JAM REPORT

Bringing the Best of Early College to Scale

January 2012

KNOWLEDGE IN THE PUBLIC INTEREST

middle college national consortium
DRIVING EDUCATIONAL INNOVATION

University System of Georgia
Creating A More Educated Georgia

GATEWAY to COLLEGE
NATIONAL NETWORK

NORTH CAROLINA NEW SCHOOLS PROJECT

EARLY COLLEGE DESIGN SERVICES
JOBS FOR THE FUTURE

TEXAS HIGH SCHOOL PROJECT

THE WOODROW WILSON
National Fellowship Foundation

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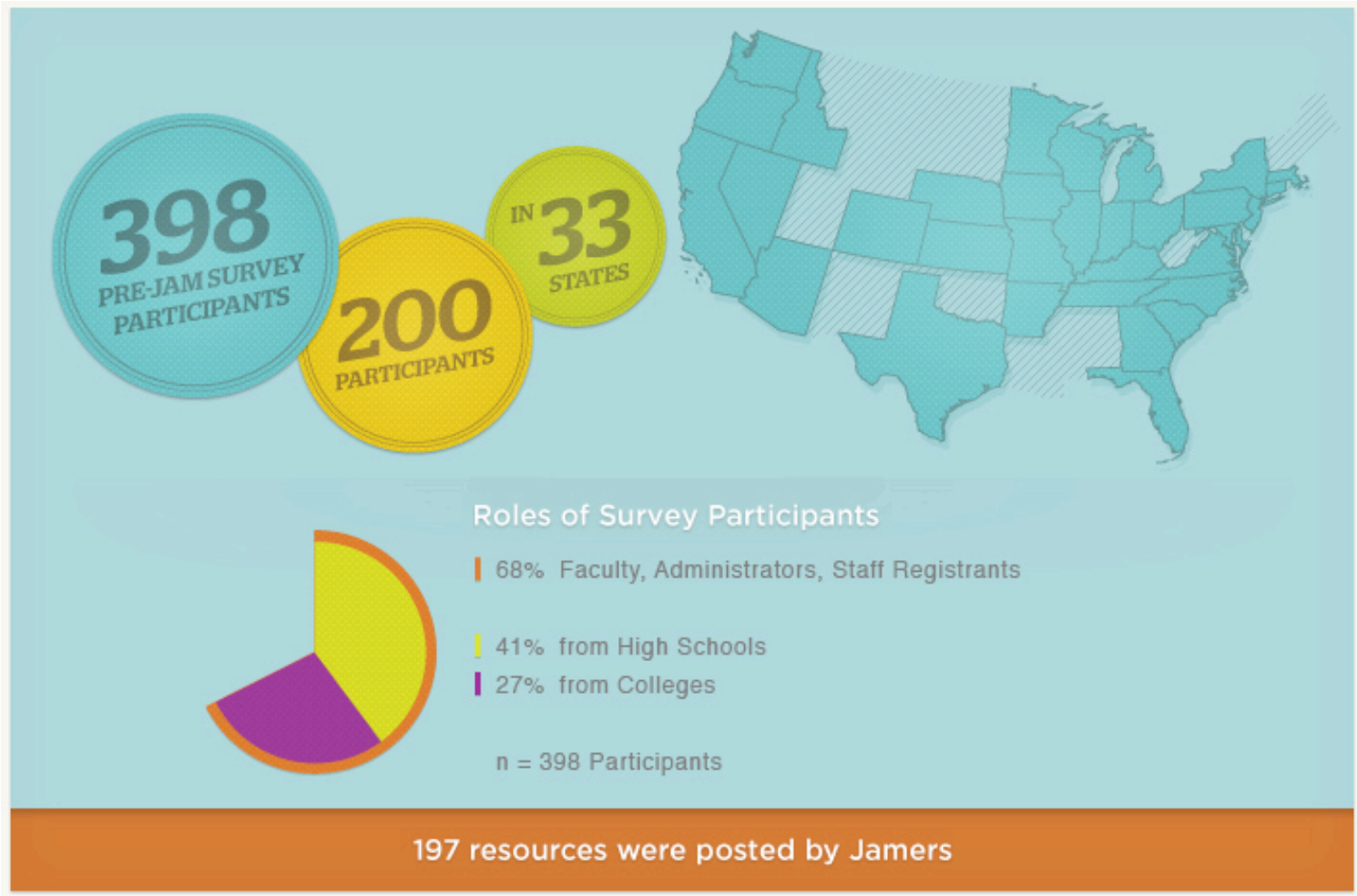

398
PRE-JAM SURVEY PARTICIPANTS
200
PARTICIPANTS
IN 33
STATES
Roles of Survey Participants
68% Faculty, Administrators, Staff Registrants
41% from High Schools
27% from Colleges
n = 398 Participants
197 resources were posted by Jamers

Taking the Best of Early College to Scale

November 2, 2011
Sponsored by:

Middle College National Consortium (MCNC)

With

- *Gateway to College*
- *Jobs for the Future*
- *Woodrow Wilson National Fellowship Foundation,*
- *The Texas High School Project*
- *North Carolina New Schools Project*
- *University System of Georgia.*

The Jam was organized, facilitated and analyzed by Knowledge in the Public Interest and MCNC.

- *The pre-Jam survey (Appendix 1) was completed by 398*
- *200 participated in the Jam.*
- *68% of registrants were high school and college faculty/administrators/staff.*
- *144 of the 398 survey respondents were not associated with any of the Jam partners.*
- *Registrants signed on from 33 states.*
- *197 resources were posted by in the Jam*

Summary

The Jam conversation was structured to surface the participants' views of what constitutes the best of Early College in both programmatic and policy terms, to link this to relevant proof points and to consider how scaling arguments would be mounted and programs actually realized at scale.

Highlights

There is no single Early College model but key attributes are shared. *Demanding academic work, coupled with effective supports, provide the environment in which low-income, underserved and first in the family students can thrive. In the hands of an Early College, this formula provides students with the skills necessary to tackle college work successfully. By using the high school classroom to prepare with intentionality for college-level academics and then by supporting students as they earn college credit, students are better equipped upon graduating to enter postsecondary institutions, bypassing remediation obstacles, persist and complete. And when college credit transferability is clearly provided for, the students significantly shorten the cost of and time to graduate.*

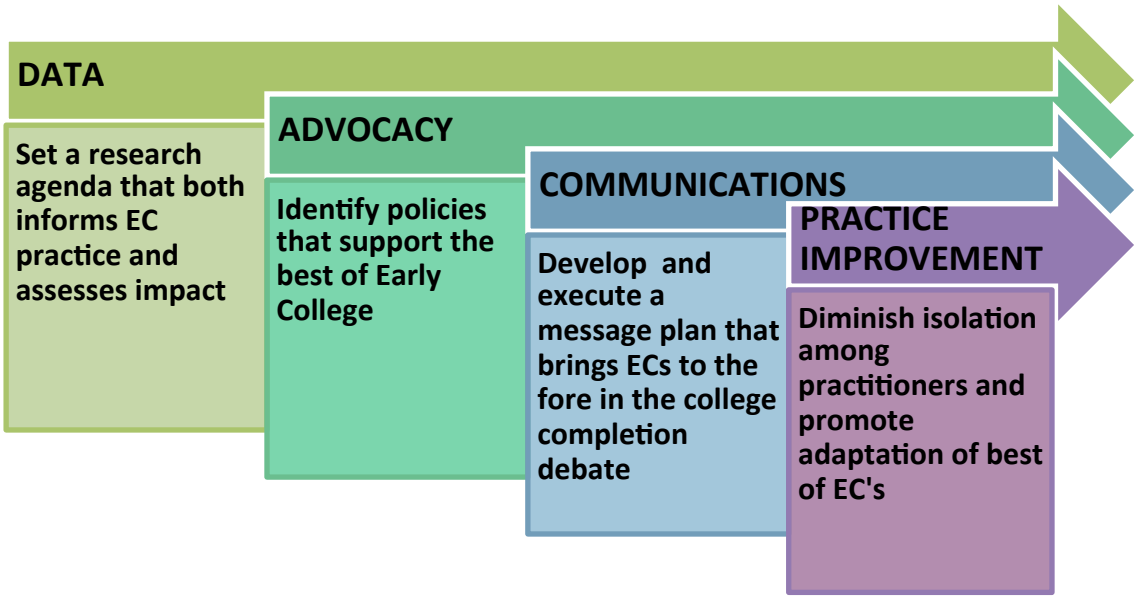
The variation among Early College programs reflects adaptability and may explain success. *Early College practitioners shape their structure and practice around their specific circumstances. State and district policies can be factors requiring adaptation; however, the strongest driver is generally the post-secondary collaborator. The college's space availability, scheduling and support systems are among the elements that affect EC practices. And rather than chafe at the need to adapt to local circumstances, ECs seem to thrive on their capacity to make their programs work for their students. Indeed their passion for their programs may be an important dimension of their students' success.*

Successful Early Colleges require robust sustained collaborations between high schools and post-secondary institutions*. It is difficult to be successful as an Early College without a willing college partner. At scale, meaning as a district or statewide initiative, true partnerships with shared perceived stakes in outcomes are critical. Policies can smooth the way for solid partnerships but, because EC students need to have good learning experiences in college credit classes, the most important collaborations are at the grass roots level. While these can take time to build they represent perhaps the truest form of alignment.*

Early College advocates recognize that they must amplify the data that demonstrates the impact of their work. *Early College has an established track record of high secondary school graduation and college credit accumulation rates but the data is not shared within or outside the community. If the best of Early College is to move to scale, evidence is needed to show that streamlining students' educational experiences while simultaneously engaging them through relevant and rigorous work, bodes well for college attendance, persistence and completion. Cost-efficiency can be another beneficial focal point; in economically challenging times, Early College can help families and students save in tuition costs and embark on trajectories that lead to rewarding employment opportunities. Educational institutions and districts also benefit from the savings afforded through decreased remediation for high school students and graduates.*

Beyond data, Early College advocates see that they must effectively articulate the exceptional benefits to be gained from Early College if they are to garner the social, policy, and financial resources necessary to sustain and scale these programs. *Advocating for flexible policies that allow for supported dual enrollment can enable students to obtain college credit and provide the impetus for them to pursue postsecondary degrees, without requiring wholesale system change. The best of Early College at scale can energize and deliver on P-16/alignment efforts by engaging, among others, high school and college instructors and support staff in sharply improving outcomes for students.*

ACTION AGENDA



A Jam is a structured conversation aimed at raising issues and surfacing ideas. This Jam opens several paths of potential collaborative action. The Jam partners all have deep experience as intermediaries in supporting Early College in different parts of the United States. They share the conviction, drawn from experience and data that underserved students can be successful in post-secondary education if they are prepared and supported effectively beginning in high school and through the transition to college. They convened the Early College community for a conversation on how to take its collective experience to the national stage.

Findings

A. WHAT IS EARLY COLLEGE?

Jam participants engaged in rich discussion, highlighting the best practices and unique assets of Early College. Practitioners illustrated how the unique integration of academic and social supports creates a formula for success among high school students. Premised on teacher dedication and stimulating pedagogy, students become invested and realize new educational prospects.

> "With 10 years under our belt, I feel like we have a pretty good idea of what it takes to prepare students from underserved groups who are underprepared when they enter an early college. It's not easy; there is no magic potion. It takes time, dedication, and hard work. The schools in the Woodrow Wilson Early College Network – and importantly, their post-secondary partners – have found innovative ways to integrate their challenging academics with comprehensive students supports, focusing on school culture and relationships as much as classroom activities, and working directly with each student to help her or him learn and focus on the opportunities that college can open up to them." (VOGT)

Early College emphasizes a comprehensive fusion of dynamic intellectual environments and intense social supports. Individualized attention alongside academically challenging curricula paves the way for students to tackle college credit work successfully and thereby envision themselves pursuing postsecondary degrees.

