerships and Policies
# Early College Designs

## Early College High Schools
- Small, autonomous schools, operated in close connection with postsecondary institutions
- Students can earn an Associate’s degree or up to 2 years of transferable college credit
- Schools enroll about 100 students per grade and can start in grades 6, 7, or 9
- Can be a STEM or CTE-focused school

## Back on Track Though College
- Small, autonomous schools and programs targeted toward older youth who are off track from graduation or out of school altogether
- Adapts Early College Design to graduate students college and career ready
- Provides supported transition to and through the first year of postsecondary, in collaboration with a postsecondary partner

## Early College Pathways
- Accelerated pathways for all starting in ninth grade, with course sequences aligned to college-ready standards
- Designed so that as many students as possible complete a minimum of 12 college credits, including gatekeeper courses in math and English composition: grade 7-13, 9-13, 7-14, and 9-14 designs
- Dual enrollment options may also include STEM and CTE options
- Aligned with postsecondary programs of study
AUDIENCE QUESTIONS
Brashier Middle College Charter High School
Early College Model
Overview

- Opened in August 2006
- First graduating class in 2010
- Current enrollment of 422 in grades 9 – 12
- SC does not allow for a 13th year
- SC Charter Law dictates our enrollment be a lottery based system due to number of applicants
Overview

• Located in a rural suburb of Greenville, SC
• Current Poverty Index is 36.6%
• 98% Graduation Rate
• Most Recent Graduate Report (Fall 2012)
  ◦ 49% attended 4 year school
  ◦ 42% attended 2 year school
  ◦ 5% enlisted in the armed forces
  ◦ 4% sought employment
Graduate Performance in Fall 2012

- Arts and Music: 94% passed
- Business: 96% passed
- Education: 100% passed
- English: 90% passed
- Foreign Language: 93% passed
- Mathematics: 92% passed
- Natural Sciences: 98% passed
- Social Sciences: 92% passed
Course Sequence

- Due to state level age requirements, freshmen do not enroll in classes
- All freshmen take the COMPASS test
- COMPASS cut scores and pre-requisite classes are required for enrollment
- Some students enroll as a Sophomore, but majority as a Junior
Course Sequence

- College Skills 103 or CPT 170 are typical first courses
- Spanish 101/102, English 101/102, Psychology 201, Sociology 101, Religion 101
- Math 110/111 (college algebra) is typically a 12th grade course but may be 11th grade
  - Followed by Math 140/141 (calculus)
- Biology 101/102 is the first science
College Environment

- High school located in a separate building on campus
- All college courses in college building
- All college courses taught by college instructors
- Very few online courses
- Goal is less than 50% of class made of ECHS students (Satellite campus is hard)
Supports

- Begin with Freshmen Seminar
- Each semester students have a College Seminar
- Each day students have an Enrichment period
- Work with college advisor and campus director to monitor
- Host collaboration meetings with college staff
- Peer Support groups
Strategies

- Focus on Key Cognitive Skills from the 9th grade (Dr. David Conley)
- College Seminar focuses on importance of office hours, following the syllabus, reading text, using study groups, monitoring Black Board, doing your best on every assignment
- Take 9th grade on tour of college and other colleges/universities in our area
Maintaining a College Relationship

- Have the highest “ranking” person possible on the ECHS Board, SIC, or Advisory Committee
- Identify key content areas and invite those instructors to join a Collaboration Team
- Remain in close contact with college advisor
- “Sell” the college programs through ECHS events and invite college staff (career nights)
- Maintain great statistics for ECHS students
Using Your Story to Build Your Program

- Always look at the statistics of the other public schools, the local/state workforce, and the college to establish your importance.
- Invite college leaders to attend ECHS events or conferences.
- Do not let the focus rest on funding, but on the impact.
- How many students are not “gifted” but engage in college courses?
AUDIENCE QUESTIONS

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Early College High Schools at El Paso Community College

JULIE A. PENLEY, PH.D.
DEAN OF INSTRUCTIONAL PROGRAMS,
EPCC MISSION DEL PASO CAMPUS
Overview of EPCC’s ECHSs

- Mission ECHS
  - Socorro ISD, opened 2006

- Valle Verde ECHS
  - Ysleta ISD, opened 2007

- Transmountain ECHS
  - El Paso ISD, opened 2007
  - T-STEM school

- Northwest ECHS
  - Canutillo ISD, opened 2008

- Cotton Valley
  - Fabens, Ft Hancock, & Tornillo ISDs, opened 2010
  - 1st rural ECHS in the State of Texas

- Clint Early College Academy
  - Clint ISD, opened 2012
Burges High School
- El Paso ISD
- Currently a comprehensive high school
- Tentatively approved to be an ECHS
- No opening date established
ECHS Students

- Reflecting the ECHS Model (ELL, low income, first-generation college, etc.)
- Most (>98%) graduate on time with HS diploma and AA/AS diploma
- Many early EPCC graduates who go on to UTEP while still at ECHS
- Internships, conferences, publications, and other awards
EPCC’s ECHS Background

Why the interest?

