

Creating Stronger On Ramps to College Success In Minnesota

2014

Joel Vargas, Jobs for the Future



JOBS FOR THE FUTURE

EDUCATION FOR ECONOMIC OPPORTUNITY



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ABOUT JFF

Our Mission:

JFF works to ensure that all lower-income young people and workers have the skills and credentials needed to succeed in our economy.

Our Vision:

The promise of education and economic mobility in America is achieved for everyone.

Our Goals:

1. **Preparing for College and Career:** All young people graduate high school on a clear path to college completion and career success
2. **Earning Postsecondary Credentials:** All students gain the skills they need to earn postsecondary credentials with high labor market value
3. **Advancing Careers and Economic Growth:** All workers obtain the education and training required to move into family-supporting careers with clear paths for advancement

Expanding
Opportunity
Today and for
America's Next
Generation



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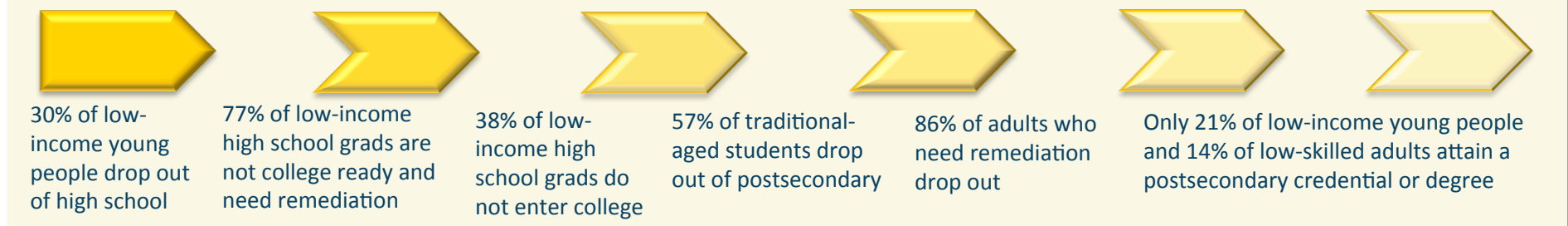
JFF'S AGENDA: ENSURING UNDERPREPARED YOUTH AND ADULTS EARN POSTSECONDARY CREDENTIALS WITH LABOR MARKET VALUE

EDUCATION TO ECONOMIC OPPORTUNITY PIPELINE

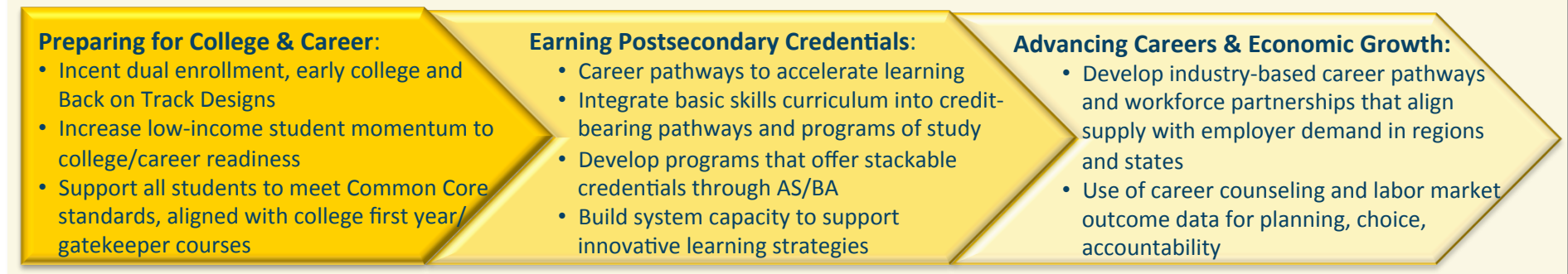
By 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school



