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Early College Design: What Is It and How Is It Done?

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MASSACHUSETTS
Department of
Higher Education

Learning Outcomes of the Session

- Historical background of early college designs
- National and state models
- Ways students can earn early college credit and model components
- Benefits for students, institutions, and the Commonwealth
- Outcomes: National and CDEP
- Challenges and barriers
- Opportunities for growth: Administration's Early College/Dual Enrollment Efforts
- DCEAG High-level recommendations

Historical Context

Background on Early College

Fast Facts: Early College High Schools, 2013-14

Schools: 280, including grades 9-12, 9-13, and 6-12 schools

States: 32

Students: 80,000+

Graduates: 5,880*

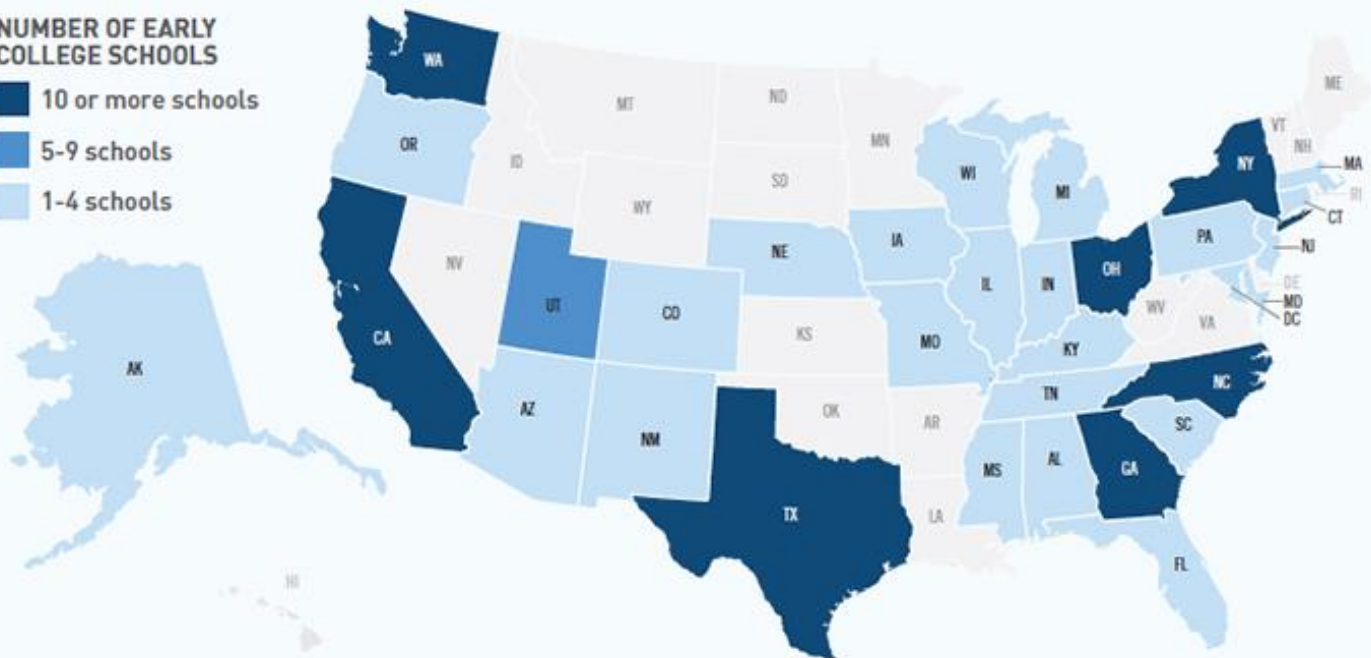
New early college schools under development by JFF and partners: 56

NUMBER OF EARLY COLLEGE SCHOOLS

10 or more schools

5-9 schools

1-4 schools



National Early College Models

National Models

- Middle College
- Pathways to Prosperity
- Gateway to College
- Early College (JFF)
- Running Start
- IBM PTECH

