

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

January 30, 2014



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Introduction and Overview

Helen Duffy, Ph.D.
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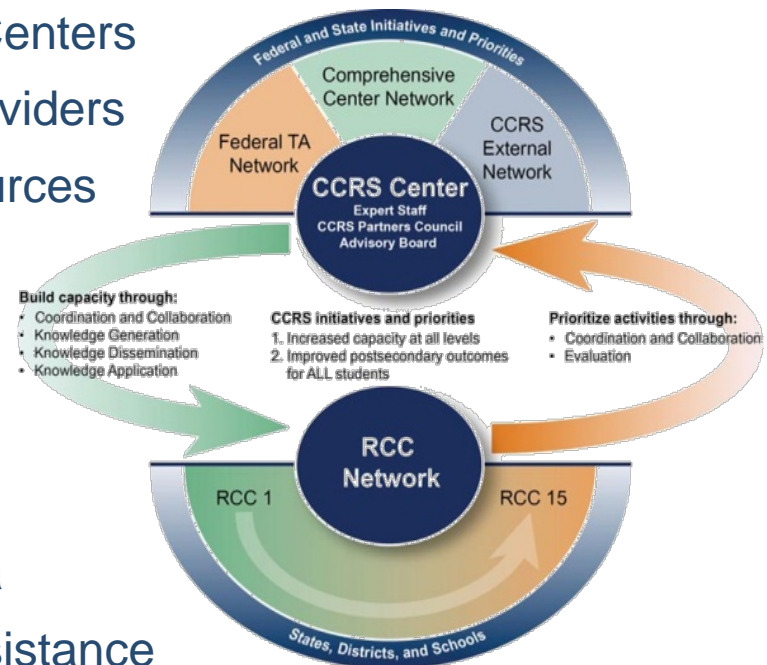
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CCRS Center Technical Assistance Hub Task Areas

- Coordination and Collaboration
 - Regional Comprehensive and Content Centers
 - Federal CCRS Technical Assistance Providers
 - External CCRS Stakeholders and Resources
- Knowledge Development and Utilization
 - New CCRS Center Products and Tools
 - CCRS Knowledge Database
 - Webinars and Symposia
 - CCRS Center Website and Social Media
 - Responsive and Proactive Technical Assistance
 - Networked Communities



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Predictors of Postsecondary Success
NOVEMBER 2013

IDENTIFY
the skills, behaviors, and characteristics that predict college and career success

BLOG | **CALENDAR** | **PUBLICATIONS**

Tuesday, November 19, 2013
New CCRS Center Resource: CCRS Interactive State Map

Wednesday, November 06, 2013
Online Database of College and Career Curriculum

Monday, November 04, 2013
Competency-Based Education in Higher Education Webinar Follow-Up Questions

Wednesday, October 30, 2013
Early Colleges Yield Improvements in High School and College Student Outcomes

Monday, October 28, 2013
New Research on College and Career Academies in California

[View All](#)

CCRS at a Glance

STRAND 1: Goals and Expectations for College and Career Readiness <i>What should high school graduates know and be able to do?</i>		
THREADS	COMPONENTS	EXAMPLES
Core Content	Common Core State Standards	English/language arts, literacy, and mathematics content standards
	Individual State Standards	English/language arts, mathematics, science, foreign language, and technical standards
Pathways Content	College and Career Knowledge and Access	College and work expectations, environments, and eligibility requirements
	College and Career Goals	Student declared educational and career aspirations
	Pathway Content Standards	Program of study standards (e.g., science, technology, engineering, and mathematics; health sciences) + Career and technical education standards
Lifelong Learning Skills	Social and Emotional Skills	Self-management + Responsible decision-making + Self-awareness + Social awareness + Relationship skills
	Higher-Order Thinking Skills	Problem solving, critical thinking, and reasoning + Synthesis and production
	Academic Success and Employability Skills	Productiveness and intellectual openness + Organization, study, and research skills + Resilience and engagement + Tenacity and collaboration + Flexible communication
	Civic-Career/Life Skills	Civic engagement + Financial literacy and management + Information technology and social media skills

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



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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