LEAKS IN THE PIPELINE: EDUCATION LOSS POINTS



JFF SOLUTIONS: ACCELERATION THROUGH 9-14 ALIGNMENT & POSTSECONDARY-LABOR MARKET ALIGNMENT





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HOW JFF WORKS: SCALING INNOVATION



DEVELOP EVIDENCE-BASED INNOVATIONS

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



BUILD FIELD CAPACITY FOR SCALE

- Assist states, districts, community colleges, and intermediaries in implementing promising solutions
- Create products and tools to support faster expansion
- Accelerate knowledge development and dissemination through peer learning networks
- Promote use of data analytics such as labor market intelligence to inform decision making



ADVOCATE AND INFLUENCE POLICY

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

← **ALIGNMENT ACROSS: SECONDARY -- POSTSECONDARY -- WORKFORCE** →

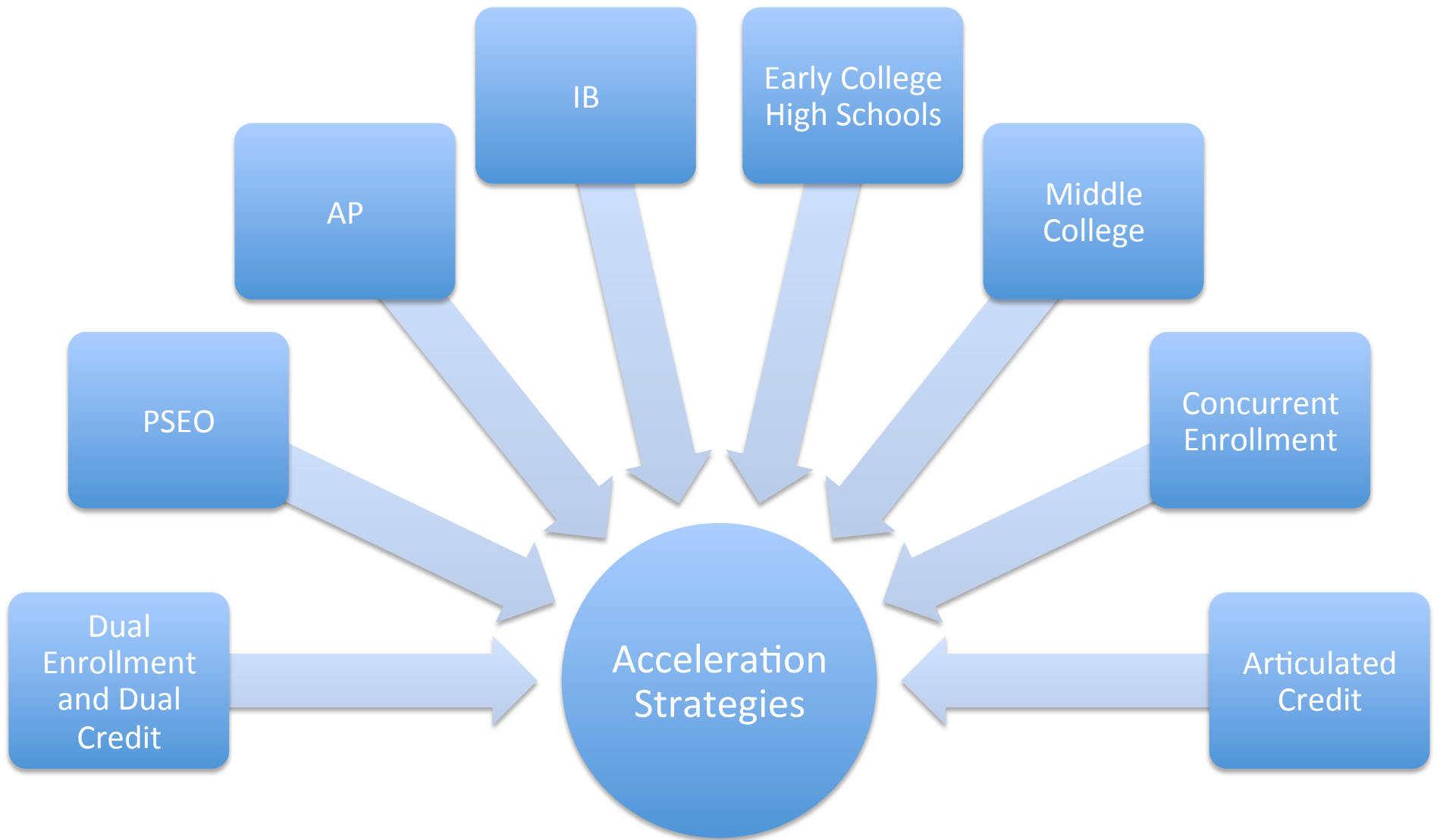


WHY DUAL ENROLLMENT?

- Students become familiar with college expectations, academic behaviors, and habits of mind
- Students get a head start on postsecondary education and gain academic momentum toward a degree or credential
- Students develop college identity
- Promise of college credit is motivational



DEFINITIONS/DISTINCTIONS





WHAT DOES THE RESEARCH SAY?

Dual Enrollment is Associated With:

- Higher rates of high school completion
- Direct enrollment in college after high school
- Higher college GPA's
- Persistence through the first two years of college
- Improving the likelihood of completing a postsecondary degree program
- Benefits apply to all student groups studied, including low-income and underrepresented students



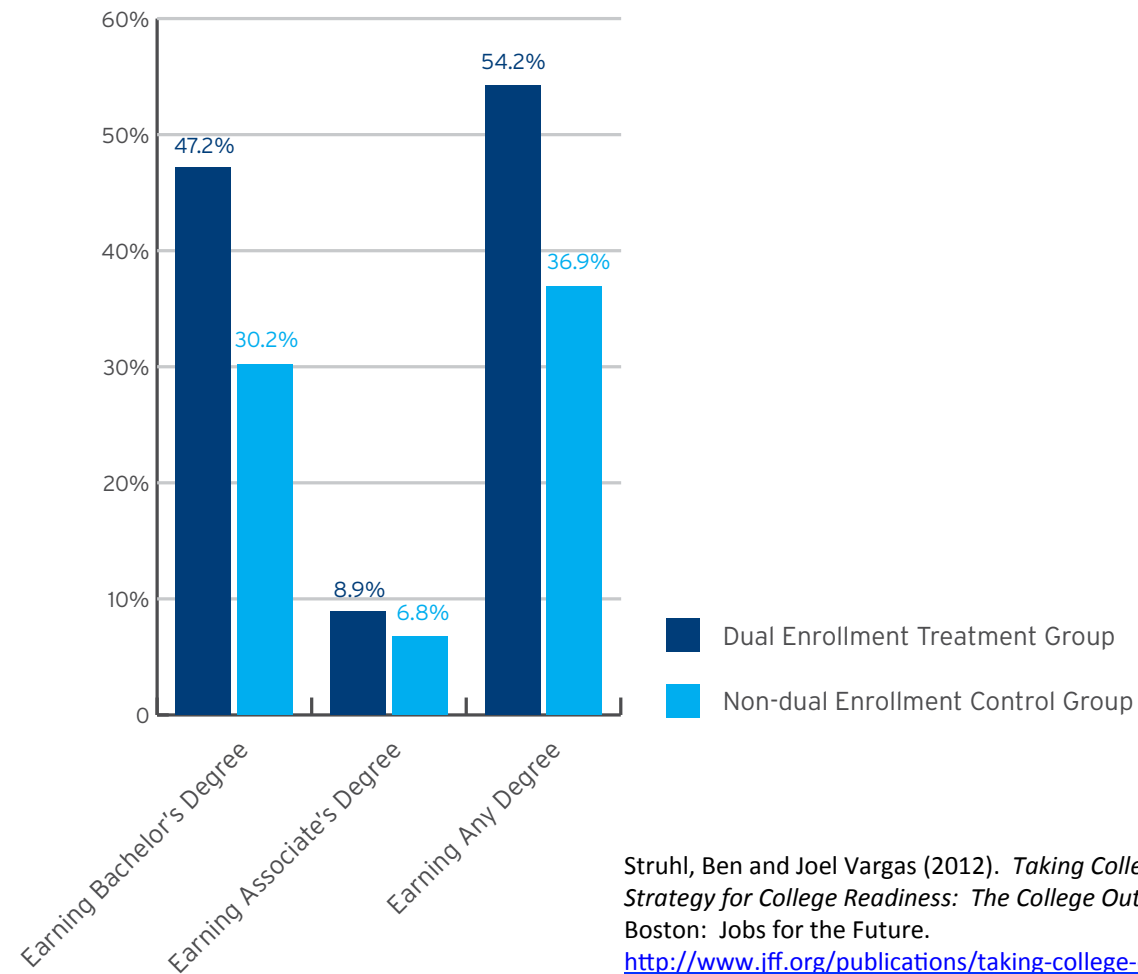
WHAT DOES THE RESEARCH SAY? SELECTED SOURCES...