GATEWAY
to
COLLEGE



JOBS FOR THE FUTURE

State Models

Some Current Models in Massachusetts

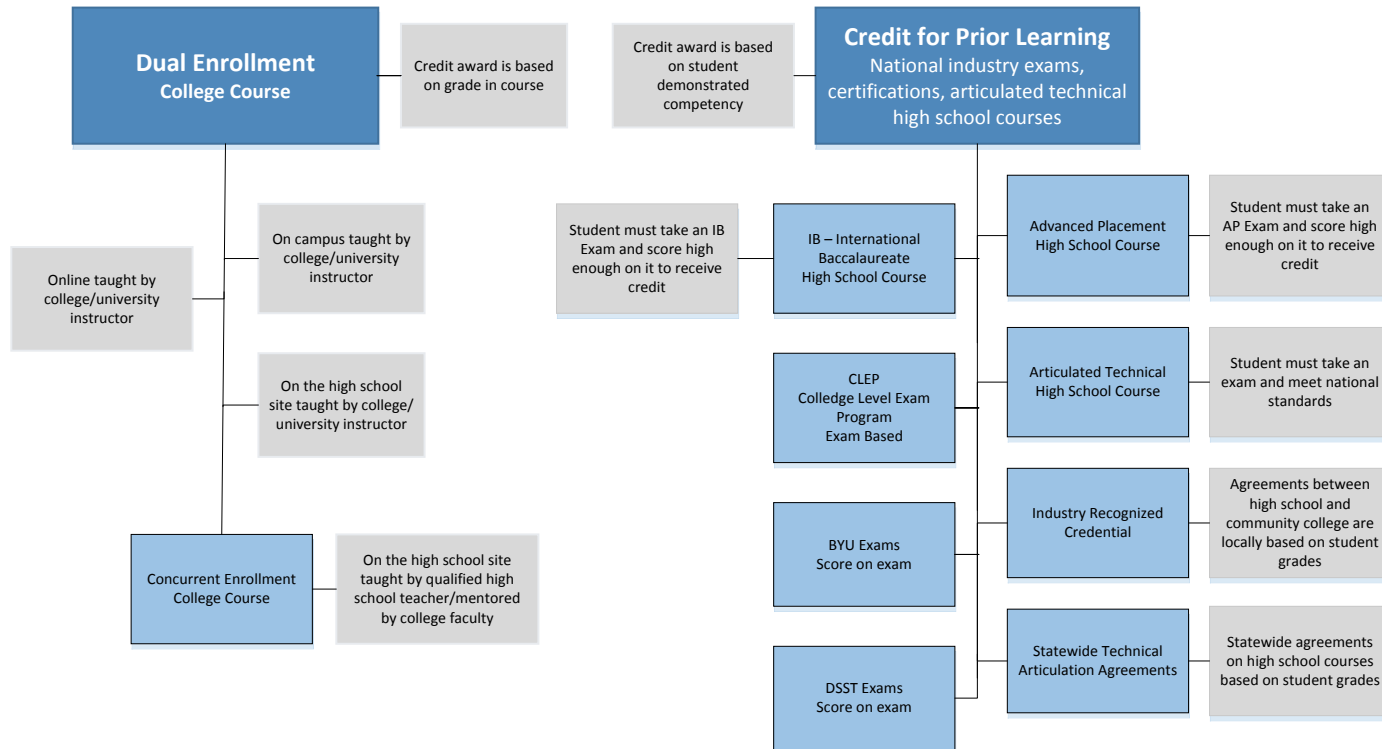
	Commonwealth Dual Enrollment Partnership	Pathways to Prosperity & Youth CareerConnect	STEM Early College High Schools
Key emphasis	Eases transition to college; promotes transferability of earned credits	Promotes 9–14 career pathways, workplace learning opportunities	Promotes student achievement in STEM, enrollment in STEM majors
Student groups targeted	1 st generation college students, students interested in STEM		
# of college credits earned per student	Generally 3–6	At least 12	Up to 24
Scale	<ul style="list-style-type: none"> • Over 3,300 students projected for FY16 • 25 colleges • 250+ high schools 	<ul style="list-style-type: none"> • Over 1,100 students • 4 colleges • 4 high schools 	<ul style="list-style-type: none"> • Over 500 students • 5 colleges • 5 districts + Mass. Association of Vocational Administrators

Source: *The Massachusetts Landscape of Early College*; DHE FY16 CDEP data.