OUR EDUCATION AGENDA

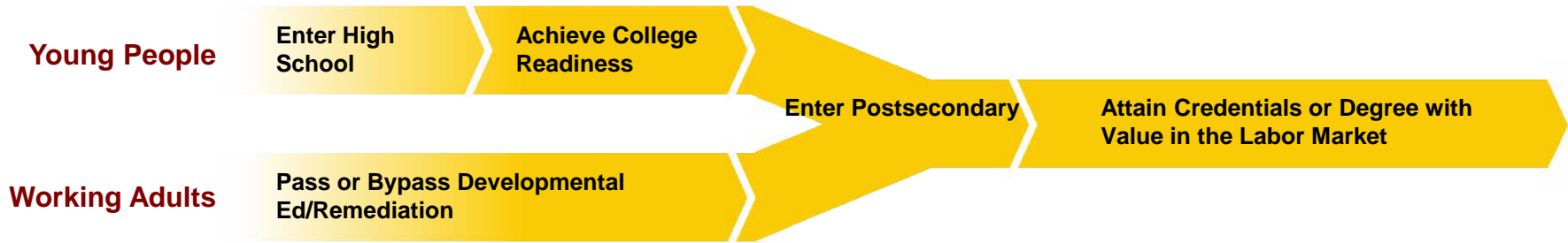
ENSURING UNDERPREPARED YOUTH & ADULTS HAVE POSTSECONDARY CREDENTIALS WITH LABOR MARKET VALUE

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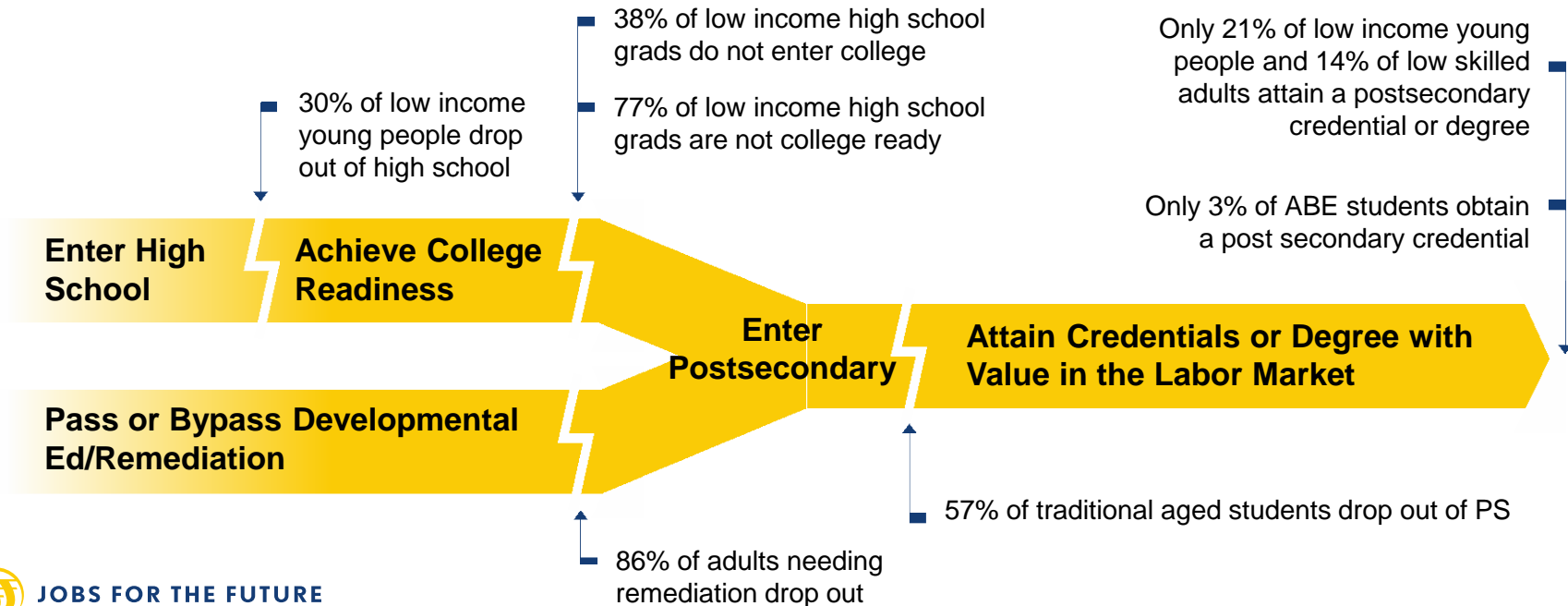
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THE EDUCATION TO ECONOMIC OPPORTUNITY PIPELINE



LEAKS IN THE PIPELINE: EDUCATION LOSS POINTS





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

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

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.