> "Early College has the ability to change the course of our students' lives. The committed faculty, the small classes, the supportive environment and the easy access to college classes are some of the overt reasons. However, it is also the undercurrent of belief that our students' ability, preparation for college level work, overcoming obstacles both in the educational community and their personal lives that play a role in their success." (SIEGMUND
> "

In addition to demanding academic components, the educators in Early College programs attribute their success to the strong personal relationships that they nurture with students. Such interpersonal dynamics are viewed as central to fostering student persistence and aspirations for college.

> "I truly believe the core of a successful EC is the approach to the work that the adults bring with them daily. It becomes more evident each day that the 'Teacher as Counselor' concept guides everything we do. [Our AP] shares with everyone, even teacher applicants that she had never worked harder as a teacher than she did in the EC math classroom. She (says) that the difference was her focus on the student and not the checklist she faced in her [traditional] school. It is that passion that often separates EC success from that of others. With that passion comes the will and focus to make the other components (funding, politics, extra assistance, etc.) work." (SINCLAIR)

> "One of the essential elements of early college work is knowing students so well. …At times the relationship requires encouragement, at times pushing, but at all times being alert to each student while we're launching them in the first few (college) classes, anyway." (BROWN)

Key to this equation is the high expectations teachers instill in the classroom, which fuel student engagement and the drive to excel. While recognizing the particular personal contexts and struggles of Early College students, teachers nonetheless are demanding and constantly push their students to achieve.

> "I think our kids excel because we expect them to, and we accept nothing less than their best work…I think it boils down to the relationships we build with our kids. They each find someone, usually several someones, they can relate to, who they know truly care for them…Our staff puts forth more effort to build those relationships than any traditional school I've worked in before. I'd like to think all educators care for kids, but this level of commitment to their success and their futures is a huge undertaking." (POWELL)

1. Ingredients for Success

Jam participants illustrated the diverse approaches that are housed under the Early College umbrella through myriad examples, demonstrating the ways in which program and practice are customized to cater to particular student needs and educational contexts. Pre-Jam survey responses echoed the sentiment that there are currently assorted ways of defining Early College, encompassing a variety of strategies for ushering students toward college enrollment.

> "Early College is not a single national model. States and individual systems and institutions have taken on Early College and made it their own. In common is the preparation for and support in college classes as part of the high school experience." (CUNNINGHAM)

Jam participants shared a plethora of useful models and success stories in which students excel in high school and beyond. Although programs vary across the country, the Jam conversation revealed several fundamental components that lead to such strong outcomes.

2. Work in the 9th and 10th Grades Bolsters Student Advancement

> "Many of our students enter our program with ambiguous ideas about assignments, papers, homework and other expectations of academic rigor. Best practice involving all of the above is to establish routine for our incoming freshmen. Routines are important to their academic success. Routines provide a sense of safety for our young students. They should know clearly the expectations of the behavior in a classroom and the expectations beyond classroom learning and supervision. Establishing positive academic habits, which are meaningful to the students,t has created an environment of

students who can and want to learn. Both routines and modeling, I believe, create safety and confidence in learning." (DUGGAN)

Across the spectrum of educational contexts, Jam participants consistently point out the gains to be made through early intervention with high school students. Educators advocate targeting students as soon as they enter high school for intense academic and social support. Identifying goals and establishing expectations for at-risk students, as soon as the ninth grade, can effectively launch them on a positive trajectory.

> "Our students are of course 'At Risk' in that they are majority first-generation, economically disadvantaged and they may not have performed at their ability level in middle school. We are a 9-12 school, and one of the first things that we do is meet with parents to explain that 'Failure is Not an Option.' Work ethic is something that we begin to establish in the 9th grade. Our parents sign a contract at the beginning of freshman year saying that they understand and agree to after school and possible weekend tutorials in order for their children to be college ready in 2 years (by junior year)." (WILLARD)

> "We host a summer 'boot camp' for students who need just a little more academic TLC in their reading comprehension. Students come for a week; camp 'counselors' are college staff who work in our college's learning center. Second, we run a new student orientation a week or so before school officially starts. Our upperclassmen plan, prep, and present the orientation so it's REALLY what new students need and want to know to navigate Early College at Forsyth Tech…they do scavenger hunts, tour, 'I wish I had known' sessions, how to use Blackboard and Techlink…And we run this orientation BEFORE adult students are back on campus." (PEARCE)

> In our partnerships, our emphasis is on the 9th and 10th grade. It's imperative to acknowledge the degree to which many of our students begin high school years behind grade level in math and English skills. We're working on strategies to integrate remediation into the city and state core curricula." (SAMBERG)

> "The emphasis on 9th graders is so important because we have so many students that fall between the cracks in the traditional high schools. The program gives students the structure and support they need to be successful." (DRAGICH)

Citing the first years of high school as a critical time, Jam participants discussed using Accuplacer in the 9th grade as an assessment and preparatory tool.

> "Right now, in our most disenfranchised high school in the district, students are two to four years behind grade level coming into 9th grade. So, I believe that the freshmen and sophomore years are the critical years. Since the state colleges and universities use Accuplacer as a placement tool, we have developed a written diagnostic taken right off Accuplacer answers. We take the issues, in math and English, that are most challenging, and incorporate material on a weekly basis with the regular curriculum. Now, when they take college courses, as sophomore summer students, juniors and seniors, they are prepared not only to take the course but most often do well in them." (SAMBERG)

> "We just finished our first round of college placement level testing at our ECHS, and after it, I agree with the exam being used as an assessment tool in the 9th grade because it sets the expectations for students to succeed and chips away a little at easing students into transitioning to college coursework." (ATTEBURY)

> "Another strategy we have found to be effective is having the teacher sit for the Accuplacer or other college placement tests. In our experience, these tests are structured very differently from classroom assessments or state tests. Teachers usually walk away with a new perspective on how to assess students in their classrooms." (HENDERSON)

Moreover, focusing on incorporating college skills into the high school setting as early as freshman year prepares students, both socially and academically, to succeed at postsecondary work. Several Jam participants specifically lauded the **Conley framework** as a useful approach to early intervention program design.

> "**AVID** stands for Advancement via Individual Determination and has a focus on college readiness and promotes strong study skills. All of our students are enrolled in AVID – 9th and 10th grade there is a strong focus on tutorials, Socratic seminar, Cornell notes, organizational skills, etc. In the 11th and 12th grade the focus shifts to college preparation such as personal statement, college applications, college scholarships, etc. Our students will complete approximately 900 college courses between the fall and spring semesters and approximately 70% of those courses will result in a letter grade of A or B. We are outperforming the general college population." (BALIAN)

> "We found that our students were entering college courses in the 10th grade without the writing experience they needed. They were required to write a research-formatted paper without proper preparation. As a result, we pushed basic citations, organization, and research skills into the freshman English classes. This was traditionally taught in the 11th grade. A year later, we had a Freshmen Seminar class focused on the college readiness skills from Conley's work and concepts from Jim Burke's books to provide a more conceptual framework for these students. They are better at navigating the college courses now, and it has built into a whole school focus." (SINCLAIR)

> "We have been making use of Dr. Conley's work as well. It really helps frame conversations around all aspects of college readiness. To discuss cognitive strategies, along with knowledge and skills in a subject area, along with academic skills, along with applying to college and knowing the culture of college has been so powerful for us. Some of our sites have used Conley's school diagnostic to get baseline data on college readiness. Some of them have used his definition to design and evaluate program elements themselves (including advisory, early college course-taking, introduction to college courses). (VOGT)

Indeed some EC models "loop" students with the same teachers over several years. They feel that this allows them to build and maintain deep connections with students from the

moment they enter high school and helps them "coach" students toward steady growth – both personal and academic

> "One of the components that makes the program at our school successful is 'looping' with the students in the core subject areas. I have taught the same group of students, who are now juniors, since they were freshmen. As their English teacher, this has really helped me be able to facilitate their growth as readers and writers. I know what I have taught them in years past and have raised the expectations each following year. I also get to know each of the students really well…you truly know what each student is capable of and can push him or her to achieve even high expectations as a result. Of course, the looping helps to build a good rapport with the students as well." (LATCHFORD)

3. A Substantive College Credit Course Experience Fosters both College Readiness and College Success

Circumstances tend to dictate the nature of the college coursework experience of EC students. Many Jam participants feel that it is extremely beneficial for EC students to be part of "true" college classes, rather than in high school cohorts taught by accredited higher education instructors. Regardless of the program model, academic and social supports are key.

> "We have two very strong models in Texas that help students transition from high school to college and not only focus on getting to college but college completion. The TSTEM schools offer dual credit courses in the junior and senior years while the ECHS campuses offer dual credit earlier and in a more purposeful way. Both models have allowed students to have success in college courses while there are student support systems available." (HENDERSON)

> "I am currently the advisor for two [Introduction to Psychology] classes, both of which have different adjuncts teaching the class. These classes are cohort classes of all high school students. Adjunct A leads the class like a college class, lecture style with some discussion. Adjunct A is able to get more information across to students because of the lecture style of the class. Adjunct B treats the class like a high school class, completely student-led and discussion-based. Just to compare the two classes – Class A does not keep up with the reading as much as Class B does. At the same time, both adjuncts hold students' hands and tell them what to study. Students in both classes have so far been doing well…advisory is where they get the help they need to adjust from high school classes to college courses." (NGO)

> "Gateway to College enrolls students ages 16 to 21 who have dropped out of high school or who are behind in credits and not on track to graduate. We reengage them on a college campus. Their first term is spent in a small learning community, in a core of foundation courses. Those foundation courses are developmental courses where they receive high school and college content to rebuild knowledge and skills in order to be prepared for college-level courses." (SATTEM)

> "Although budgetary constraints often complicate the matter, my feeling is that having students in actual college classes – where they are surrounded by college

students – is far more beneficial than the adjunct-led, high school student-dominated type. Just a stronger, truer experience." (KUPFERMAN)

"I believe that in order for Early College students to truly receive a true college experience, they have to be integrated into the 'regular' college classes. We are very fortunate here in Columbus, GA, that our local college partner, Columbus State University, does not segregate our high school dual enrollment students." (WILLARD)

4. Good Peer Support Systems Complement Strong Adult Relationships

Jam participants feel that peer support can be an invaluable tool for sustaining interest and academic motivation. They cite their value in securing the transition to college credit work by providing support, motivation and accountability.

"We rarely have more than two or three high school students enrolled in a college course together. Having more than one provides someone with whom to study and provides some sense of comfort in that the students have a friend/classmate. But, it also provides the autonomy that our students need. They strive very hard to 'fit in' as regular college students." (WILLARD)

"We have had a lot of success in the MCNC schools with 'study groups.' Perhaps you could allow students to self select or form them into groups of 3-5 who would be responsible for one another's success from day one. That might entail going to the library or writing center, finding the registrar, studying for quizzes or sharing project presentations. Often students respond to peers more readily than adults, they carry their comfort with them in their partners and they develop independence and good habits for study." (BORN)

"One (strategy) that plays an important role is the tutorial process used as part of our AVID class. Students are required to bring to class a 'question' on either a high school class or college class and then students are grouped together and with the support of a tutor they discuss each other's questions. This process teaches our students to work together, to become peer-tutors and allows students to be comfortable asking for help." (BALIAN)

B. COLLABORATION LEADS TO SUCCESS

In both the pre-Jam survey and the Jam itself, participants point to the importance of cohesive partnerships in achieving a shared vision of postsecondary achievement through Early College. There is unanimity in the EC community that strong leadership and partnerships across all institutional levels is essential for the success of any Early College model.

1. Leadership

> "Scaling Early College is all about leadership and knowledge. If you don't have strong buy-in by both the HS District and the college partner this won't work. Then you must have strong buy-in by the principal and finally the staff." (HOFFMAN)

2. Transparency and Open Communication

Although many participants cited their inclination to "fly under the radar" with respect to Early College agendas, Jam discussions revealed that it advantageous to move toward more open communication and collaboration.