- Geography (El Paso County is geographically isolated)
- Access to College (El Paso is a poor county whose residents have low rate of higher education attainment)
- El Paso has a strong education pipeline collaboration
  - ISDs, EPCC, UTEP
  - ECHSs are a natural extension of this collaboration
EPCC Buy-In

- Administration: mostly positive
- Faculty: some hesitation at first, largely overcome now
EPCC’s Roles

- Curriculum
- Input on ECHS faculty hires (and sometimes on administrative hires)
- Administrative oversight
  - Dean and VP of Instruction
  - Director of Dual Credit/ECHSs and VP of Student Services
- Small supply budget annually

- Leadership Council (all ECHSs)
- Advisory Committees (individual ECHSs)
- Providing space on EPCC campuses
  - MECHS, VVECHS, TMECHS, NWECHS
  - Portables or existing buildings
- Working with ISDs for off-campus ECHS space
  - CVECHS and CECA
Tips

- Communicate with your ISD partners!
- Ensure buy-in at top levels (ISD Superintendents, College VPs and President)
- Regular in-person meetings; emails and calls as needed
- Be active in hiring and in training ECHS faculty and staff (e.g., counselors)
- Communicate with your ISD partners! 😊
AUDIENCE QUESTIONS
Early College, Early Success

Results From the Early College High School Initiative (ECHSI) Impact Study

Andrea Berger, Ph.D.
Principal Research Analyst, AIR
ECHSI National Evaluation

Two Phases

- Descriptive Study: 2002–2009
- Impact Study: 2010–2013
Descriptive Study: 2002–2009

- Extensive data collections
- Key findings:
  - Students were largely from populations underrepresented in postsecondary institutions
  - EC students were outperforming districts on state assessments
  - Students were accumulating college credit
  - Students expected to graduate from college
  - Majority of early graduates enrolled in college after high school
- Annual summary reports available at www.air.org
Impact Study: 2010–2013

- Promising findings from descriptive study but correlational evidence
- Two research questions
  1. Do EC students have better outcomes than they would have had at other high schools?
  2. Do the effects of EC differ for students with different background characteristics?
Impact Study Approach

How do we determine impact?

Time machine?
Impact Study Approach

How do we determine impact?

Randomly assign all students?
Impact Study Approach

How do we determine impact?

Randomly assign all students?
Impact Study Approach

How do we determine impact?

Randomly assign some students
How do we examine college outcomes without waiting at least 6 years?

Go back in time...kind of

Retrospective RCT
Impact Study Approach

Treatment Students

Comparison Students
Impact Study: Participating Early Colleges

Open by fall 2007
154 Early Colleges

Students in high school grades
141 Early Colleges

Had graduates in study years
125 Early Colleges

Used a lottery for admissions
20 Early Colleges

Kept old lottery records
10 Early Colleges
Study Cohorts and Expected Student Progression

- 9th grade (05–06)
- 9th grade (06–07)
- 9th grade (07–08)
- 12th grade (08–09)
- 12th grade (09–10)
- 12th grade (10–11)
- 4th year college (12–13)
- 3rd year college (12–13)
- 2nd year college (12–13)
ECHSI Impact Study Sample

- 10 Early Colleges
- 2,458 students
  - Early College (treatment): \( n = 1,044 \)
  - Comparison: \( n = 1,414 \)
## Sample Characteristics

<table>
<thead>
<tr>
<th>Student Background Characteristic</th>
<th>Early College</th>
<th>Comparison</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>51.8%</td>
<td>55.0%</td>
<td>-3.2%</td>
</tr>
<tr>
<td>Minority</td>
<td>52.4%</td>
<td>53.6%</td>
<td>-1.2%</td>
</tr>
<tr>
<td>First generation</td>
<td>30.7%</td>
<td>34.4%</td>
<td>-3.7%</td>
</tr>
<tr>
<td>Low income</td>
<td>46.4%</td>
<td>42.3%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Prior ELA: z-score</td>
<td>.25</td>
<td>.15</td>
<td>.10</td>
</tr>
<tr>
<td>Prior math: z-score</td>
<td>.23</td>
<td>.29</td>
<td>-.06</td>
</tr>
</tbody>
</table>
Data Collection

- Student educational records
  - Lottery records, student demographics, and student outcomes
  - From Early Colleges, districts, and states
  - National Student Clearinghouse
  - Fall 2004 through summer 2013
Impact Study Findings: High School Outcomes

- Early Colleges had a significant impact on the high school graduation rate

<table>
<thead>
<tr>
<th>Percentage of Students Who Graduated</th>
<th>Early College</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86%*</td>
<td>81%</td>
</tr>
</tbody>
</table>

High School Graduates
Impact Study Findings: College Outcomes

- Early Colleges had a significant impact on college enrollment rates

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Any College Enrollment</th>
<th>Enrollment by 1 Year Post-High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early College</td>
<td>81%***</td>
<td>78%***</td>
</tr>
<tr>
<td>Comparison</td>
<td>72%</td>
<td>67%</td>
</tr>
</tbody>
</table>

*Significance levels: ***p < 0.001*
Impact Study Findings:
College Outcomes

- Early Colleges had a significant impact on degree attainment

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Percentage Ever Earning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Postsecondary Degree</td>
<td>25%***</td>
</tr>
<tr>
<td>Certificate</td>
<td>1%</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>2%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>5%***</td>
</tr>
</tbody>
</table>
Subgroup Outcomes

- RQ2: Do the effects of ECs differ for students with different background characteristics?
  - High school graduation: no significant differences
  - College enrollment: no significant differences
  - Degree attainment: stronger impact for...
    - Minority students
    - Low-income students
    - Students with higher middle school achievement
ECHSI Impact Study Results

Do Early College students have better outcomes than they would have had at other high schools?

• Yes

Do the effects of Early Colleges differ for students with different background characteristics?

• Similar or stronger impacts for underrepresented students
ECHSI Impact Study Reports

All reports are available at AIR.org.

Search for “Early College” or use link below:

http://www.air.org/earlycollegeimpact
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AUDIENCE QUESTIONS
Accelerated learning series

- Understanding Accelerated Learning Across Secondary and Postsecondary Education
- Early College, Early Success: Program Overview, Research Findings, and Implications for Practice
- Dual Enrollment: A Policy Perspective