Origin:

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

EARLY COLLEGE HIGH SCHOOL INTERMEDIARY ORGANIZATIONS

Center for Native Education

City University of New York

Educate Texas

Foundation for California Community Colleges

Gateway to College National Network

KnowledgeWorks Foundation

Middle College National Consortium

National Council of La Raza

North Carolina New Schools

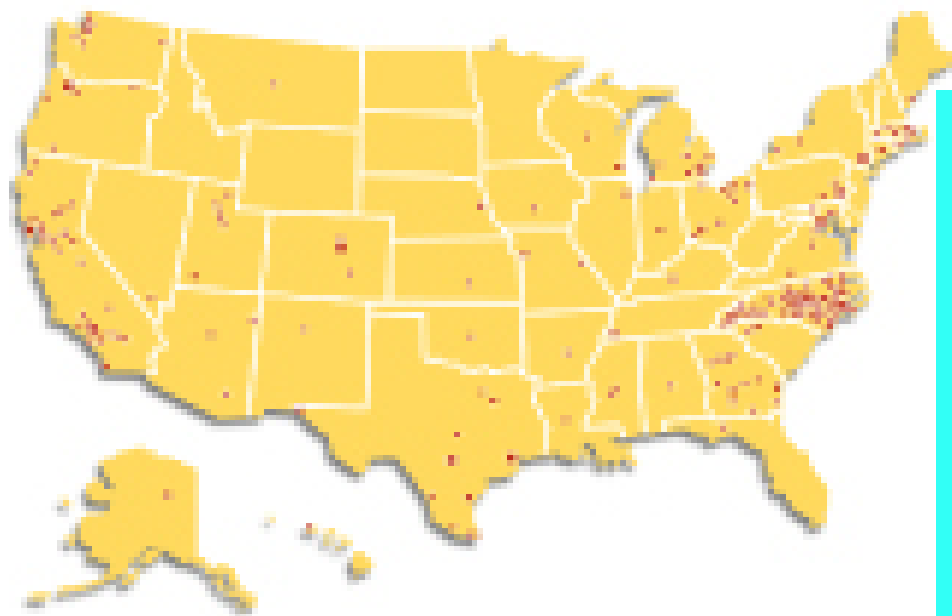
SECME, Inc.

University System of Georgia Board of Regents

Utah Partnership Foundation

Woodrow Wilson National Fellowship Foundation





- 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 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



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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?

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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

Overview, cont'd



- **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! 😊**

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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