- An, Brian P. 2013. "The Impact of Dual Enrollment on College-degree Attainment: Do Low-SES Students Benefit?" *Educational Evaluation and Policy Analysis*. March 2013 vol. 35 no. 1 57-75.
- Hughes, Katherine, Olga Rodriguez, Linsey Edwards, & Clive Belfield. 2012. *Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs*. New York, NY: Community College Research Center for the James Irvine Foundation.
- Karp, Melinda, Juan Carlos Calcagno, Katherine Hughes, Dong Wook Jeong, & Tom Bailey. 2007. *The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States*. Louisville, KY: National Research Center for Career and Technical Education.
- Klopfenstein, Kristin. 2010. "Does the Advanced Placement Program Save Taxpayers Money? The Effect of AP Participation on Time to College Graduation. Promise and Impact of the Advanced Placement Program." In Philip M. Sadler, Gerhard Sonnert, Robert H. Tai, & Kristin Klopfenstein, eds. *AP: A Critical Examination of the Advanced Placement Program*. Cambridge, MA: Harvard Education Press.
- Lynch, R. L., Dorothy Harnish, Gail Fletcher, Grace Thornton, & Jana Thompson. 2007. *Dual Enrollment in High Schools and Technical Colleges of Georgia: Final Report*. Athens, GA: Occupational Research Group, University of Georgia.
- Michalowski, Sam. 2007. *Positive Effects Associated with College Now Participation*. New York, NY: Collaborative Programs Research & Evaluation, The City University of New York.
- Speroni, Cecilia. 2011a. *Determinants of Students' Success: The Role of Advanced Placement and Dual Enrollment Programs*. An NCPR Working Paper. New York, NY: National Center for Postsecondary Research.
- Speroni, Cecilia. 2011b. *High School Dual Enrollment Programs: Are We Fast-Tracking Students Too Fast?* An NCPR Working Paper. New York, NY: National Center for Postsecondary Research.
- Swanson, Joni L. 2008. *An Analysis of the Impact of High School Dual Enrollment Course Participation on Post- Secondary Academic Success, Persistence and Degree Completion*. Iowa City, IA: Graduate College of The University of Iowa.
- University of Arizona. 1999. *Community College and AP Credit: An Analysis of the Impact on Freshman Grades*. Available at: <http://aer.arizona.edu/Enrollment/Papers/dualenr.pdf>.
- Windham, Patricia & George Perkins. 2001. *Dual Enrollment as an Acceleration Mechanism: Are Students Prepared for Subsequent Courses?* Paper prepared for the 41st Annual Association for Institutional Research Forum, Long Beach, CA. June 3-6.



WHAT DOES THE RESEARCH SAY?