> "I always thought that it was good to stay under the radar. However the mission and vision can be hijacked. So it is important to build constituencies and especially when the process is difficult." (CUNNINGHAM)

> "[After this Jam,] I would spend more time creating campus forums to keep the lines of communication open. Often it's easier to try to stay under the radar screen but it does not build stability in reaching a shared vision of the college's role." (SHANLEY)

In some instances, participants pointed to the establishment of advisory councils that help build transparency into the relationships between institutions and consequently establish joint investment in the commitment to student progress.

> "Beyond raising academic expectations, bringing transparency to our institutional walls can unite educators in a shared endeavor. The advisory role (high school faculty) collaborating with faculty (College professors) at Brooklyn College Academy serves this function. In this context, education for 'our' student body is self-paced, self-directed and diversified. The aforementioned flexible arrangements in relationships and schedules are facilitated and supported by our administration. In a spirit of trust and collaboration we stay committed to our mission." (NOBLE)

> "The state of Connecticut has been putting a lot of time and people power into a new K-20 Council. All of higher education has been reorganized and the community colleges and state universities are now both under a newly formed Board of Regents. No more chancellors. This is a great opportunity for our early college movement since we already have some strategies about how to reach down into the high schools and make the early college connections." (SAMBERG)

3. Program Efficiency

A prominent theme in the Jam emerged around the positive effects that collaboration bestows on Early College models. The benefits of collaboration can occur in a number of

domains, from obtaining physical resources, to engaging in paired professional development, to determining common student expectations.

> "One of our biggest tasks? Negotiating space with our university partner. The collaboration with higher [education] is necessary no matter the type of high school. We have to be patient but persistent in helping post-secondary folk understand that the partnership benefits them as well as our students; and also help them realize the advantages of assisting HS with vital components." (MORGAN-JONES)

Educators have adopted innovative strategies for fostering collaboration in which all parties actively engage in the classroom, and create a shared sense of responsibility and participation among instructors.

> "Our mentality has always focused on a partnership rather than an 'us' and them.' We have presented at their staff meetings, our teachers get to know the instructors in their field. We have even had a math instructor be a part of a 2-year program called Secondary Lenses that consists of a series of innovative math workshops. We invite the instructors to be 'judges' for our Graduation Project presentations. We get (them) involved in any way we can." (WILSON)

In addition, ongoing communication can help both sides of the educational spectrum understand what and how much to expect of students.

> "A number of our schools are attempting to work more closely with college instructors so that they have a better idea of what will be expected of students in those courses. A number of schools are also reaching out to college faculty to invite them to join faculty meetings with the high school teachers so that discussions can take place about their concerns regarding students and supports needed to help them succeed." (JOHNSON)

4. Awareness and Recognition

Powerful connections between educational partners also serves to heighten awareness around Early College approaches, leading to enhanced recognition for their unique advantages.

> "(In NC) I would say that our focus on creating partnerships around the state has really helped to strengthen our initiative. Early Colleges are comprised of partnerships with our State Department of Education, local school districts, community college system, university system, etc. The stronger our partnerships become, the more knowledgeable communities around our state become about early college." (JOHNSON)

5. Making Time

Dedicating time to explicitly forge partnerships can be challenging with the many demands on high school and college instructors. Nevertheless, Jam participants gave numerous examples of cultivating opportunities for optimal collaboration, such as through paired professional development and joint faculty meetings.

> "The successes we've had with things like paired PD and joint faculty meetings have absolutely helped transform many of our early college-higher education partner relationships. At one particular school site, the collaborative efforts the early college made had such a positive effect on one particular instructor that did not approve of early college, he eventually became one of their biggest supporters. This instructor even came to our Summer Institute this past summer and spoke during one of the presentations about how and why he became a supporter!" (JOHNSON)

Close connections between high school and postsecondary partners translate into increased success for their students, as the partnerships help articulate key strategies and expectations for student progress.

> "The high school/college partnership is essential to the success of the students. We have seen teachers and professors work together to define student progress and provide the guidance high school students need to be successful on the college level. In addition, ongoing professional development on the key cognitive strategies helps students to meet the elevated standards that they encounter in the college classes. It is crucial that the students become more familiar with the academic vocabulary and standards that they will be challenged with." (GOLDBERG)

Incorporating regular meeting times, during which faculty can focus exclusively on issues of pedagogy and curriculum, results in stronger academic tools.

> "We have a PD time monthly for groups of teachers to discuss college readiness strategies and assessments. This peer leadership within the faculty has really bridged relationships, made the work more transparent, and united our vision of college readiness. During meetings, they focus on how the college readiness skills are implemented or what are obstacles and strategies to overcome them. [In a PD session for college instructors] they asked the college instructors to create or reflect on assignments and identify the college readiness concepts. Several said their assignments were not as strong as they thought so the conversation shifted to the EC being the leader in college readiness and not the college." (SINCLAIR)

> "For too long, the expectation in these HS-college relationships is that the college faculty are the teachers and the HS folks are the learners. We have a great deal to learn from each other as we are both teaching the same type of students who are facing a host of academic and social challenges. Joint HS-college PD is a great way to go." (ROSENBERG)

6. Mutual Learning and Reflective Practice

Participants expressed the belief that sharing best practices around what a good classroom looks/feels like for an Early College student is a way to build instructor level collaborations.

> "We had two social science teachers at the college that taught the majority of our students and invited them to meet and discuss how our students had performed, without student names since they were sensitive to confidentiality. We took that information and shared it within the English and Social Studies department, and the

teachers were eager to make that adjustment. It gave the teachers a focus and voice in preparing their students. Thus grew over the next two years and one of those teachers joined our high school/college collaboration team and began working with our literacy team to identify a list of expected outcomes for a 'literate' student." (SINCLAIR)

"We are engaging in instructional rounds modeled on medical rounds focusing on best practices around key cognitive strategies. Our PLC grade level groups are focused on individual strategies (and) our work is centered around the implementation and reflection of best practice." (NOBLE)

C. DEMONSTRATING IMPACT WITH EVIDENCE

Jam participants feel that their experience and data justify, if not compel, wider national consideration. Advocates recognize the criticality of outcome data to securing widespread support for Early College models

1. Ripple Effects of Success

In making the case for Early College adoption and adaptation around the country, Jam participants pointed to the multiple levels on which their programs have had a profound impact. From individual students and their families to entire districts and communities.

2. Individuals and Families

A key argument can be made with the data around student outcomes, such as increased high school graduation and college enrollment (transition and completion). A distinctive feature of Early College is the confidence it instills in students to pursue paths that they may never consider otherwise. For students, their families, and their peers, Early College encourages students to not only attend, but also succeed, in college settings.

> "What makes ECs great are the results we are seeing and experiencing across the country. Students who begin 6th grade two levels behind are graduating high school with college credit, usually with significant amounts, and they are enrolling in college." (BAIRD)

Stretching personal expectations and removing barriers of intimidation in pursuing college, enables students to surpass familiar obstacles in their education.

> "The early college high school initiative combats low expectations by helping students see themselves as both high school and college graduates. By aligning the high school and higher education curricula, students participate in rigorous coursework that instills in them the skills, knowledge and behaviors necessary to be successful in college. More students pursue a college degree and less students drop

> out of high school. Most importantly, students set new goals for themselves and become inspired to graduate and pursue postsecondary education." (CRAWFORD)
>
> "The program takes the fear and intimidation students may feel about college away. The exposure to college that they receive will only increase their chances of continuing their education." (DRAGICH)

Demystifying the college experience and enabling students to envision themselves beyond high school helps smooth the transition.

> "So many of my students don't really know what college is. For many first generation students, college is kind of a mysterious place. One of the most powerful elements of ECHS is opening that mysterious door before high school graduation so that college seems way more accessible to way more students." (HOLILNGER)

Early College models offer unique advantages for students as a result of merging students' secondary and postsecondary educational experiences. Individual student improvement is due, in part, to the shift in environment that allows for a newly supportive academic culture.

> "While I see benefits for my students from the experience of taking dual-credit classes, I also see clear benefits from the school culture that an early college provides. For many at-risk students simply being in an environment that encourages college and provides the culture of college can be a motivator for success. Making college a possibility, which (it) might not have been for these students before, can change a student's life." (BILLARD)

Early College success also stems from the ways in which it encourages family involvement. Inviting families to participate in a student's educational process further propels them toward postsecondary success.

> "In my work with early college initiatives the most important support structure is the connection between the school and the family. Families must be a part of the EC process early and often. Schools should provide space and opportunities to guide families through college readiness and transition into college. Once the student has the support and backing of the family and the academic structure and rigor of an ECHS, the path towards success is smoother." (OWENS)

In addition, families and individuals benefit from the career goals that become both a target and a possibility as a result of Early College.

> "People are graduating from college with huge debt and degrees that don't have obvious connections to a career path. Because college is a time for students to discover themselves, this discovery process often involves taking course that feel right, but don't necessarily help the student to become employable. Experience students can have before they start paying for courses that don't pay back should be helpful. More time to become acculturated, more time to reflect, and more time to chart a career path before they're standing out there with a degree in one hand and an empty resume in the other." (McMULLEN)

And Jam participants shared examples of instances in which Early College successes have had a positive ripple effect on siblings and peers.

> "In our Early College in North Carolina, we're seeing this wonderful realization in families and among peers that their children and friends can and do go on to college... The evidence for that is that we're seeing more siblings apply to attend our Early College. It's a fantastic example of the old adage coming to life that education can transform an entire family tree." (JOHNSON)

> "At our early college in NC, we have seen a trend of growing numbers of siblings. The first child 'takes a chance,' then their successes and passion about our program is embraced by the whole family. It is exciting to see!" (WILSON)

3. Colleges

Beyond enhancing opportunities for individual students and their families, Early College programs have much to offer to colleges. By collaborating with Early College, colleges can improve their prospective students' college readiness, improve their own curricula and pedagogy, create positive press for their institution, and acquire additional resources as a result of high school collaboration. Students' active participation on campus, both in-class and beyond, contribute to a richer campus community for all.

> "The community college benefits by having more students graduate with AA and AS degrees. Our students also play a big part in the various clubs on campus." (WILSON)

4. Districts and Communities

Entire districts can also profit from Early College models, through improved graduation rates as well as public recognition and press.

> "The district gets a great graduation rate from our school as well as a lot of press because we have had several awards/recognitions such as being recognized by U.S. News and World Report as 'One of America's Best High Schools in January '09' and we were featured by Jobs for the Future in a national article in March '11." (WILSON)

On a broader level, through the creative approaches of Early College models, educators foster connections between their students and the broader environment and, in so doing, students ultimately give back to the communities in which they learn.

> "At our early college we have engaged our students in summer study abroad programs that have expanded their worldviews and subsequently allowed them to see how they can make a difference in their own communities here at home." (WHITE)

> "I want us to nurture leaders who also care deeply about their community, who are connected to it in profound ways that help them understand that their actions are

implicated in the success of the community they live in. If our work is to have a major impact, not just an important blip but something lasting and significant then our grads will also be leaders of the community in a caring, compassionate way." (BROWN)

5. Early College ROI (Return on Investment)

There is emerging evidence of measurable impact

"We are following our sample of students starting in their freshmen year through college. So far, we have shared results on 9th and 10th grade. Our study has found that, as compared to control students: more early college students are on track for college in terms of the courses they are taking; more early college students stay in school; early college students report better school experiences, including higher expectations, better relationships, more rigorous and relevant instruction, and more frequent and varied support." (EDMUNDS)

"My colleagues and I just completed a 4-year evaluation of high school reform strategies/models in Texas. We used a quasi-experimental research design involving matched comparison groups (matches on both school and student characteristics, including students' prior achievement before entering high school). Year over year, the Early College model consistently showed the strongest impacts based on student outcomes analyses. The final report should be posted soon at the Texas Education Agency website." (ADELMAN)

If Early College enables more at risk students to graduate from high school and equips them with some number of transferable college credits, then its costs need to be weighed against these benefits.

"Greatness will win the day if its demonstration is linked to the idea that, in a bad economy, where cuts in education are endemic, the ECHS offers cost-efficient, proven pathways for all students. There are both short-term gains to be found in moving students more effectively through the transition from high school to college and long-terms gains for the economy in the production of an educated workforce." (MATTHEWS)

"I agree that we have to argue that ECHS can be paid for and show how: the initiative has over 200 school partnerships that are sustaining their efforts through efficiencies and flexibility and reduced duplication, but also with additional private and public dollars. In pointing out the costs that are 'different' for an early college (not necessarily 'extra'), I think we also have to argue that it's money well spent and can bring cost-savings down the line.