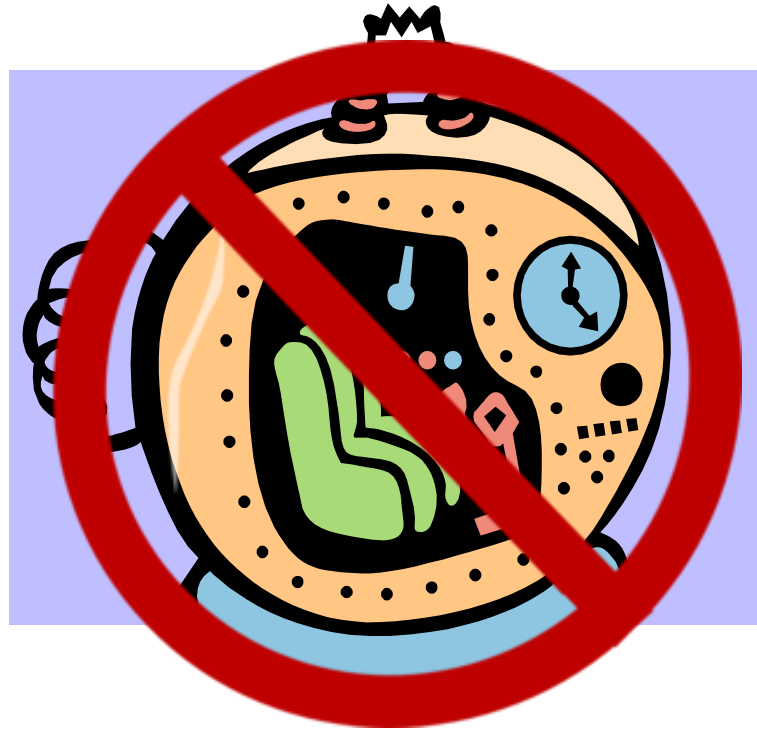
Impact Study: 2010–2013

- 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

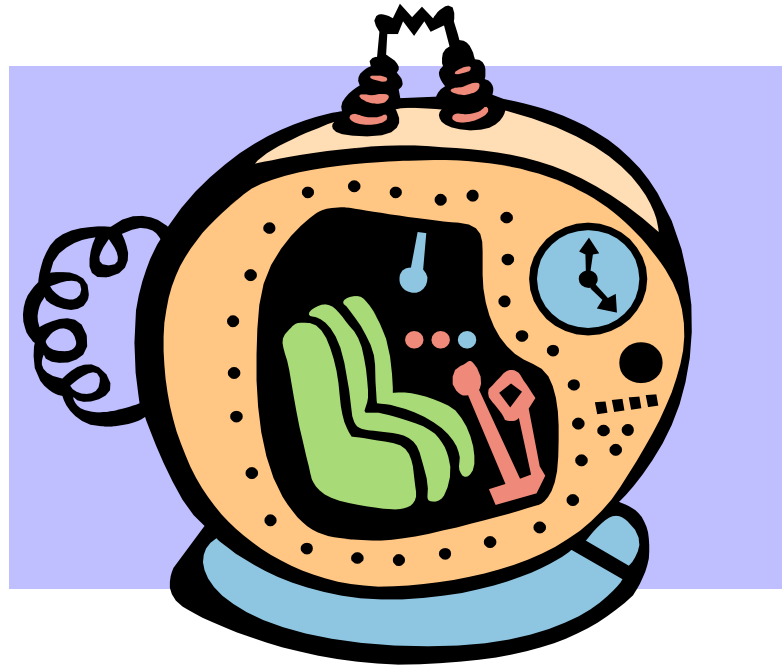


Impact Study Approach

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



Early
College

Comparison Students



~~Early
College~~

Impact Study: Participating Early Colleges

Open by fall 2007

Students in high school grades

Had graduates in study years