Mechanisms of Granting College Credit

Early College Credit Options

Early College Credit Opportunities For High School Students



Many early college designs incorporate a mix of the following program components:

MORE UNIVERSAL/Common



Offer College Credits
towards a degree or
postsecondary credential



Establish High School & College Partnership
creating 9–14/16 pathways with
clear structures, timelines, costs,
and requirements



Align High School & College Curriculum
creating a scope and sequence
that best prepares students for
credit-bearing coursework



Support Students Academically & Non-Academically
helping students develop academic,
social skills, and the behaviors
necessary for college completion

LESS UNIVERSAL/Common



Identify Industry Sector
driven by labor market information



Engage Employers & Integrate Career Development Education
providing a continuum of
work-based learning opportunities



Integrated High School & College Designs
“school within school” or “full school”
models that systemically blend
high school and college

Benefits for Constituencies: Students

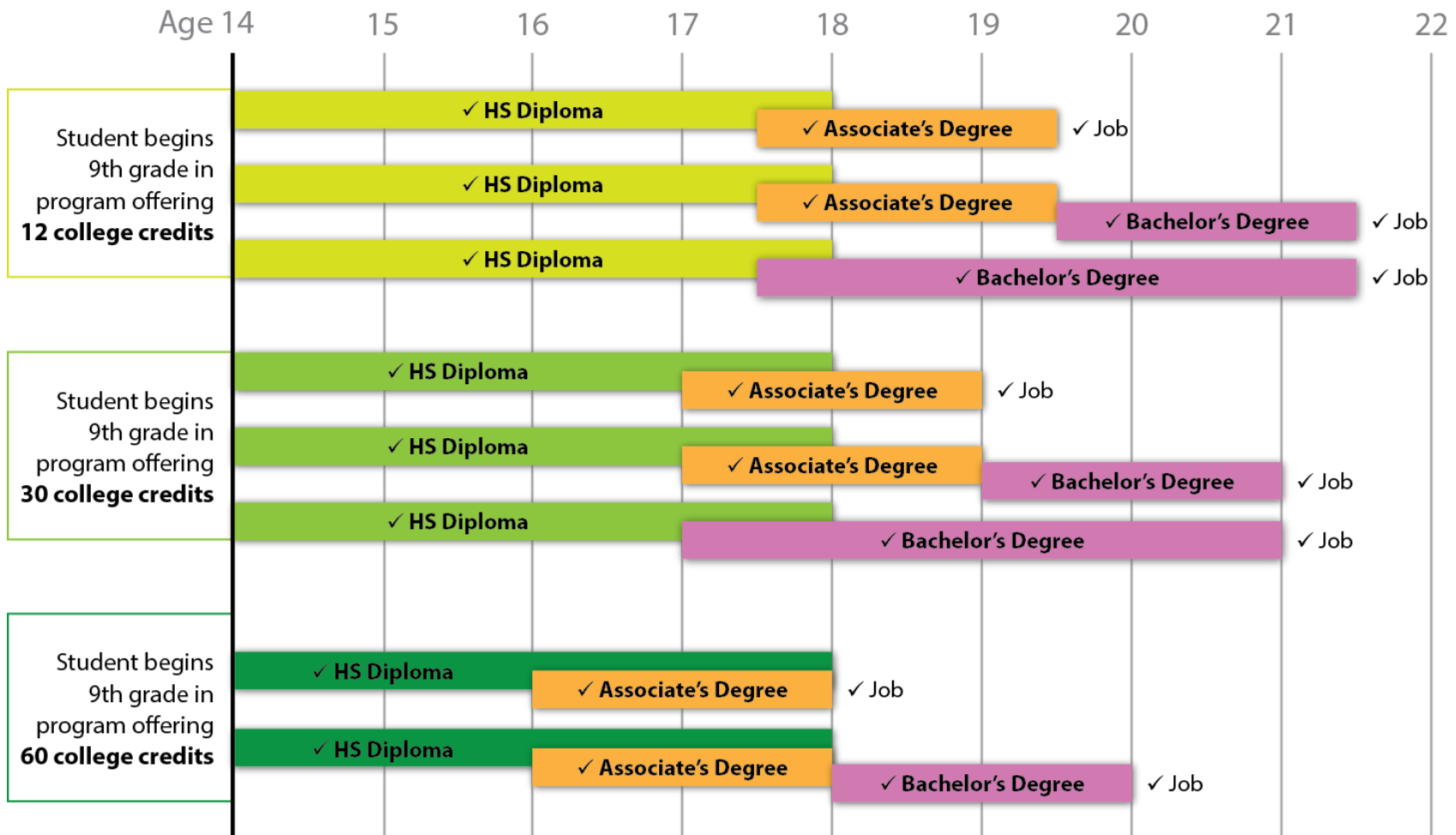
- **Students may:**
 - **Get a head start** on college credits or even earn a credential while still in high school
 - **Gain exposure** to college expectations and culture, build confidence and ease the transition to college after high school
 - **Gain career skills** by participating in real work experiences
 - **Decrease time** to college completion and entry to workforce
 - **Make higher education more affordable**