"I think an adult-rich environment for students can be more expensive for an early college than the typical adult-student ratio you might find in a traditional high school. Relationships between high school and postsecondary partner may also have additional associated costs (liaison positions, data-sharing, co-designing

> curriculum, etc.). Often an EC needs to find ways to cover the full costs of tuition, textbooks, and transportation for college course-taking in high school. Providing intense, comprehensive, and developmental support for students at the level that students in our schools need is another cost. Without these critical elements, I don't think early college can work for all students. So it's money well spent and the rewards for the investment are abundant!" (VOGT)

Early College models save in terms of both time and money for all stakeholders because of the enhanced credit opportunities implicated in the programs, lowering tuition and eliminating remediation costs later.

> "Since students earn college credit while in high school, the time it takes to complete a college degree is condensed. Students and families also benefit from reduced or free tuition costs. Ultimately, an early college high school turns obstacles into opportunities for student success." (CRAWFORD)

> "In a bad economy we can make the case that even if ECHS costs more in the beginning that cost is offset by the higher postsecondary graduation rates and lower remediation along the way." (BAIRD)

Part of the challenge in communicating the cost effectiveness of Early College is that it is so often lumped with remediation programs. While there will always be a need for remediation at the college level, reducing that need among recent high school graduates is a compelling imperative.

> "Regarding money spent on EC or Dual Enrollment vs. Remediation. Unfortunately, so much of money allocated to Remediation is ultimately not used for remediation. Many of the students programmed don't attend or attendance is spotty and does not yield the desired outcome. That is not a reason not to keep working at it and building better programs, but there is an argument to be made that EC students by in large complete their classes, earn credits and often exceed expectations. This is money spent that one can count on. The data is there to support this claim." (BORN)

> "EC nurtures students into a confidence, and leadership, but we also stress how EC does the remediation that can serve as a HUGE savings to the colleges. Columbus State, for example, has 80% remediation in English/Math. This is such a massive cost that I think one of our greatest selling points is our putting a dent in this scourge. We need to take our knowledge into the wider high school arena, and share this with the many, many students who will of course get into college, but still be unprepared (in many, many cases) to succeed in college, and wither only to drop out at great numbers, another massive cost to our community, financially, yes, but also in their losing a sense of agency." (BROWN)

> "In addition to the argument to increase college- and career-readiness and college completion for all students in the state (especially for underserved and low-income populations), a cogent case to make for early college is to draw upon potential cost savings to a state if these pathways are able to markedly reduce remediation rates for graduates going on to pursue credentials and degrees in postsecondary education." (QUIARA)

6. Advocates want more data

Jam participants expressed a desire to follow students beyond graduation and look at transfer, completion, and employment outcomes to further bolster the case for early and supported engagement with college-level academics.

> "Schools are interested in demographics, diagnostic data, interim assessments, placement test scores, student grades (GPA, course grades, and grades on assignments), and credits. They also are interested in how their students are doing after high school. They want to know what is working in their schools and what they can do differently to better prepare students for college." (VOGT)

> "A data point that should be considered is the student progress in college after they graduate from high school. Entrance into college is only the first step. Success in college is the next step and the final step is graduation from college. To track students would be helpful and let middle (early) colleges know if students were truly prepared for the rigors of four-year universities." (COLLIER)

This can be accomplished through both individual school results as well as large-scale rigorous studies.

> "The NCS data has been a key to pushing the early college agenda in Philadelphia. Since there are no ECHS in our district we use the NSC to show the need for early college programming. The NSC data is also a great way to show high school administrators what happens to the students once they graduate." (OWENS)

> "I believe that the NY Performance Standards Consortium has its high schools get written permission from students when they graduate allowing them to contact their colleges directly to get access to their transcripts to reduce individual variability in response." (ANCESS)

> In California, we and our sites have been working with CAL-Pass to look at secondary-postsecondary data links. In NYC, we have gotten from CUNY a few reports on students who graduated and enrolled in CUNY. The National Student Clearinghouse is another source, but it is limited in scope-really only enrollment and persistence data." (VOGT)

D. CRAFTING AND DELIVERING CLEAR MESSAGES

Jam participants enthusiastically discussed the many benefits of scaling Early College; in so doing, they shared the obstacles they have each faced in spreading awareness and gaining support for their programs. They feel that it is imperative that educators articulate the unique and profound impact of Early College on underserved high school students by developing shared language and common notions of college readiness and of the population ECs serve.

1. Distinguishing Early College

Not only is Early College not understood on its own merits but it is not understood vis a vis either public charter schools or Advanced Placement courses.

> "I'm always at a loss when EC courses are compared to AP. EC courses are actual college courses, following the prescribed college curriculum. They are either directly taught by college faculty or supervised by the college departments. I think we can make an excellent case for the superiority of EC courses." (ROSENBERG)

> "We have struggled with the AP issue here at MCHS at San Joaquin Delta College. I have shared with parents that at MCHS students receive college credit and 80% will graduate with 30+ transferrable credits. Even if a student took all of the AP courses offered at a comprehensive high school, they will not graduate with as many transferable credits as they do at our site. I then go on to share the cost saving features of our school; having one to two years of college completed along with a high school diploma helps a family dramatically!" (BALIAN)

> "My concern with the 'battle' (*between transfer and articulation*) itself is that students shy away from traditional Dual Enrollment and EC because it has been 'ingrained' in their heads that AP is the way to go…particularly when they are in such rigid competition for college acceptances and scholarships when they leave the EC. We need to better educate students on the value of taking these college courses from a College Professor while in High School. We also need to educate District Personnel on the same idea. Many ECs receive pressure from District Administrators to offer more AP courses and the students begin to make the decision they feel will benefit them and their chances of getting in the best school with the best financial aid package." (COOPER)

2. Identifying the Student Population

A distinctive value of Early College is its track record with "at risk" or under-served students. Many Jam participants focused on this attribute of their programs and urged cohesion among those sharing this target population in terms of communications.

> "It's important early on to get everyone on the same page with regard to identifying the population of students to be served. As educators, we use terms such as at-risk or underserved, but we need to be specific about identifying our student population." (ROSENBERG)

> "You are correct that 'at risk' can mean many different things. MECHS at Buffalo's students are low income, majority of the students are minority but we also accept only the students that are the middle of the road. 65-85% cumulative average in 7th and 8th grade makes them eligible to apply to our school. When we opened we knew there were programs for the honor students as well as the students that failed but the middle of the road students did not have those opportunities. I believe you need to look at the community you are drawing students from and have those conversations with all the partners at the table." (DOYLE)

> "At our Early College in Winston-Salem, NC, we target first generation college goers: students with one or more parents who either never started post-secondary study or never completed post-secondary study. We also try to reflect the demographics of our county and city." (PEARCE)

3. Defining College Readiness

Part of the challenge in gaining widespread support for Early College may stem from varied views on how to measure a students' readiness for postsecondary work.

> "We found that our faculty and students needed a cleaner structure for 'hanging' college readiness concepts on. It is such an overused term with many abstract definitions." (SINCLAIR)

> "The accumulation of college credit (in challenging courses) can and should be used as a measure of college-readiness – but we know there are students who've never been on a college campus that are, by any measure, college ready…so credit accumulation can't be a necessary condition." (McMULLEN)

> "There's a huge difference between college eligible (test score) and college ready." (CRAWFORD)

A specific point of conversation concerned the tendency to overemphasize grade point average as a marker of college readiness.

> "Indeed GPA-based admission criteria seem to be a hindrance to enabling ECHS to work for students who have college potential but are not currently on the college track. If I recall correctly, Cliff Adelman's The Toolbox Revisited and other research shows that access to a rigorous curriculum is a better predictor of college success than test scores, class rank, or GPA." (LOWE)

When non-cognitive skills are important to college success.

> …Non-cognitive factors (e.g., self-efficacy) are also strong predictors of college and career success, sometimes even stronger than grades, especially for students from underrepresented groups. We should be collecting and making use of data on students' non-cognitive indicators of college readiness." (VOGT)

4. Honing the Language of Dual Enrollment

The lack of a single Early College model presents a communications challenge.

> "Early college is actually a blended high school-college model that doesn't fit into the traditional neat boxes. In that sense, it's not necessarily a pathway into something else either (students with two years of credit can certainly be done at the end of high school.) As a result, we need to come up with some new language that recognizes the blended reality of the model. Here is how one of the students in our study described the difference between taking college classes in high school and in

the early college (although he uses the pathway term too): 'The thing with the high school is…you're in high school and you're taking some college classes, too. Here, you are in college. This is like the end of the beginning…So then it just opens up a new pathway for us to keep going." (EDMUNDS)

"We have worked hard in Michigan to formally define early college and are now working to fine tune models for, not only full high schools integrated on the campus of an institution of higher education, but early college programs or experiences. We think we have multiple models that are really hybrids but still share common goals and supports to implement. We are thinking of ways to accomplish what I call scaling down and across our general education/comprehensive high schools with various paths and pacing plans to achieve the goal of ALL Michigan high school grads completing a formal college readiness curriculum and successfully earning a minimum of at least two college equivalent course experiences upon high school graduation." (WAGONLANDER)

"I think if you're looking at making an entire Comprehensive HS into an ECHS then you are probably talking Enhanced Dual Enrollment as every child will not be able to attain an AA or AS given open enrollment. Every student should be able to begin some college coursework though, even those 'life-skills' classes. [In terms of cost] if the college waives course fees and shares space, and the district allows dual credit textbooks to be purchased with district textbook funds." (FUENTES)

5. Policy that Allows for Dual Enrollment

Alongside challenges in articulating what dual enrollment means, there is a need for improved transfer and articulation agreements that enable students to effectively move from high school to college without restriction or loss of credits.

"The issue is really one of transfer and articulation agreement in general more than 'dual credit,' per se." (QUIARA)

"State/system transfer policies that ensure that dual enrollment courses are accepted by other colleges in the same fashion as any other transcripted credit issued by colleges' courses (e.g. without any added restrictions)." (LOWE)

"There are a host of policy concerns that we had to deal with 6 years ago when early college was first initiated. Policies related to acceptance rules, criteria for admission, course selections, registration of students, and cost for tuition. I attribute these challenges to the fact that EC policies just were not formalized at the university level." (WHITE)

Having strict accountability restrictions, such as those required by NCLB to measure four-year graduation rates, can hinder students' success; through options such as extended-year cohort graduation rates, students can successfully enroll and complete their education.