Used a lottery for admissions

Kept old lottery records

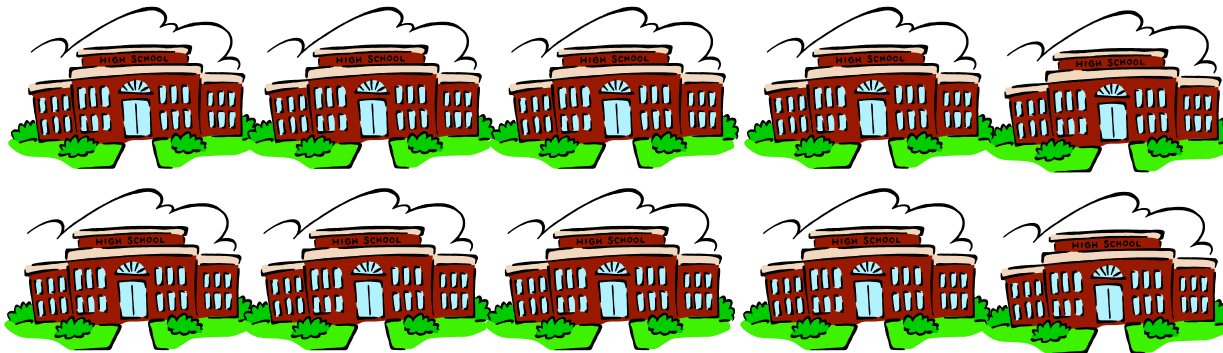
154 Early Colleges

141 Early Colleges

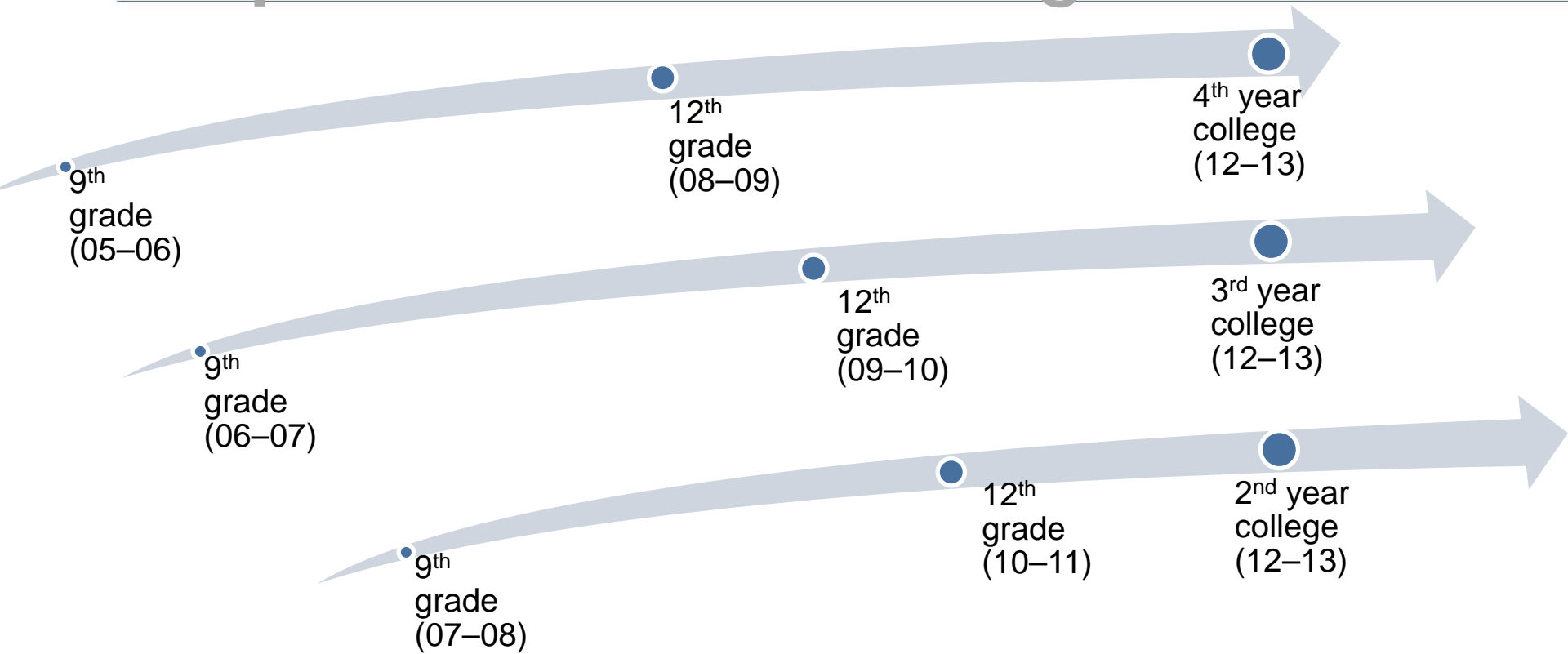
125 Early Colleges

20 Early Colleges

10 Early Colleges



Study Cohorts and Expected Student Progression



ECHSI Impact Study Sample

- 10 Early Colleges
- 2,458 students
 - Early College (treatment): $n = 1,044$
 - Comparison: $n = 1,414$