Benefits for Constituencies: Institutions

- **Institutions of higher education may:**
 - **Strengthen relationships** that help to further alignment of high school and college curricula; improving college readiness
 - **Engage and advance** student interest in high-need fields such as advanced manufacturing, information technology and health care
 - **Increase enrollment and matriculation**
 - **Develop strong pool of adjunct faculty**

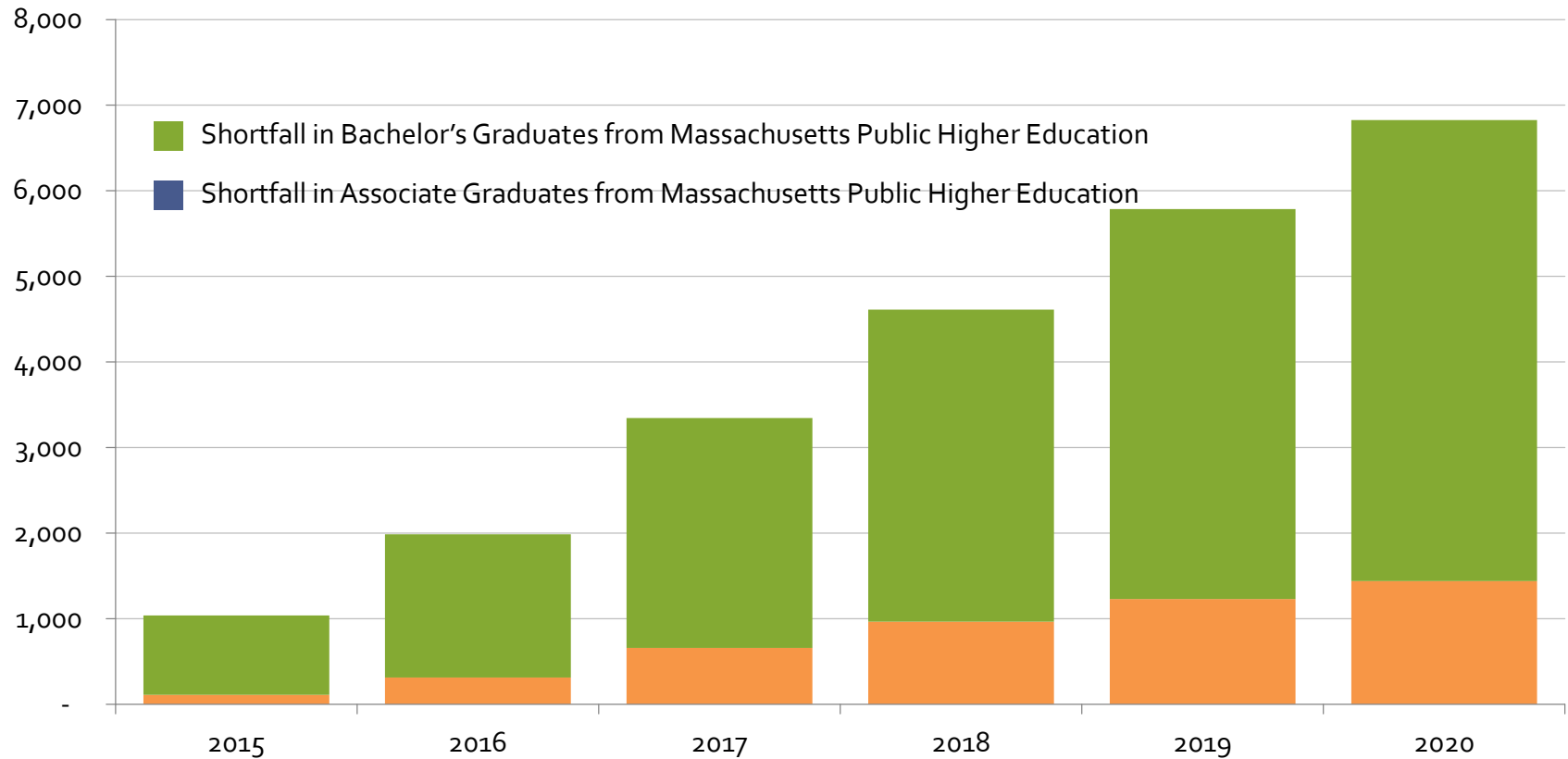
Success along the continuum

Benefits for Constituencies: The Commonwealth



Massachusetts Labor Market Needs: Benefit to the Commonwealth

Projected Graduates vs. Projected Workforce Need



Source: "Job Growth and Education Requirements Through 2020," Georgetown Center on Education and the Workforce

Data shows positive outcomes for early college students

Early College Outcomes Nationally

INFOGRAPHIC

Early Success for Students of “Early College” High School Initiative

Early College students were more likely to enroll in college and earn a college degree.

