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

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Early College Design

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

JOBS FOR THE FUTURE
### State Models

#### Some Current Models in Massachusetts

<table>
<thead>
<tr>
<th>Key emphasis</th>
<th>Commonwealth Dual Enrollment Partnership</th>
<th>Pathways to Prosperity &amp; Youth CareerConnect</th>
<th>STEM Early College High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eases transition to college; promotes transferability of earned credits</td>
<td>Promotes 9–14 career pathways, workplace learning opportunities</td>
<td>Promotes student achievement in STEM, enrollment in STEM majors</td>
<td></td>
</tr>
<tr>
<td>Student groups targeted</td>
<td><strong>1</strong>st generation college students, students interested in STEM</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of college credits earned per student</td>
<td>Generally 3–6</td>
<td>At least 12</td>
<td>Up to 24</td>
</tr>
<tr>
<td>Scale</td>
<td>• Over 3,300 students projected for FY16</td>
<td>• Over 1,100 students</td>
<td>• Over 500 students</td>
</tr>
<tr>
<td></td>
<td>• 25 colleges</td>
<td>• 4 colleges</td>
<td>• 5 colleges</td>
</tr>
<tr>
<td></td>
<td>• 250+ high schools</td>
<td>• 4 high schools</td>
<td>• 5 districts + Mass. Association of Vocational Administrators</td>
</tr>
</tbody>
</table>

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

Early College Credit Options

For High School Students

Dual Enrollment College Course
- Credit award is based on grade in course
  - Online taught by college/university instructor
  - On campus taught by college/university instructor
  - Concurrent Enrollment College Course
    - On the high school site taught by qualified high school teacher/mentored by college faculty

Credit for Prior Learning
National industry exams, certifications, articulated technical high school courses
- Credit award is based on student demonstrated competency
  - IB – International Baccalaureate High School Course
  - Advanced Placement High School Course
  - CLEP College Level Exam Program Exam Based
  - Articulated Technical High School Course
  - BYU Exams Score on exam
  - Industry Recognized Credential
  - DSST Exams Score on exam
  - Statewide Technical Articulation Agreements

Early College Credit Opportunities

Concurrent Enrollment College Course

On the high school site taught by college/university instructor

Statewide Technical Articulation Agreements
Statewide agreements on high school courses based on student grades

Agreements between high school and community college are locally based on student grades

Student must take an exam and meet national standards

Student must take an AP Exam and score high enough on it to receive credit

Student must take an exam and score high enough on it to receive credit
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
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

<table>
<thead>
<tr>
<th>Age</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
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<tbody>
<tr>
<td>9th grade in program offering</td>
<td>12 college credits</td>
<td>HS Diploma</td>
<td>✔</td>
<td>✔</td>
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<td>Job</td>
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<tr>
<td></td>
<td></td>
<td>HS Diploma</td>
<td>✔</td>
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<td>✔</td>
<td>✔</td>
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<td>Job</td>
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<tr>
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<td>30 college credits</td>
<td>HS Diploma</td>
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<td>Job</td>
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<td></td>
<td></td>
<td>HS Diploma</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>Job</td>
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<td></td>
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<td>✔</td>
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<td>60 college credits</td>
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<td>Job</td>
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<td>✔</td>
<td>Job</td>
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</table>
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

<table>
<thead>
<tr>
<th></th>
<th>Early College Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive High School Diploma</td>
<td>90%</td>
<td>78%</td>
</tr>
<tr>
<td>Enroll immediately in college</td>
<td>71%</td>
<td>68%</td>
</tr>
<tr>
<td>after HS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retained in college</td>
<td>86%</td>
<td>72%</td>
</tr>
</tbody>
</table>

**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.

- **63%** Early College students
- **23%** Comparison students

Graduate high school with a college degree (Associate’s degree or higher)

**ONE IN FIVE** Early College students

Source: Early College, Early Success: Early College High School Initiative Impact Study, American Institutes for Research | air.org
Data show strong outcomes regardless of race

CDEP Course Completion Rates
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

FY 2013
FY 2014
FY 2015
Dual Enrolled Students are More Likely to Attend a Massachusetts Public Institution

Massachusetts High School Graduates Choice in Postsecondary Provider Institutions

- Dual Enrolled Students are More Likely to Attend a Massachusetts Public Institution
- Never Dual Enrolled:
  - Non-Massachusetts public college or university: 12.70%
  - UMASS: 10.97%
  - State University: 12.70%
  - Community College: 27.34%
- Dual Enrolled:
  - Non-Massachusetts public college or university: 16.05%
  - UMASS: 12.76%
  - State University: 33.40%
  - Community College: 37.79%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00%
<table>
<thead>
<tr>
<th>STEM Council Subcommittee on STEM Early College Career Pathways</th>
<th>Joint BESE/BHE Parthenon Project</th>
<th>Dual and Concurrent Enrollment Advisory Group</th>
<th>FY 17 STEM Early College High School Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Led by JD Chesloff</td>
<td>• Led by Barr Foundation</td>
<td>• Led by DHE Dual and Concurrent Enrollment Staff</td>
<td>• Led by EOE</td>
</tr>
<tr>
<td>• Group made up of STEM Council members and practitioners</td>
<td>• Steering Committee made up of DHE and DESE Commissioners, Board BHE and BESE Chairs, and Secretary Peyser</td>
<td>• Group made up of leaders from state universities and community colleges, high schools, non-profits, DESE and EOE</td>
<td>• Group made up of DESE and DHE staff</td>
</tr>
<tr>
<td>• Focused on how to measure success for STEM Council’s involvement in this area</td>
<td>• Steering Committee of DHE, DESE and EOE staff</td>
<td>• Focused on determining sustainable future for Dual Enrollment and looking at perennial issues in the program</td>
<td>• Focused on drafting an RFP to effectively grow or scale early college career pathway programs in FY 17</td>
</tr>
</tbody>
</table>
Current Barriers and Challenges

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
- 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.