Sample Characteristics

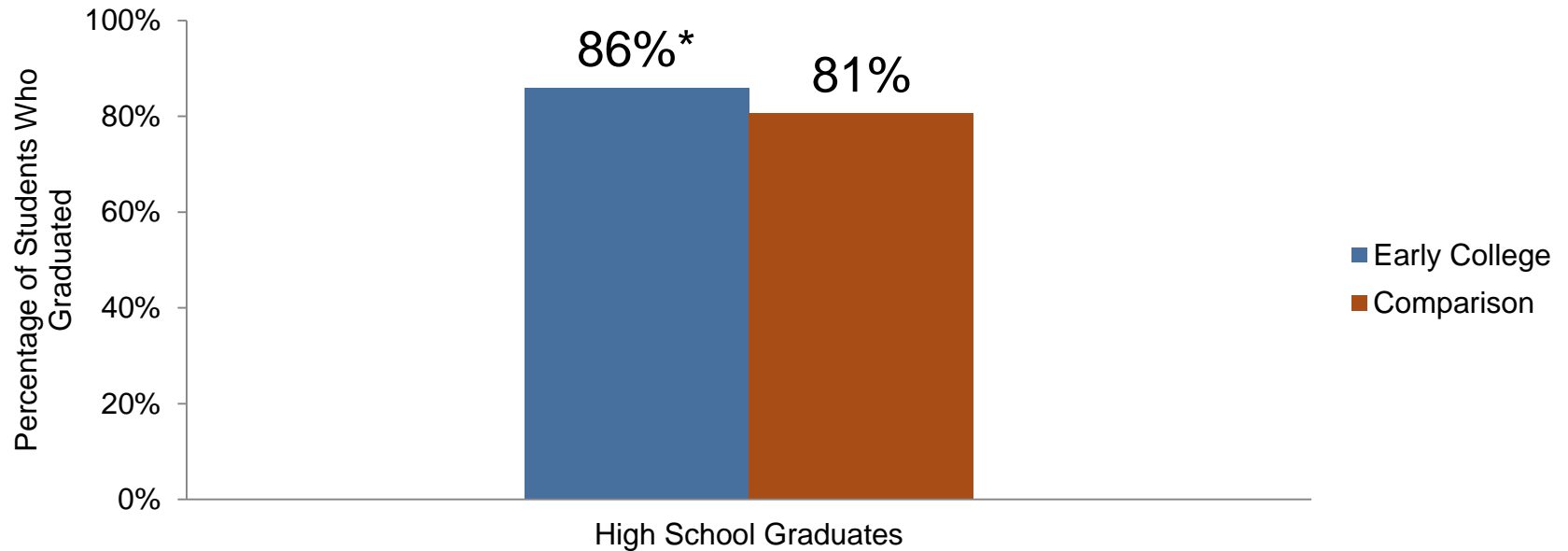
Student Background Characteristic			
	Early College	Comparison	Difference
Female	51.8%	55.0%	-3.2%
Minority	52.4%	53.6%	-1.2%
First generation	30.7%	34.4%	-3.7%
Low income	46.4%	42.3%	4.1%
Prior ELA: z-score	.25	.15	.10
Prior math: z-score	.23	.29	-.06

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

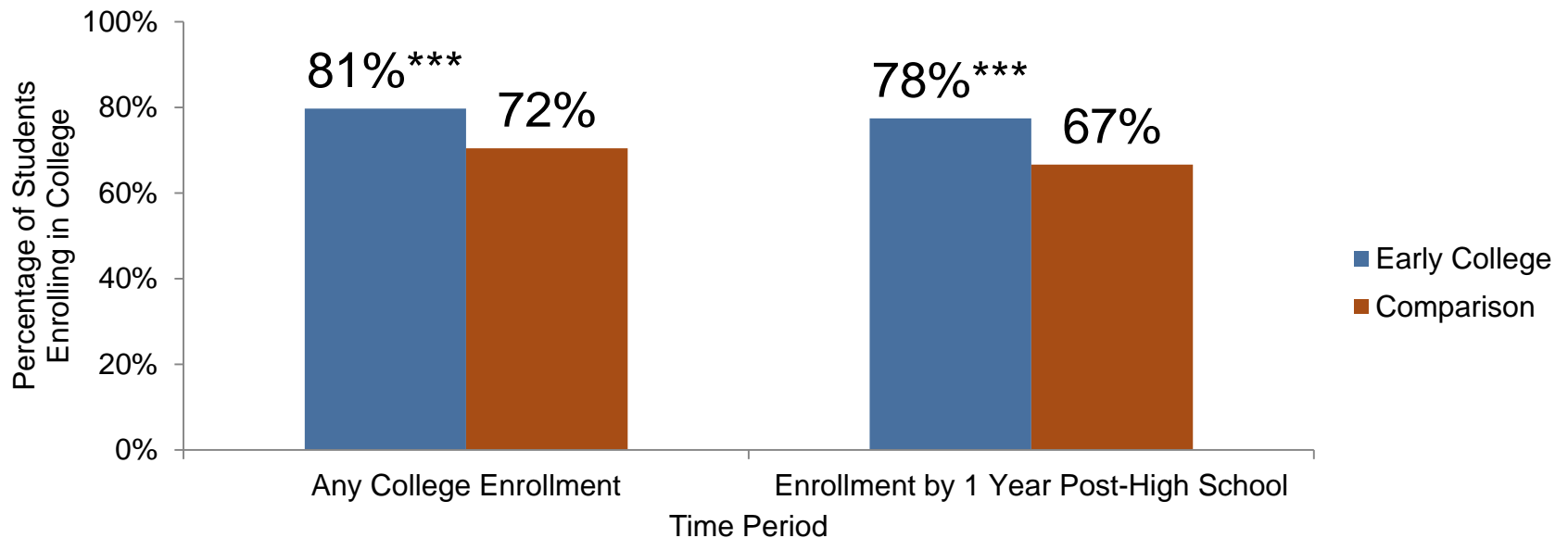
Impact Study Findings: High School Outcomes