ENROLLED IN COLLEGE BY THE END OF HIGH SCHOOL



GRADUATE HIGH SCHOOL WITH A COLLEGE DEGREE

(Associate's degree or higher)



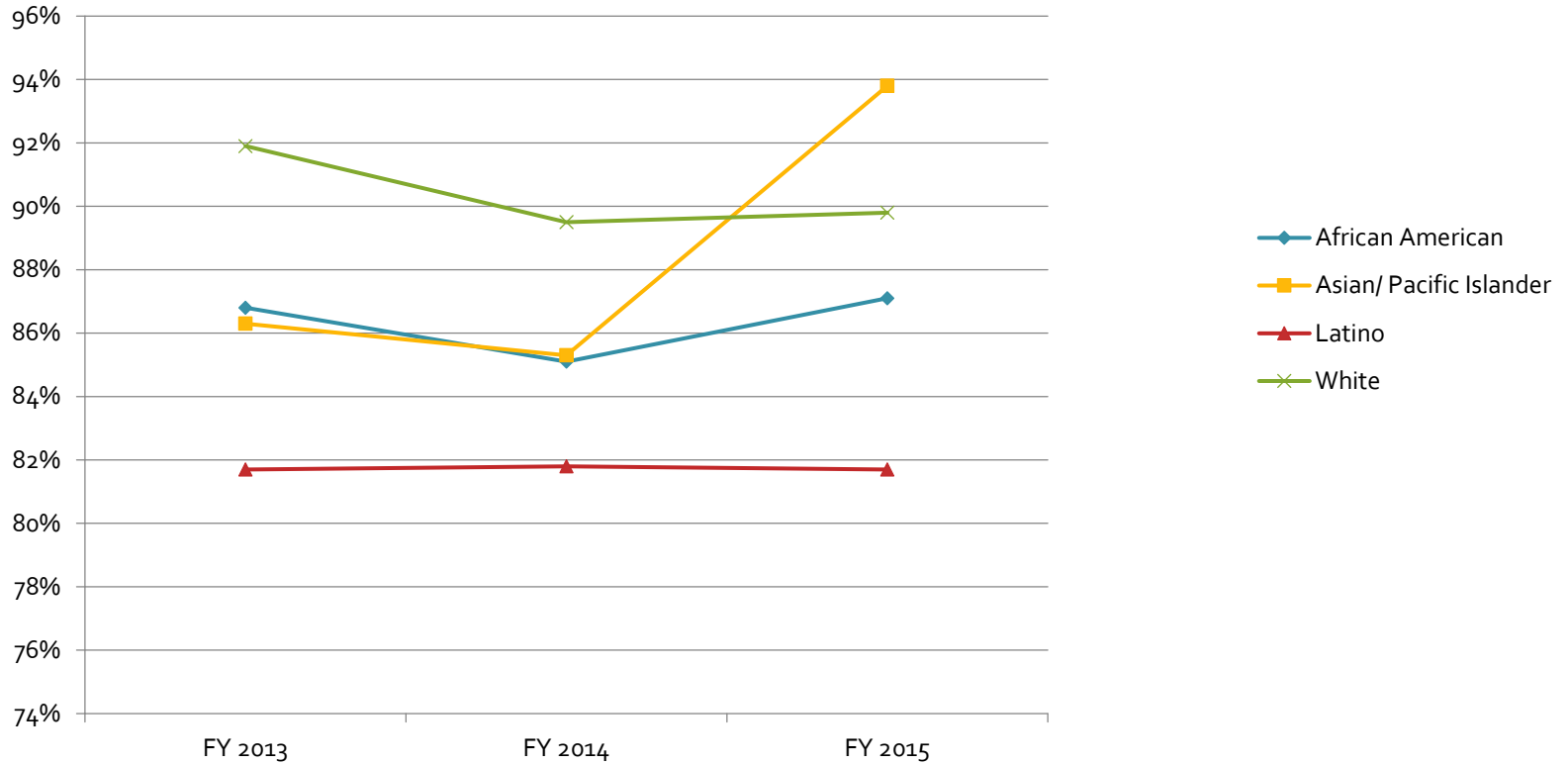
Source: Early College, Early Success: Early College High School Initiative Impact Study, American Institutes for Research | air.org