COLLEGE COMPLETION RATES FOR STATISTICALLY MATCHED COLLEGE ENROLLEES, TEXAS, 2004 HIGH SCHOOL GRADUATING CLASS



Struhl, Ben and Joel Vargas (2012). *Taking College Courses in High School: A Strategy for College Readiness: The College Outcomes of Dual Enrollment in Texas*. Boston: Jobs for the Future.

<http://www.jff.org/publications/taking-college-courses-high-school-strategy-college-readiness>

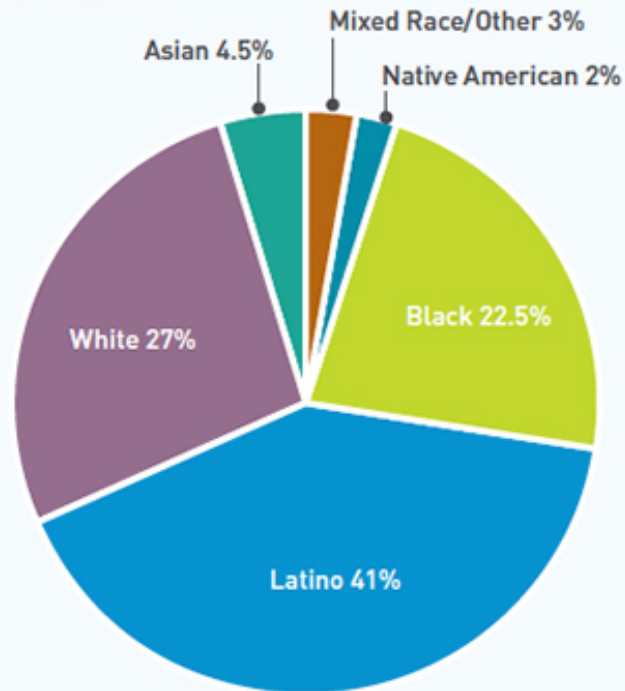


EARLY COLLEGE STUDENT DEMOGRAPHICS

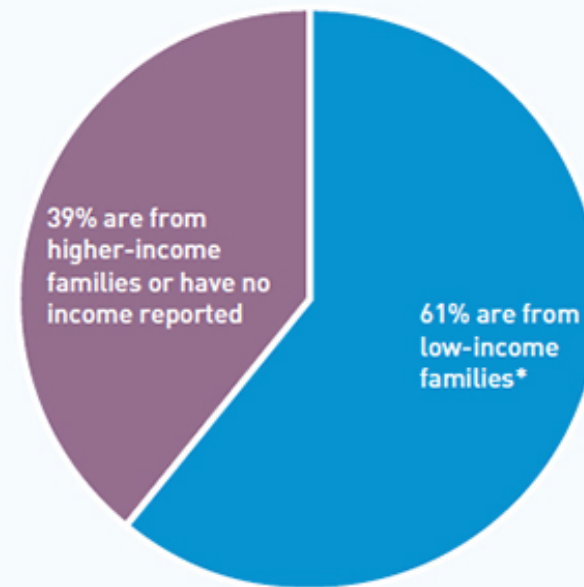
Who Attends Early College Schools?

Early college schools are committed to serving students from backgrounds underrepresented in higher education.

RACE AND ETHNICITY OF EARLY COLLEGE STUDENTS



FAMILY INCOME OF EARLY COLLEGE STUDENTS



56% of early college students are the first in their immediate families to attend college.