"Because we enroll students who are sometimes two years behind, they are unlikely to graduate from high school within four years. Because of accountability rules,

> school districts have a disincentive to serve or re-enroll those students who may count as a drop a second time or may negatively impact a cohort graduation rate. We are encouraged as we see more states addressing this issue through the use of extended-year cohort graduation rates." (SATTEM)

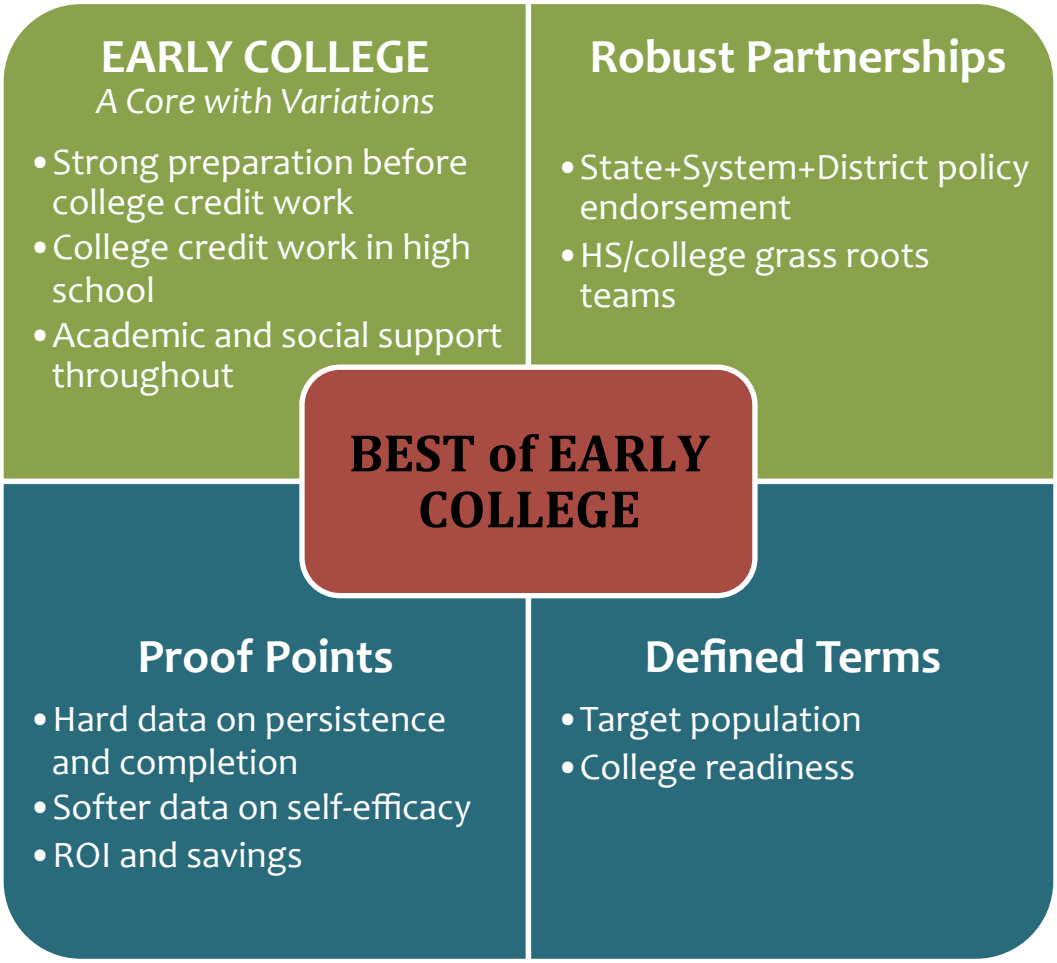
Jam participants offered several suggestions and positive examples that overcome familiar policy barriers and pave a smooth path for students to move forward in their college pursuits.

> "Short of comprehensive state and system policies, one approach is for state higher education systems to agree to accept for transfer a subset of credits earned in 'gateway' courses in English and Math for 3-5 courses. This would be a helpful strategy to bolster efforts in states in which credits are only guaranteed to transfer across public higher education systems if a student completes a full transfer block or module. Bottom line – high school students taking college courses for dual credit ought to be confident that their hard-earned credits will transfer to four-year institutions rather than losing valuable time when they must continually start over." (QUIARA)

> "The Senate HELP Committee's bipartisan ESEA reauthorization bill that was recently reported out of committee addresses this issue. The provisions in the underlying bill define the graduation rate as the 4-year cohort rate and the cumulative rate is capped at 6 years to provide additional years of flexibility for students who do not graduate on time. Six-year rates offer innovative designs such as early college high schools and back on track through college models with the flexibility they need to achieve their goals." (WARD)

CONCLUSION

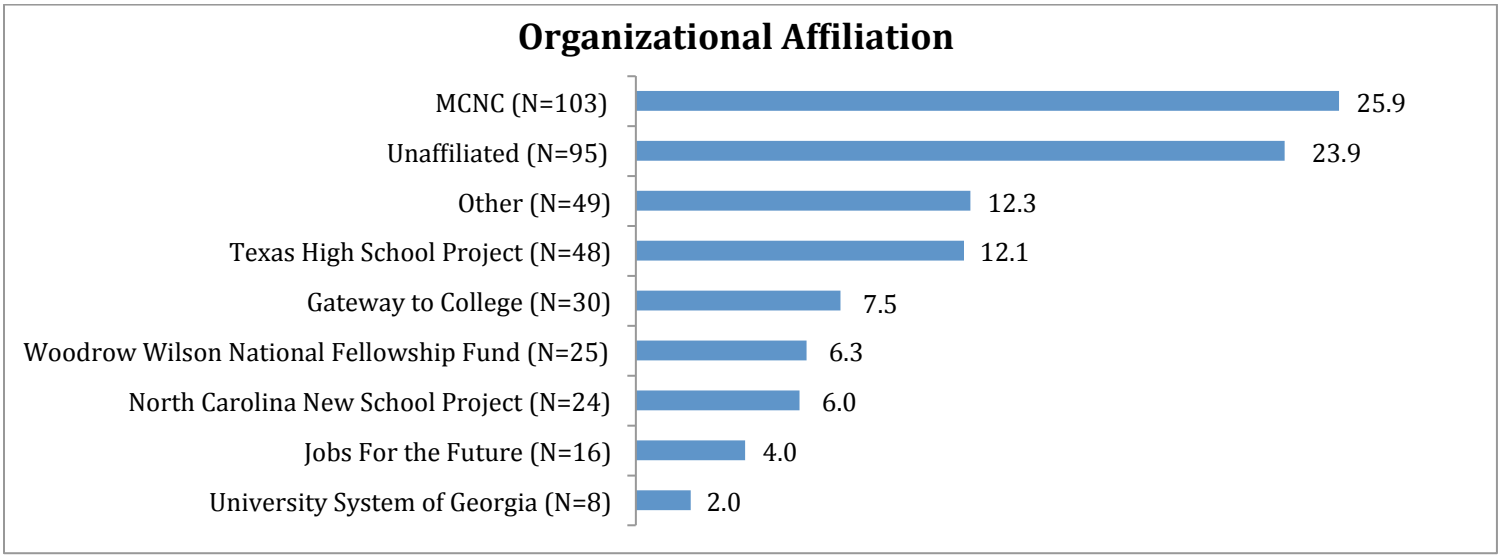
This report outlines the myriad ways in which Early College leads to academic success for underserved students. It identifies the core attributes of Early College and cites many model and practice variants. It represents a starting point from which to tackle the task of effectively scaling Early College across the country. Enhanced collaboration between district and system, high school and college, when combined with robust evidence of the countless ways in which the Early College approach benefits students, faculty, colleges, and communities, can enable educators to make the case for taking the best of Early College to scale. The "Best of Early College" that our analysis suggests could be productively applied to any college completion agenda is captured in the graphic below.



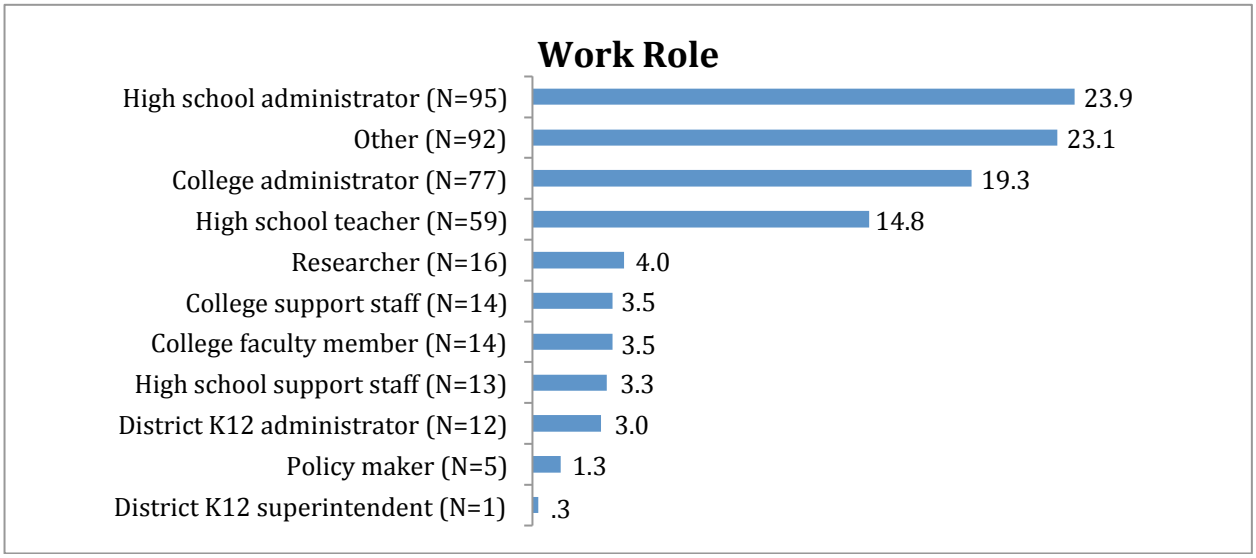
APPENDICES

I. Data

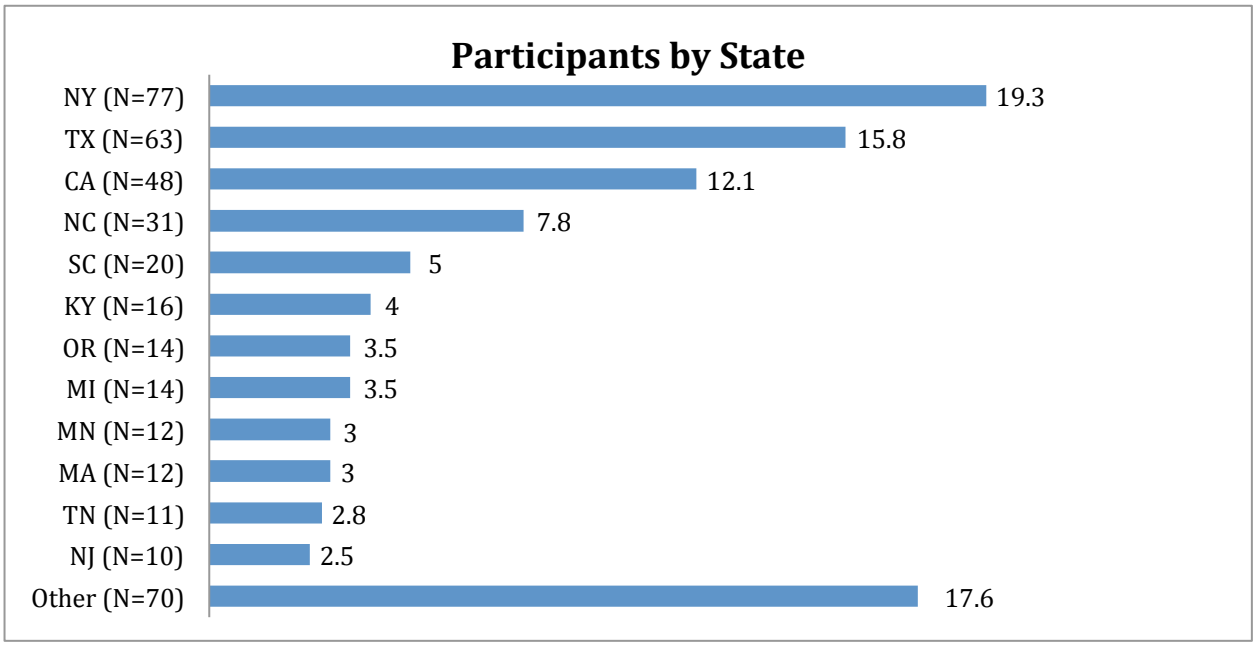
Survey Analysis



Together 'Unaffiliated' and 'Other' were 36.2% of all respondents



Together College Administrators and High School Administrators were 43.2% of all respondents