	Early College Students	All Students
Receive High School Diploma	90 %	78%
Enroll immediately in college after HS	71%	68%
Retained in college	86%	72%

Data show strong outcomes regardless of race

CDEP Course Completion Rates

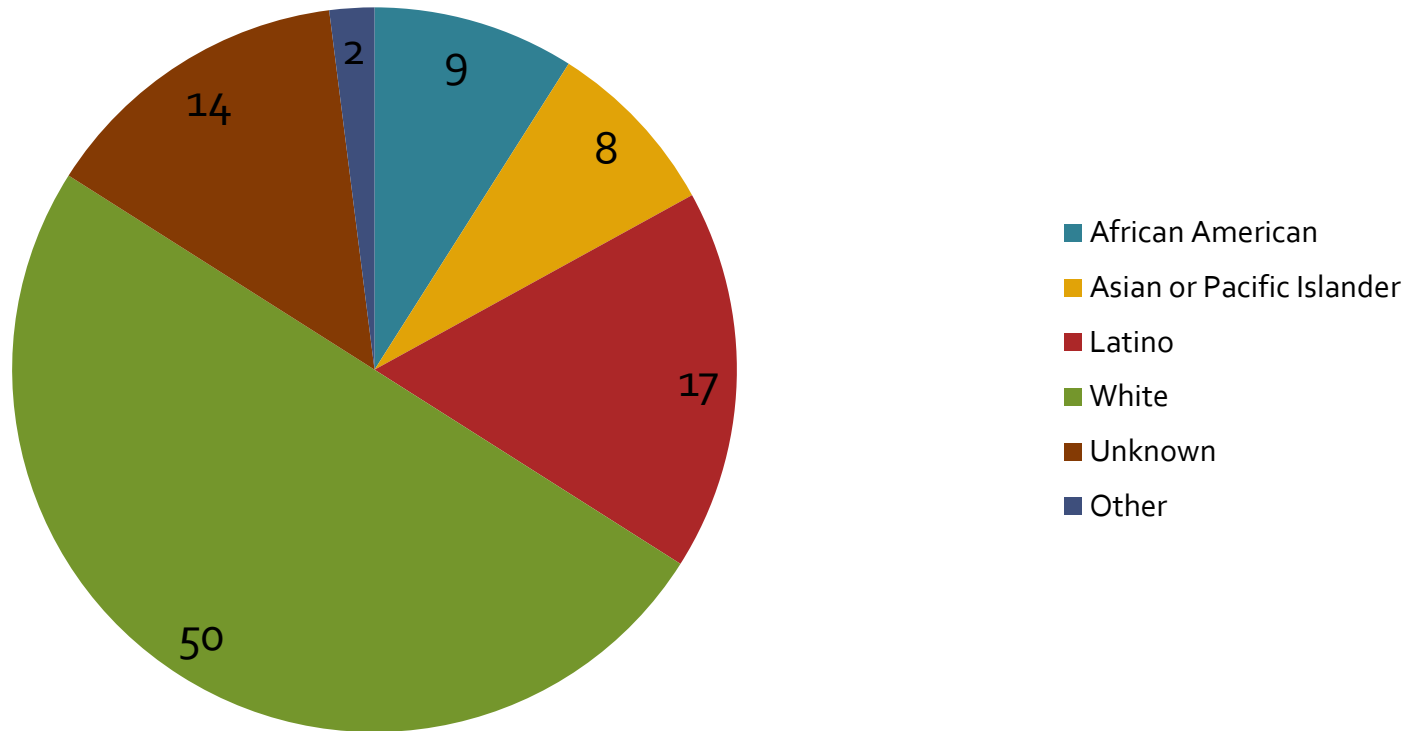
CDEP Course Completion Percentage by Race