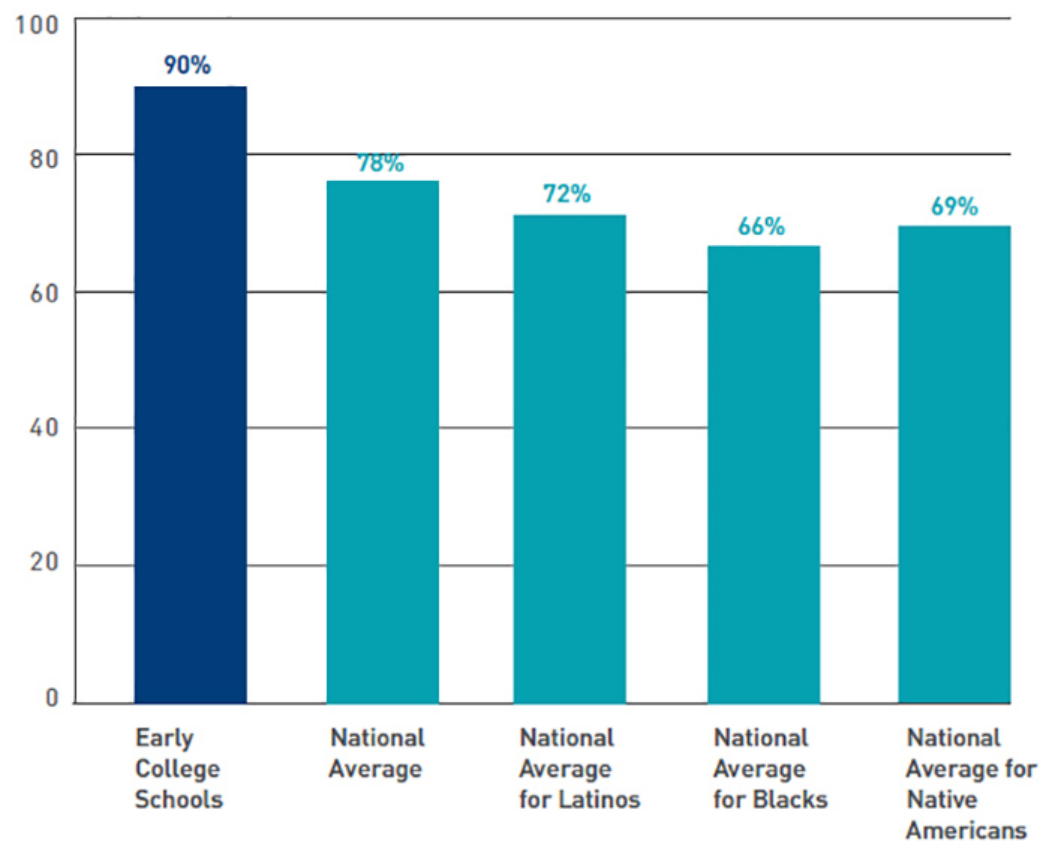


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A DECADE OF SUCCESS: INCREASING HIGH SCHOOL GRADUATION, COLLEGE COMPLETION

Key finding: Early college students are more likely to graduate high school.

Four-year High School Graduation Rates





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A DECADE OF SUCCESS: INCREASING HIGH SCHOOL GRADUATION, COLLEGE COMPLETION

Key finding: Early college students are more likely to earn substantial college credit in high school.

College Credits Earned in High School



Early College High Schools

94% of early college students earn college credit in high school

versus



High Schools Nationwide

10% of high school students nationally earn college credit in high school



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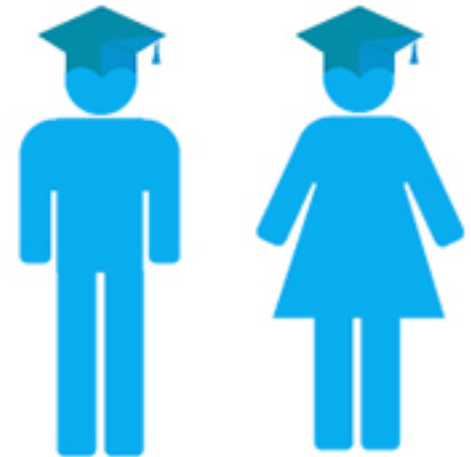
A DECADE OF SUCCESS: INCREASING HIGH SCHOOL GRADUATION, COLLEGE COMPLETION

Key finding: Early college students are more likely to earn an Associate's degree or other postsecondary credential in high school.