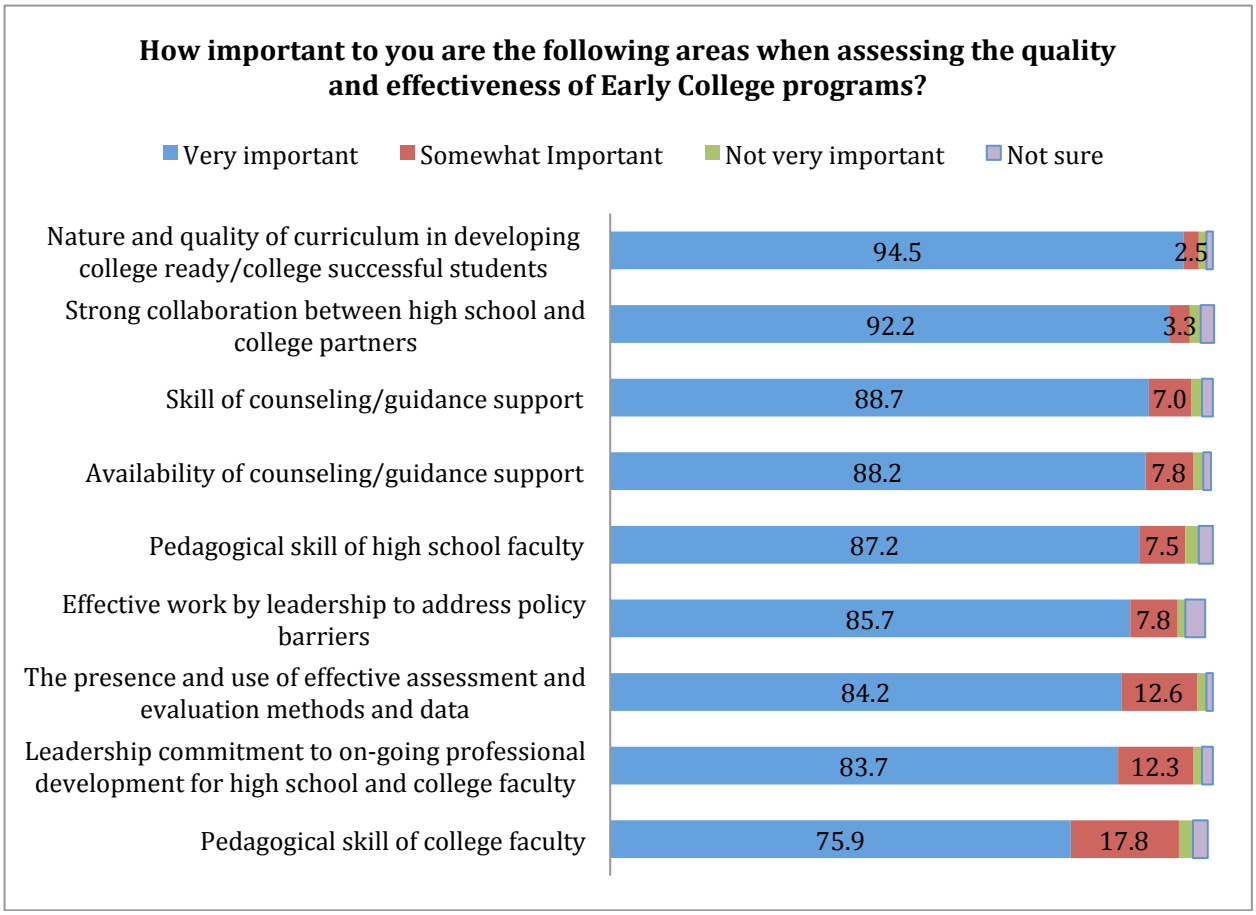
Also had participants from AR, AZ, CO, CT, DC, FL, GA, IA, ID, IL, IN, KS, MD, MO, NE, NV, OH, PA, VA, WA, WI. Each of these states accounted for less than 2.5% (N=10) of all respondents. Added together, all these states made up 17.6% of all participants.

Question 4 – Summary

Based on your direct experience with an Early College, or your observation of one or more Early Colleges, how important to you are the following areas when assessing the quality and effectiveness of Early College programs?

Major point: All items were deemed 'Very Important' by around 88% of responders

Item deemed least important (very slim margin): Pedagogical skill of college faculty



Question 4 Other Responses:

High attendance and academic expectations of the students

"Full student awareness of the nature and philosophy of their program and how success can be achieved"

"High attendance and academic expectations of the students"

Location of Early College

Program retention and completion

Results and impact of students who have participated

"Support in "doing" college classes, a culture of college-going, the actual outcomes that students achieve"

Role of the business community

Funding

"Funding commitments, effective (and safe) use of the Internet, and academic freedom

"Funding considerations for "out of the box" solutions not covered in existing policy and funding structures.

Family and culture

"Culture created in Middle College as a component to success toward college and career readiness or transition."

"School Culture and the enculturation of incoming students and on- going culture and community building with returning students - faculty as well! Peer Review."

"Strong community and family support for Early College initiatives."

"Strong sense of unity and belonging."

"Students and Parents must buy into the model, just as the faculty and staff do. It must be wall to wall early college with the same mission and positive outlook."

Q5 – Summary

Early College models incorporate a range of policies and pedagogical strategies that contribute to student success. As states and systems, schools and colleges start, improve on, or adapt from Early Colleges, what suite of policies should top their lists?

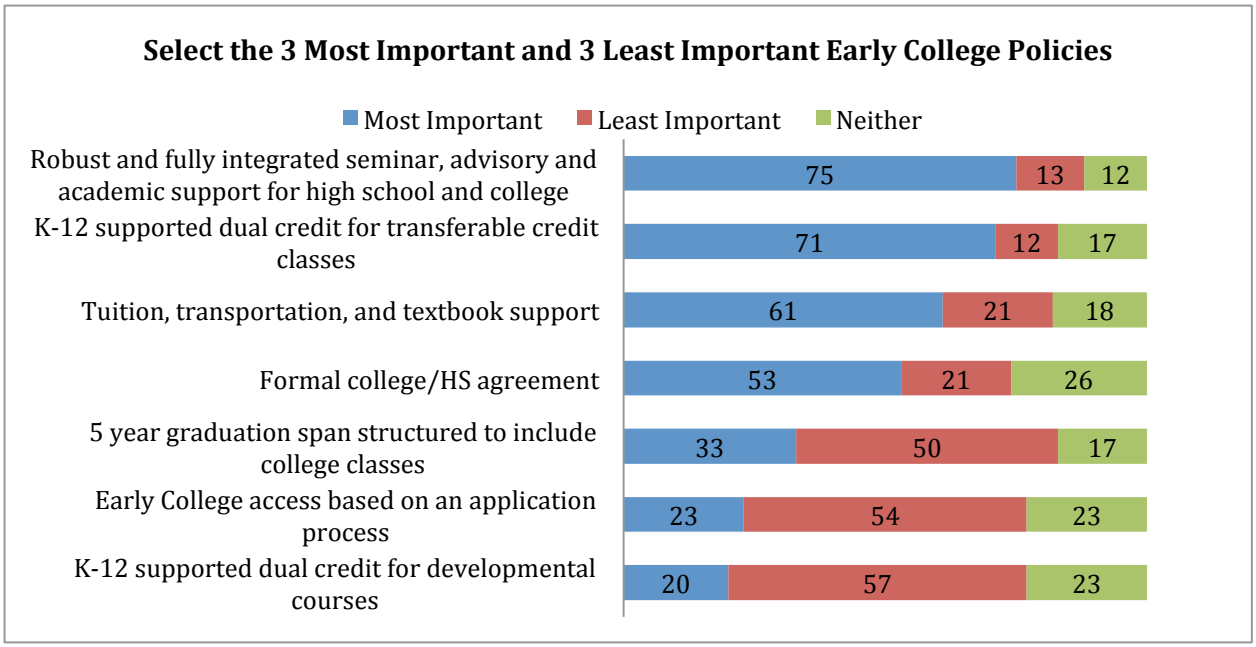
Major points:

Items deemed more important:

K-12 supported dual credit for transferable credit classes
Robust and fully integrated seminar, advisory and academic support for high school and college classes
Tuition, transportation, and textbook support
Formal college/HS agreement

Items deemed less important:

K-12 supported dual credit for developmental courses
5 year graduation span structured to include college classes
Early College access based on an application process



Question 5 "Other" Responses:

All important

"These are all important!"

"I just didn't want to rate any of the others as least important"

"I can't say least important to any of these issues."

"I believe ALL of these listed are important!!"

Budget & funding

"Budget clarity and transparency for all involved concerning who pays for college courses offered by college faculty on college campuses to ECHS students who are part of regular college classes."

"Appropriate state and federal funding (for historically underserved populations) to bring student / teacher ratio as close to 1 / 12 as possible, especially in seminar- style courses."

Curriculum & scheduling

"Curriculum alignment"

"Operational Scheduling"

Policy support & support services

"Support for college credentialed faculty to teach in high schools through licensing and certification modifications and through training of college faculty to work with younger students."

"Support by college administrators, faculty and staff. Systems in place to support communication, professional development and services for high school students."

"State legislative policy engagement/supports."

"Child accounting rules and guidelines that support implementation of early college initiatives"

"Strong guidance support spanning through postsecondary programs."

"EC agreement that specifies the space/services that the collaborating partner will provide."

"Textbook negotiations, MOU development"

"More options for integration K- 12/PSE finance; who is held accountable for students' success in college?"

"Reform of placement tests"

Programs
"Leadership Academy"

Research
"Systematic data analysis of program outcomes and effects."

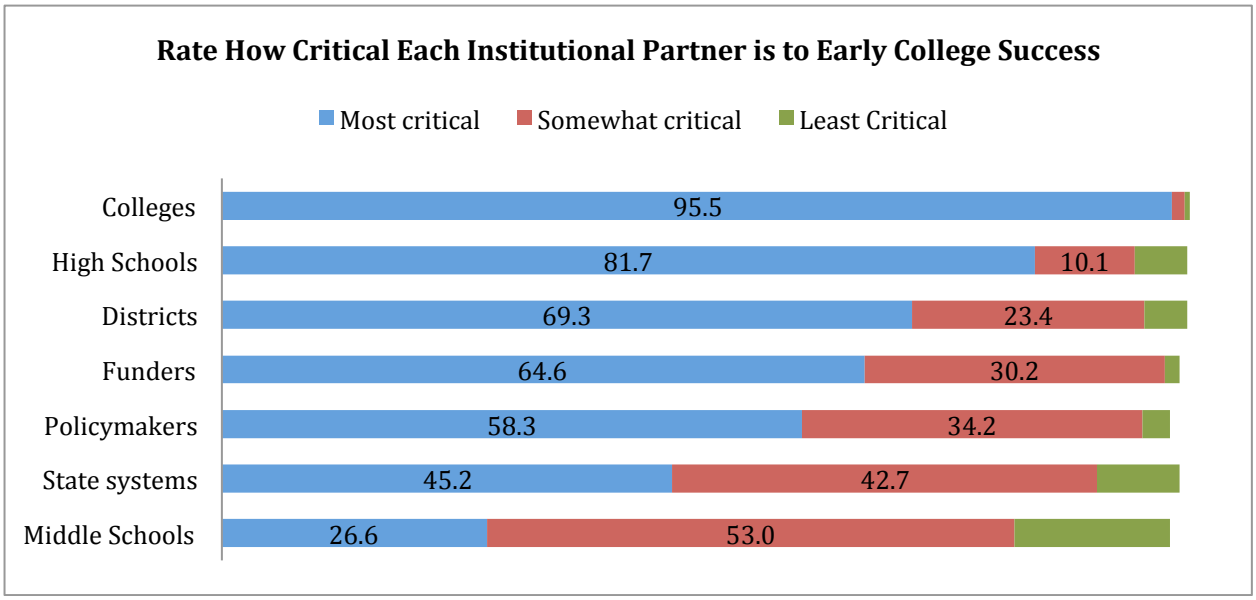
"Data System that will support and "track" ECHS participants in college to gauge success and modifications needed for dual credit courses, and support structures."

"Exploration of what it means to be dually enrolled - - which credits count for which institution
Integration of curriculum to District/local norms; national or college- level norms are more effective and telling."

Other
"Staff and faculty who come from the same background as the students."

Q6 – Summary

Early Colleges do not exist in the absence of effective institutional relationships. Please rate how critical each institutional partner is to Early College success.