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



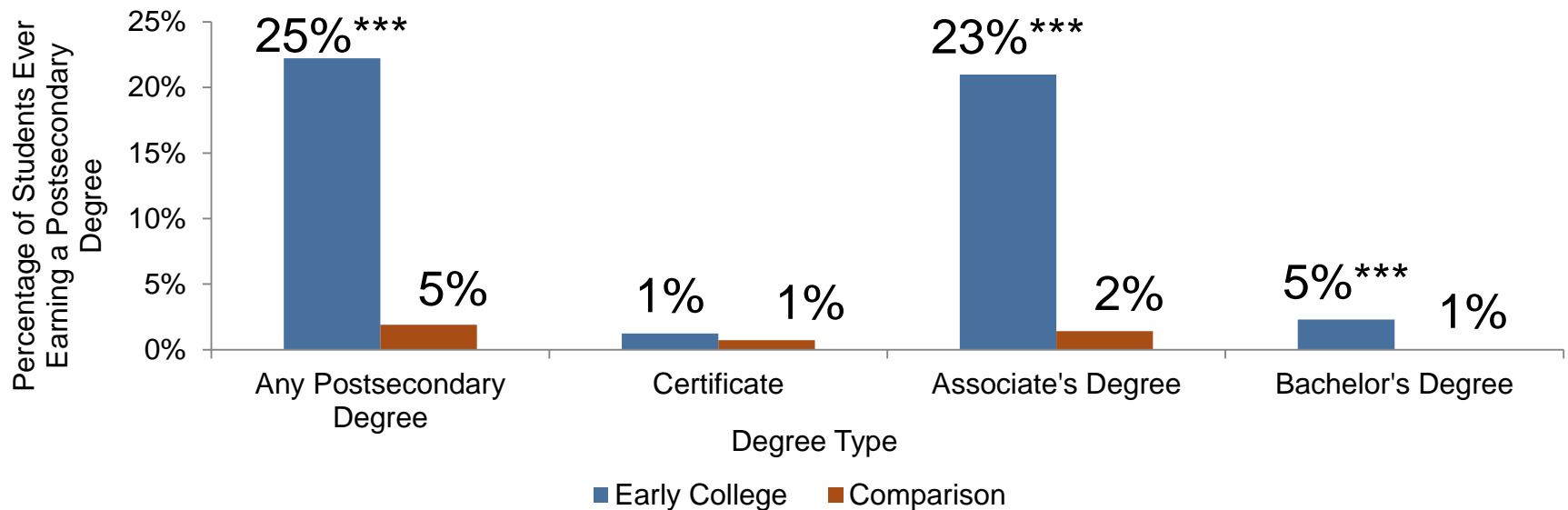
Impact Study Findings: College Outcomes

- Early Colleges had a significant impact on college enrollment rates



Impact Study Findings: College Outcomes

- Early Colleges had a significant impact on degree attainment



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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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