College Credentials Earned in High School



about **1** in every **3** early college students
earn an Associate's degree
or other postsecondary credential
prior to graduating from high school





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HIDALGO EARLY COLLEGE

College Success for All

<http://youtu.be/kIVGa82U7vY>



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ELEMENTS OF GOOD DESIGN

College-Ready Academic Program

- A coherent instructional framework aligned to college-ready standards
- Engaging instructional practices
- Rigorous untracked academic program
- Strong postsecondary partnerships
- Aligned sequence of college courses and supports

College Headstart

- Exposure to the culture and norms of college
- College courses, leading to 12+ credits

Student Supports

- Comprehensive academic supports
- Strong social and emotional programming and support
- Explicit instruction on successful academic and social college behaviors
- Inclusive college application and financial aid advising and assistance

Organizational Practices

- Structures that promote personalization/relationships
- College-going culture
- Ongoing job-embedded and integrated prof. dev.
- Use of student data to inform decisions/eval. Efforts
- Set time and support for teacher collaboration



Examples of Student Support Strategies:

- Formal tutoring program
- AVID college readiness system
- Advisories, houses
- College skills center
- Mentoring
- Summer bridge courses/programs
- College readiness/skills/success classes
- Cohorts of students receiving common supports together
- Parallel courses at the high school for college courses being taken by students
- Test prep (graduation, SAT, PSAT, ACT, college placement tests)



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MORE ADAPTATIONS OF EARLY COLLEGE

P-TECH

- New York
- Connecticut

PATHWAYS TO PROSPERITY

- AZ, CA, DE, GA, IL, MA, MO, NY, OH, TN

BACK ON TRACK SCHOOLS

- Rio Grande Valley

DISTRICT WIDE

- Pharr-San Juan-Alamo (PSJA), TX
- Brownsville Public Schools, TX
- Denver Public Schools, CO
- Bridgeport, CT



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RESOURCES & PLACES

<http://hidalgo.jff.org/>

<http://www.jff.org/initiatives/early-college-designs/schools>

<http://www.jff.org/initiatives/pathways-prosperity-network>

http://citizenibm.com/wp-content/uploads/STEM-Pathways-Playbook_Feb-2012.pdf

<http://www.jff.org/publications/back-track-college-texas-school-district-leverages-state-policy-put-dropouts-path>

<http://www.jff.org/publications/launching-early-college-districtwide-pharr-san-juan-alamos-college-all-strategy>



POSSIBLE DISCUSSION QUESTIONS

- How many and who participates now in your accelerated programs, including AP, IB, and dual and concurrent enrollment?
 - Who is not being served?
 - What are the barriers that keep more students from participating?
- What support systems do you already have in place?
 - Could any of these be expanded to reach more students and systematically prepare all students for college-level courses by the end of high school?
 - What would it take to do so?



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NEXT...

KEY POLICIES AND STRATEGIES: DUAL ENROLLMENT AND EARLY COLLEGE



DUAL ENROLLMENT: POLICY PRINCIPLES

- The mission of dual enrollment is to serve a wide range of students, particularly those from groups who attend college at disproportionately low rates.
- All of the state's public high schools provide equal access to dual enrollment opportunities.
- College credit substitutes for high school credit, allowing students to accelerate in the specific subjects in which they demonstrate strength.
- The secondary and post-secondary sectors share responsibility for dual enrollment student success.
- Funding mechanisms are based on the principle of no cost to students and no financial harm to secondary and post-secondary partners.
- The state collects individual student and statewide data in order to assess the program's impact and help design improvements.
- The policy is part of a statewide agenda to increase the rigor of the high school diploma and is guided by a K-16 governance structure.