Continued growth in equitable access

Percentage of Dual Enrollment by Race

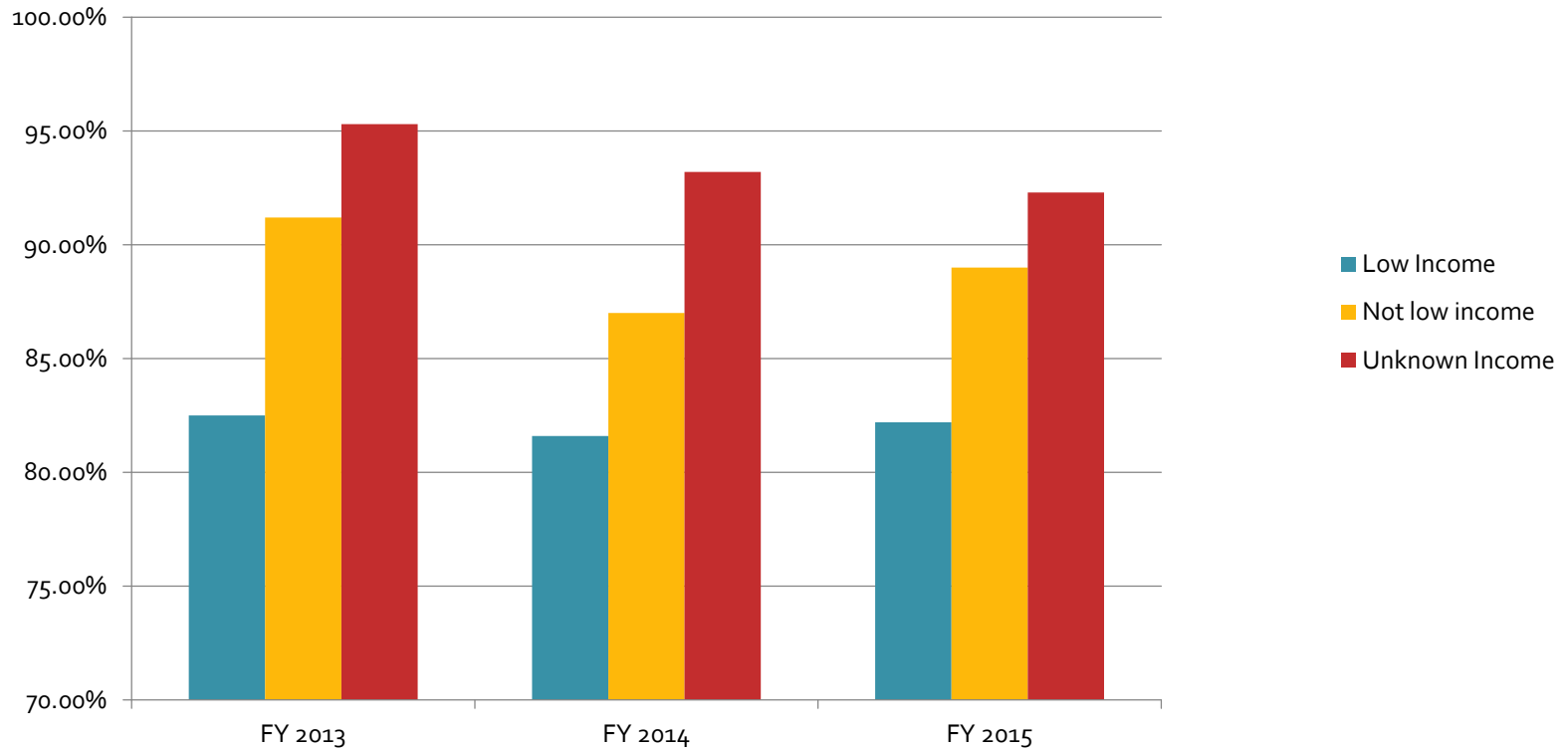
Percentage of Dual Enrolled Students in FY 2016 by Race and Ethnicity