Question 6 "Other Response:

Parents/family support
"Parents/family support"

"Families"

Community partners/organizations and support
"Community shareholders: parents, businesses, other community members"

"Community support"

"Parents, students, community members"

"Community Partners, i.e. corporate partners"

"Business, industry and community partnerships"

"Community Partners and Community Based Organizations"

"Businesses, business partners, industry partners and community"

Intermediaries
"Support organizations such as intermediaries to do the fundraising, policy work, and technical assistance."

"Intermediaries- very important"

Faculty & administrators

"Individual faculty relationship both HS and College separate from an institutional relationship."
"Administrators"

Others:
"Teachers Unions"

"Hospital"

"For individual partnerships, institutions are most important; to get scale, districts and states become more important"

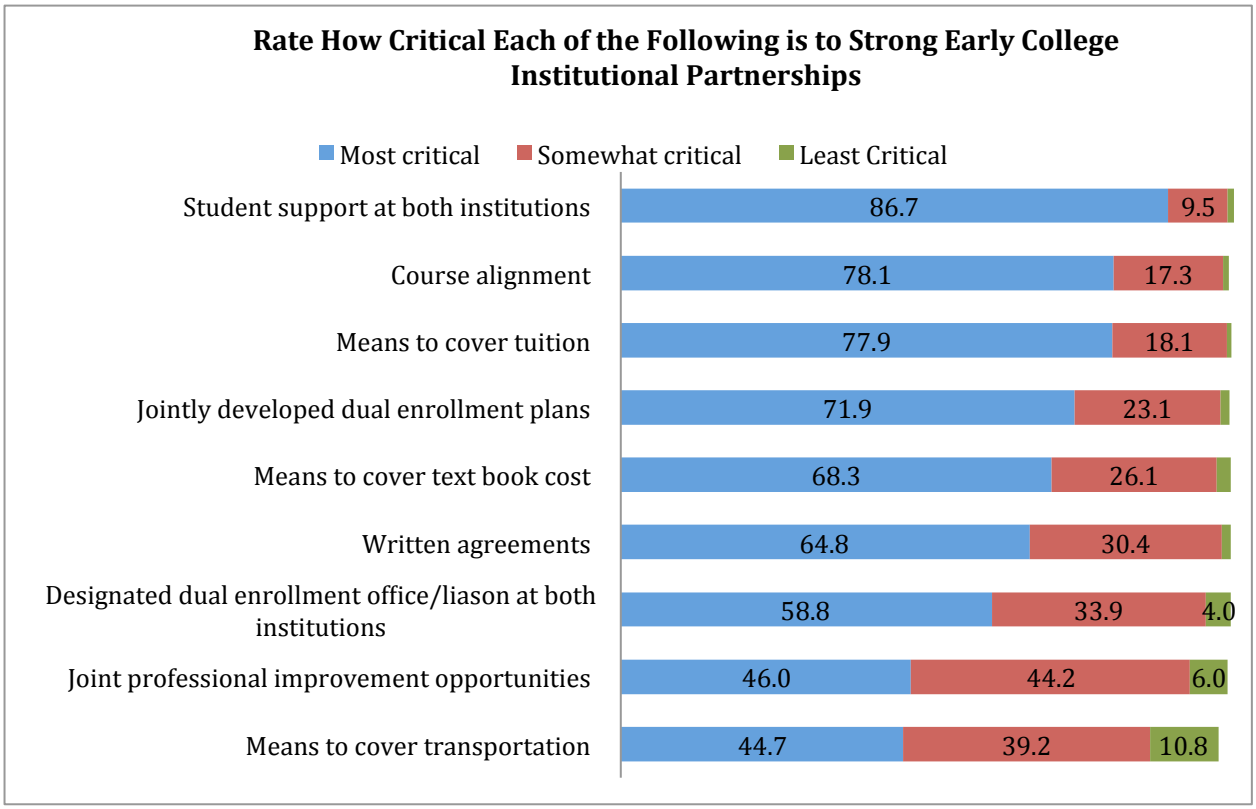
"Charter management organizations (if not a district school)"

"CBOs"

Question 7 – Summary

Please rate how critical each of the following is to strong Early College institutional partnerships

Major points:
- Most of these characteristics are deemed similarly critical
- Jointly developed dual enrollment plans, Student support at both institutions, Course alignment, Means to cover tuition and Means to cover textbook cost were the most critical characteristics by a moderately small margin.
- Joint professional improvement opportunities and Means to cover transportation were deemed the least critical by a moderately small margin.



Question 7 Other Responses:

"A board liaison to the school from the college; perhaps a college personal who sits on the Early College board."

"Academically- driven standards; that is, many states use "early college" as the answer to admissions/enrollment management initiatives and these are not effective relationships."

"Administrative support at both institutions."

"Availability of dual enrollment instructors and means to cover instructor pay."

"Faculty and staff who are aligned with the mission and are experienced with student population.
Full service system with families and community connectivity."

"How safety and supervision issues will be covered and handled in a timely manner."

"Mandatory attendance in college courses, high school courses and tutoring sessions."

"Marketing and regular communications with parents and community partners so not to under- reach expectations."

"Process transparency."

"Recognition by high school partner, especially at district level, of importance of college collaboration over appointment of staff and faculty."

"Sharing of facilities for classes and support activities."

"Special orientation and informational sessions in order for students have a smooth transition."

"Student support for required college placement exams, special proctored setting for high school students (especially ELL students) taking this exam."

"The opportunity of Early Colleges to partner with multiple 2- year and 4- year universities."

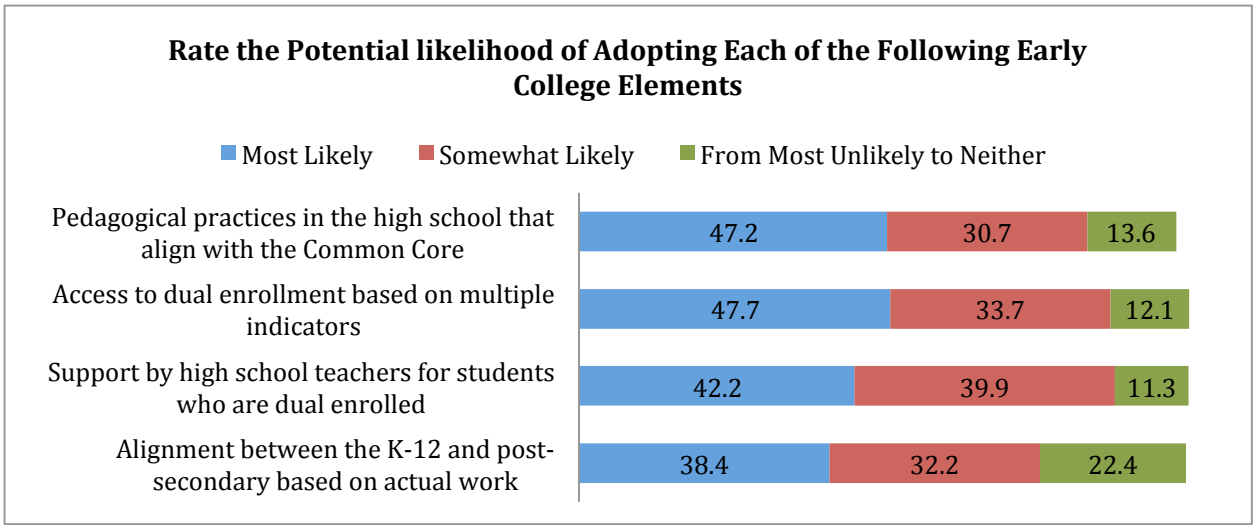
"There has to be a joint agreement on what defines success at an early college high school. Also if the high school and college can have a shared vision and mission and work more collaboratively the students will benefit more."

"We do not have transportation or a budget for college textbooks, and this hurts our students. Money has to be pulled from areas like building of social capital or college visits."

Q8 – Summary

If setting up new Early College programs is not a realistic option, what Early College elements do you recommend be adopted in order to gain some/most of the advantages for underserved students?

Major point:
Responses indicate very similar levels of adoption likelihood for all four items.



Question 8 Other Responses:

Comprehensive college readiness, instruction, courses & curriculum

"A system that is across the curriculum for college readiness instruction in all classes."

"Encouraging college faculty to teach in high schools and develop college courses for high school students."

"Success skills curriculum"

Advisee system

"An advisee system that focuses on expecting all students to successfully dual enroll."

Block scheduling

"Block scheduling, 90 minutes a day of uninterrupted planning for teachers, collaboration time for subject, grade level and college partnerships, continuous group building opportunities and support for professional development."

"Motivation level of the University faculty leadership to support the ideas and goals of the program"

Open enrollment

"Open enrollment education- friendly state environment"

Professional development

"Professional Development opportunities to include the Common Instructional Framework."

Student resources & support

"Access to transition information (study skills, critical thinking skills, financial aid, independent living, etc.)."

"Scaffolded support for learning, collaborative teacher structures, common instructional framework."

"Selecting the right teaching personnel guarantees Early College success for under-served students."

College placement testing
"Things like college placement testing is nearly impossible to schedule and pay for without an MOU in place. The high school is at the mercy of the college system."

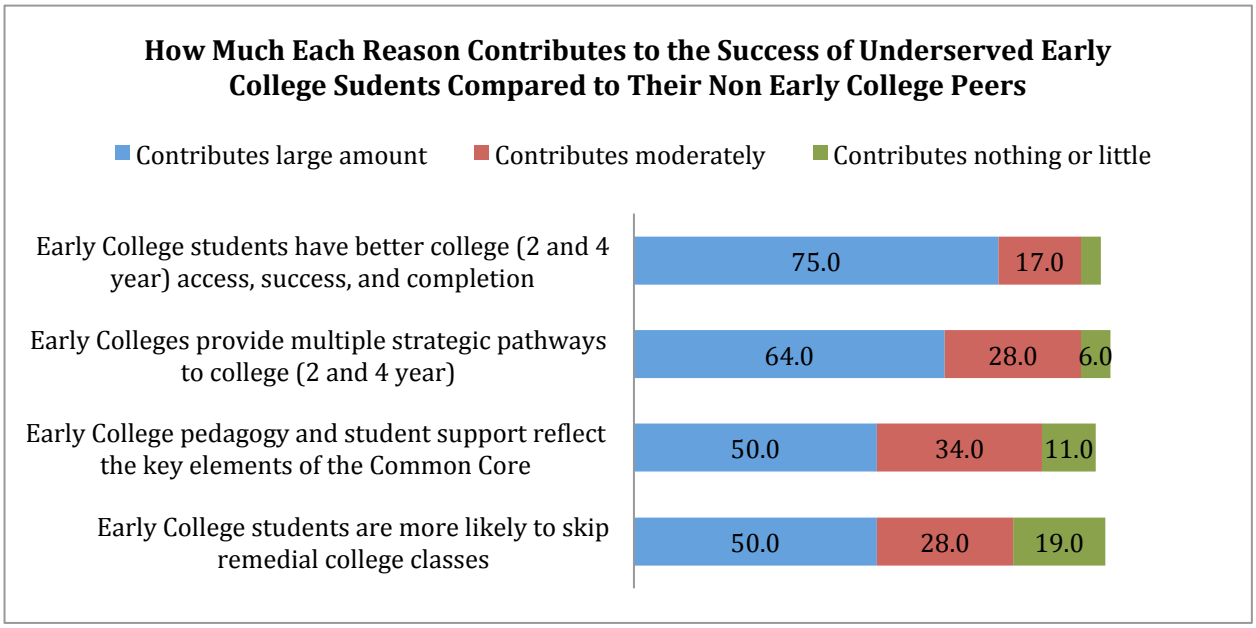
Academic competency
"Student academic competency when leaving the 8th grade."

Funding
"Under served definition broadens as the economy continues to suffer. Gradually / rapidly the middle class that shoulder the financial burden for children due to lack or limited tuition aid cannot allocate funding for dual credit courses. The middle class will become the "under-served" but perhaps not recognized as such."