SOME ON RAMP POLICIES

Eligibility & Access

- Course-specific prerequisites, not “all or nothing”
- Secondary & Postsecondary determine eligibility requirements
- Multiple ways to demonstrate readiness

Quality

- Equivalent syllabus, work, assessments
- Kind & Number of Courses are Strategic
- Min. Instructor Qualifications

Supports

- MOU
- Liaison
- High support pathways & Counseling
- Provisions for at-risk youth



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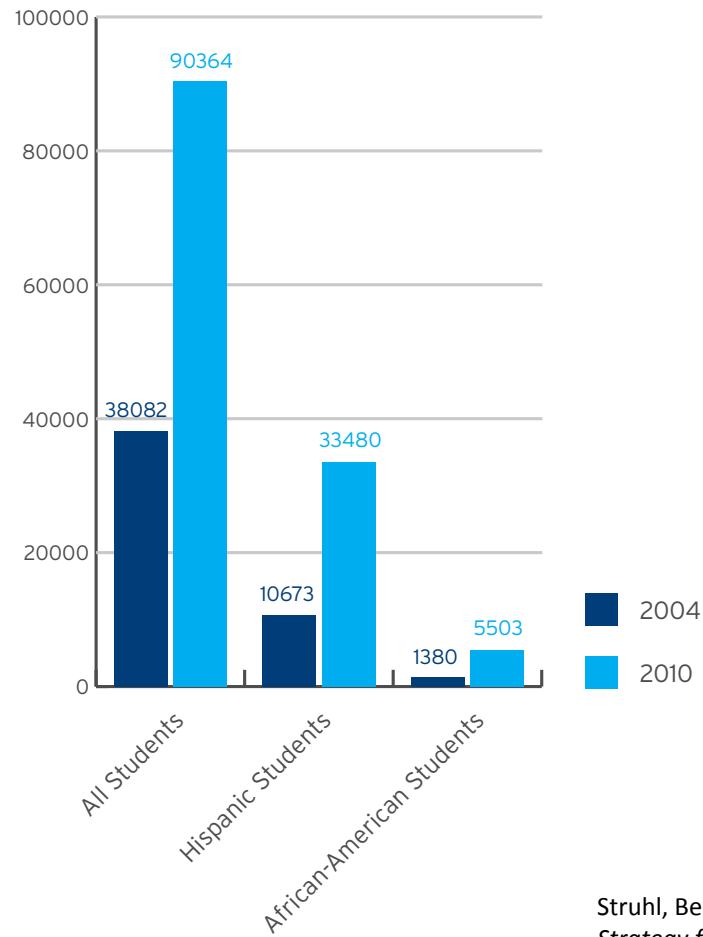
ONE VISION OF POLICY AND PRACTICE

- Texas
- Pharr-San Juan-Alamo (PSJA)



Access is Lower but Growing for Underrepresented Students in Texas

FIGURE 1.
DUAL ENROLLMENT PARTICIPANTS, 2004-10



Policies that Account for this Growth

- Hold Harmless Funding (2003)
- HB 1 (2006)
- HB 2237 (2007)

Struhl, Ben and Joel Vargas (2012). *Taking College Courses in High School: A Strategy for College Readiness: The College Outcomes of Dual Enrollment in Texas*. Boston: Jobs for the Future.



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PSJA Design

Standalone ECHS

- 3 Schools with 60 credit opportunity
- 2 STEM and 1 for Teenage Parents
- 1 Comprehensive HS + 2 small schools

Back on Track

- 2 Schools for students off-track for high school graduation or out of school

Dual to Degree Pathways

- At 3 comprehensive HS
- 11th and 12th grade focus
- 12 credit goal

School with a School

- At 3 comprehensive HS
- 60 credit opportunities
- Cross fertilization of lessons and instruction to the rest of the school and will be scaled up



PSJA Results

- In 2007, PSJA's four-year graduation rate was 62 percent. Current rate: 90.1 percent.
- In 2010-2011, 1,700 PSJA high school students took college courses, about 22 percent of all high school students. Currently: 2,800 (33 percent). This includes about half of all seniors.
- In 2013, 103 graduating seniors received an Associate's degree or college-level certification (5 percent of all seniors). In 2014, 425 graduating seniors had earned the same (21 percent). Projection for 2015 is 650 (33 percent).