Strong outcomes regardless of income status

CDEP Course Completion Rates

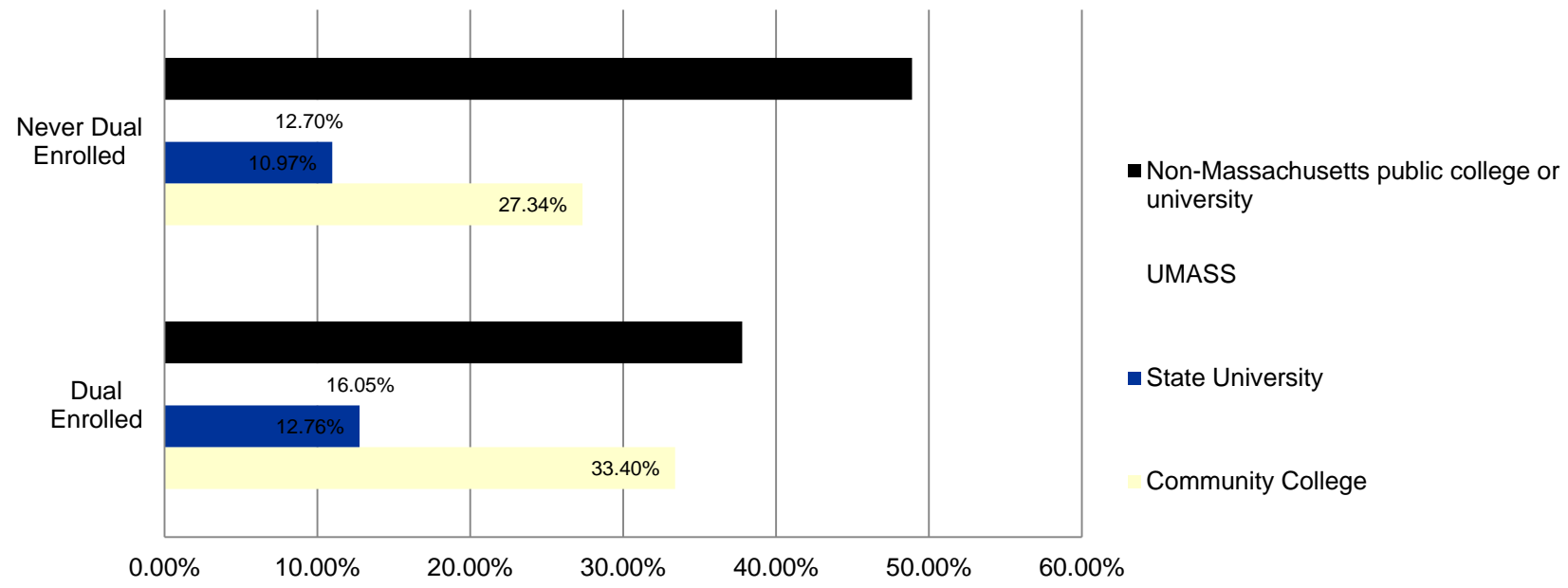
CDEP Course Completion Percentage by Income Level





Dual Enrolled Students are More Likely to Attend a Massachusetts Public Institution

Massachusetts High School Graduates Choice in Postsecondary Provider Institutions





FY 16 & FY 17 Administration's Early College/Dual Enrollment Efforts



STEM Council Subcommittee on STEM Early College Career Pathways	Joint BESE/BHE Parthenon Project	Dual and Concurrent Enrollment Advisory Group	FY 17 STEM Early College High School Planning
<ul style="list-style-type: none">• Led by JD Chesloff• Group made up of STEM Council members and practitioners• Focused on how to measure success for STEM Council's involvement in this area	<ul style="list-style-type: none">• Led by Barr Foundation• Steering Committee made up of DHE and DESE Commissioners, Board BHE and BESE Chairs, and Secretary Peyser• Steering Committee of DHE, DESE and EOE staff• Focused on building a statewide strategy for K-12/higher ed partnerships, especially early college	<ul style="list-style-type: none">• Led by DHE Dual and Concurrent Enrollment Staff• Group made up of leaders from state universities and community colleges, high schools, non-profits, DESE and EOE• Focused on determining sustainable future for Dual Enrollment and looking at perennial issues in the program	<ul style="list-style-type: none">• Led by EOE• Group made up of DESE and DHE staff• Focused on drafting an RFP to effectively grow or scale early college career pathway programs in FY 17

Potential Outstanding Opportunities

- Access
- Communication and Advocacy
- Credentialing
- Lack of understanding of all the options available for early college credit
- Funding
- Alignment with accreditation requirements

Policy Recommendations: DCEAG

- Design statutory language for colleges, universities, and school districts to partner to expand dual enrollment and credit for prior learning.
- Create the ability for eligible high school students to enroll in under capacity sections of college-level courses on a community college, university campus, or online.
- Develop a comprehensive statewide communication and marketing plan.
- Enable expanded opportunities for qualified instructors to teach across sectors through building professional development.
- Commit to sustainable funding of dual enrollment programming at a level needed to be on par with national student data.
- Require DESE and DHE to annually submit a joint report on all early college initiatives to the legislature including their outcomes in the aggregate and disaggregated by subgroup.