Q9 – Summary

From the list of potential reasons below, give a rating for how much you think each reason contributes to or explains the success of underserved Early College students compared to their non Early College peers

Major points:
- Responses patterns were very similar, differences between items is very small
- Item that contributes most to success (slim margin):
  Early College students have better college (2 and 4 year) access, success, and completion
- Item that contributes least to success (slim margin):
  Early College students are more likely to skip remedial college classes



Question 9 Other Responses:

Support

"Addressing the non-academic side of college, affective support"

"Access to mentors and other community supports."

"Early College Students are provided with affective supports that allow them to deal with the "other" things associated with school not related to academics."

"Early College students have practiced being college students in a supportive/watchful environment."

"Early College students are part of much smaller student bodies and smaller classrooms. As an early college teacher I know that my students get more one on one attention from me than students at other high schools in Edgecombe county."

"Early College Students have access to more support in terms of College Seminars and advice of their in-house high school instructors."

"Early colleges provide student support as the students take their first college classes and ease students into taking classes without support."

"High School students who take courses at the university are still high school students; thus, I can mandate that they go to tutorials, Writing Centers, meet with Professors, etc. If they get into the habit of doing this while in high school dual enrollment, they are more likely to continue to do so once they graduate and become "real" college students. The support network is crucial to success."

Motivation, commitment, & attitude

"Students who are taking early college classes are already indicating the motivation, desire and drive that relates to college preparation."

"These are highly motivated students to begin with."

"A clear vision of instructional coherence where college is possible, doable and reachable."

"Students typically self identify and apply to the Early College setting, therefore they are typically more committed to their success."

"Early College builds confidence in students with I can do this is a motivating factor to success."

"EC students have the college work ethic already and are ready to hit the university running."

"They find they can "do" college work; not that big question mark in the sky."

"Student self-perception of academic challenge and motivation to persist despite set-backs in transitions."

Expectations

"Contextual Awareness and the expectation that they WILL go to college now or later."

"Early College students interact in a non-traditional high school environment. Reverse peer pressure."

"Early Colleges create a culture of success for everyone and students are influenced by the belief of the adults in the building that they will be graduates."

"EEC courses have the rigor required for college success; ECE schools/programs actively foster the expectation that all students will attend college."

"High expectations of teachers - they believe all their students can achieve."

Experience, skills & identity

"Early college students are prepared with the skills needed for success in college classes and enter college with substantial credits completed."

"Early College students gain the soft skills necessary for future college success."

"Early College students identify themselves as college students and have access to courses they perceive will benefit their future careers."

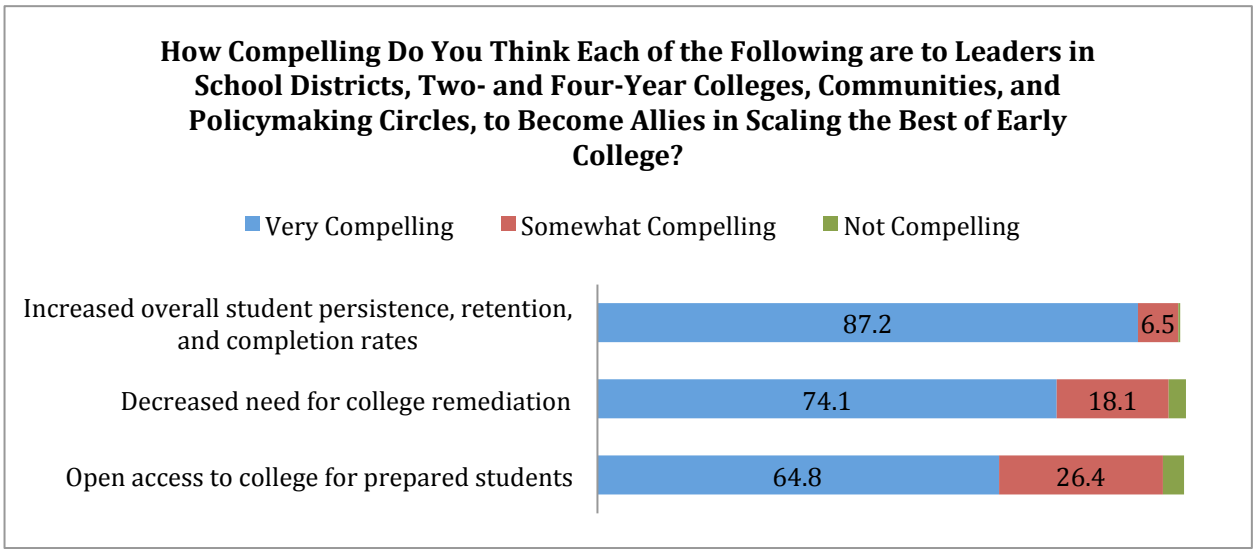
"Actual campus experiences and classes beginning in Grade 9 with comprehensive and individualized support."

Q10 – Summary

Question: Below are potential benefits that can accrue to high schools and colleges in partnering on behalf of underserved students. How compelling do you think each of the following are to leaders in school districts, two- and four-year colleges, communities, and policymaking circles, to become allies in scaling the best of Early College?

Major point:

- Responses patterns were very similar, differences between items is very small



Question 10 "Other" Responses:

College credits

"Accelerated credit accumulation."

Acclamation & readiness

"Acculturation to a college campus and college courses - lowering the anxiety level of the challenges of college."

"Social readiness for immersion in the university systems."

"Student development of self confidence and tools to handle college "life."

Financial

"Societal benefits and money saved by the state."

"Cost benefits: if transition to college is less "leaky", cost savings in subsidies, higher on average incomes, better contributing citizens, lower negative impacts (incarceration, welfare services, etc.)"

"Cost effectiveness, shaving time off at either the high school or college end to graduate with college degree; training in effective problem solving and critical thinking that translates into the working world diversifying 4-year universities' student population to include more first-generation college students/graduates."

High school and college success

"Improved graduation rates."

"The increase in first-generation college goers - and their success and persistence."

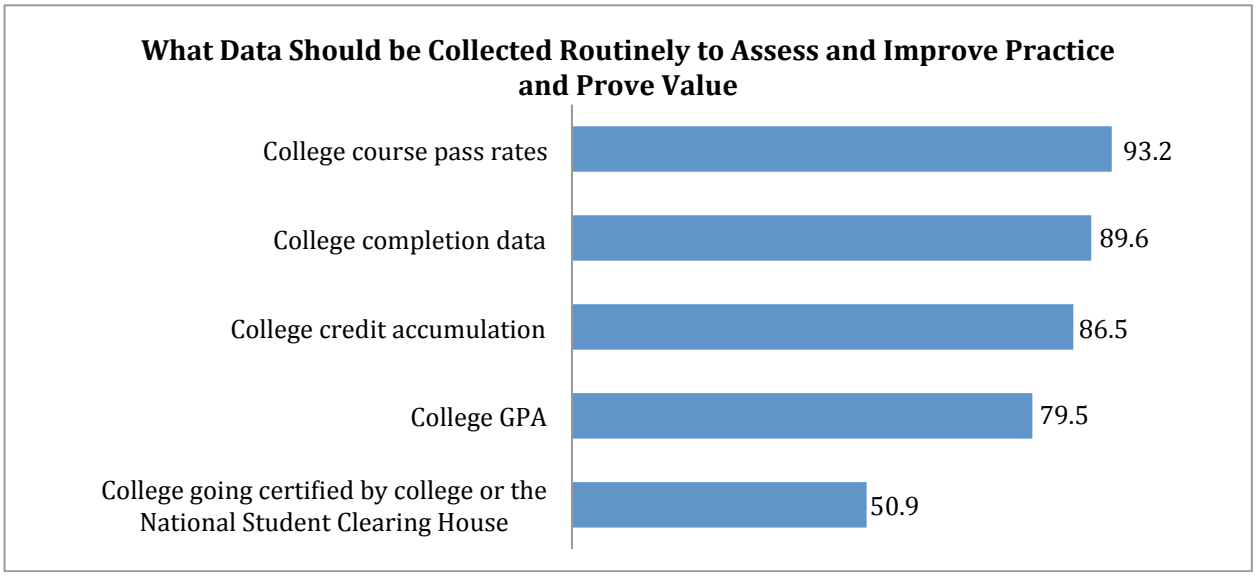
"The increase in the number of work ready students upon graduation."

Q11 – Summary

The collection and analysis of data is one way in which Early Colleges can assess and improve practice and prove value. In your experience what data should be collected routinely? (select all that apply)

Major point:

- By far, College certified by National Student Clearinghouse data was deemed the least important to collect



Question 11 "Other" Responses:

High school enrollment & retention rates

"Continuous enrollment from one semester to the next, including summer; Full-time enrollment."

"Record of enrollment in remedial courses."

"School retention rate---% of students who enroll that stay until graduation."

College credits
"Not just college credit accumulation, but credits that count towards specific degree programs."

Types of courses taken
"Types of courses: Example History, Speech, Math, etc."

College completion rates
"College success rate at 2 year vs. 4 year colleges."

"Statistics on how many students transfer from 2 to 4 year universities."

"It is also important to collect info on withdrawals and incompletes, in order to understand the full picture of college success and the costs of the programs."

"Number of students completing Transferable Degree Programs, Certificates and Diplomas."

Career and post college success rates
"College-to-career success (post secondary graduation surveys?)"

"If possible, what happens with students upon graduation from college--employment, grad school, etc."

High school grades and other academic performance measures

"9th and 10th grade foundation skill improvement in math, reading and English."

"College course pass rates Early College vs. College as a whole."

"College testing data (TEXAS - THEA, Accuplacer, etc.)"

"Grades in gateway courses."

"Core high school outcomes."

"Look at percentages of As, Bs, Cs, Ds, Fs, Ws of Early College students and the gen pop students taking the same college courses at the same time."

Student, family, teacher and counselor attitude data
"Student opinion of the program."

"Family and student satisfaction data."

"Student survey data, students can provide important insight into what aspects of Early College are most and least effective."

"Anecdotes from students, teachers and counselors."

"Attitude data and qualitative data around supports that support success."

Financial aid & financial savings
"Anything related to financial aid or reasons students have for not continuing their studies."

"Financial savings to city and state."

Students honors and awards
"College honors and awards (especially when competing with 'regular" college students."

Student post-secondary programs
"Participation in trade, vocational, certification, or apprenticeship programs."

Longitudinal
"Tracking graduates to see if they didn't matriculate to college later did they enter instead the workforce due to the skills they gained, i.e. through technical education."

"Longitudinal data."

Miscellaneous
"Bypassing developmental education after high school."

"NSSE and CLA data."

"Specified information about student income levels and other potential barriers to education which might impact the above data."

II. Resources

These are links to all of the resources posted before and during the "Taking the Best of Early College to Scale" Jam. They have been curated by the Knowledge in the Public Interest digital librarians using a tool called Diigo. Feel free to join this group and continue to post resources.

http://groups.diigo.com/group/middle_colleges/content/tag/MCNC_Jam_Nov2011

http://groups.diigo.com/group/middle_colleges/content/tag/pre_MCNC_Jam_Nov2011

III. Jam Participants Name	Institution	Role
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Adana Collins	MCNC	
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Amy Fowler	Aspire Public Schools	District K-12 administrator
Angela Sanders	Los Angeles harbor College	College faculty member
Ann Coles	ACCESS	Consultant: college access and
Ann Crowther	College of Costal Georgia	College administrator
Anne Waligora	Erie Community College	College administrator
Antonia Johnson	North Carolina New Schools Project	
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Christina Piekarski	MECHS	High school teacher
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Claudia Hindo	NCREST, Teachers College	Researcher
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Cynthia Muna	North hennepin Community college	College administrator
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Dawn Cooper	Board of Regents of the University Syste	Director of College Readiness
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Donna Wear	Commonwealth Middle College	High school administrator
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Jennifer Kim	NCREST	Researcher
Jennifer McClure	Schoharie Valley Smart Scholars	

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KaLynn Lauson	College of Western Idaho	College support staff
Karen Blaine	Cotton Valley Early College HS	High school administrator
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Karen Smithson	Impact ECHS at Lee College	High school administrator
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Le Ngo		
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