



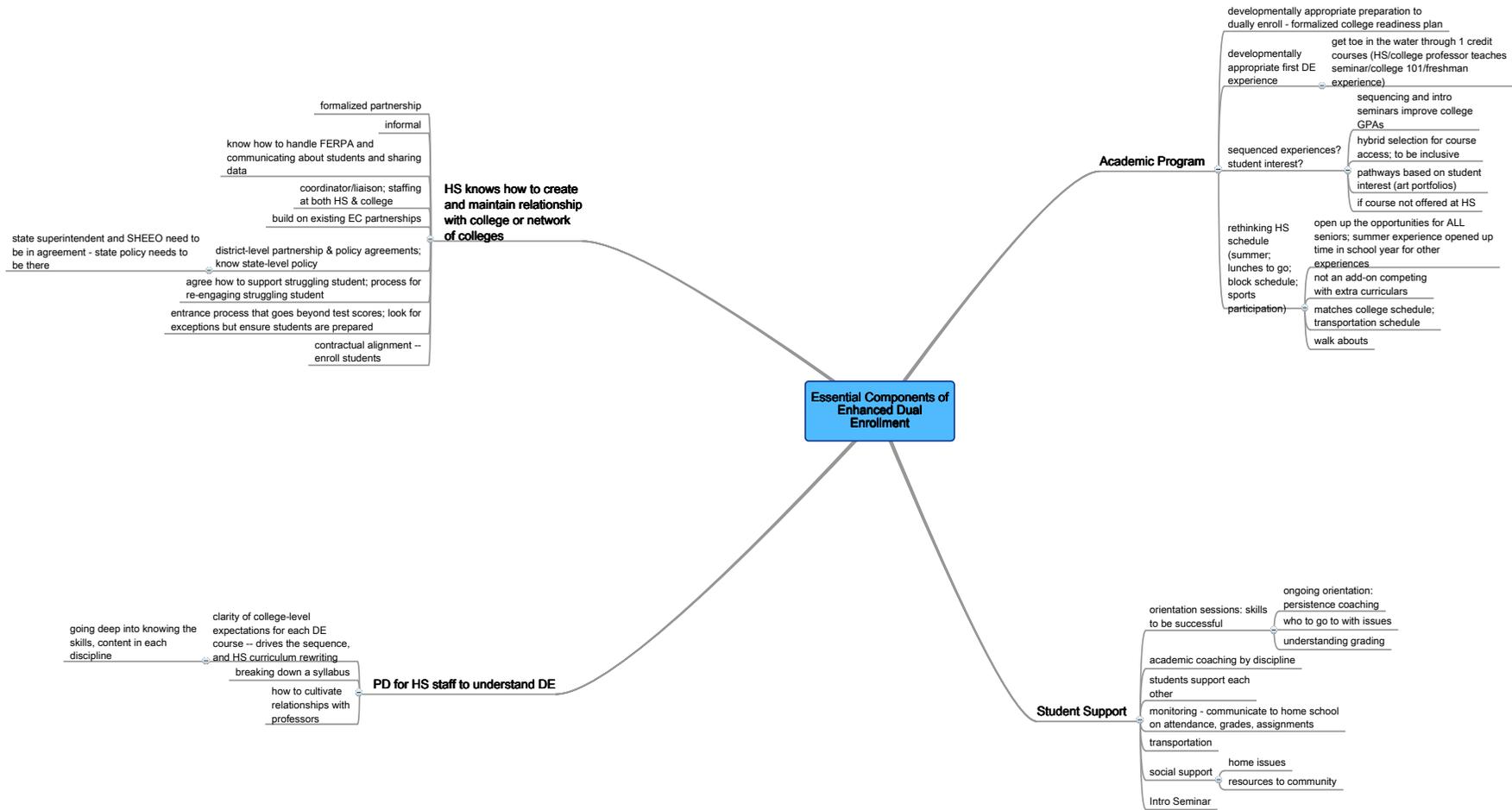
THE WOODROW WILSON  
*National Fellowship Foundation*

# What Does Enhanced Dual Enrollment Look Like ? NACEP 2010

Robert Baird, WW

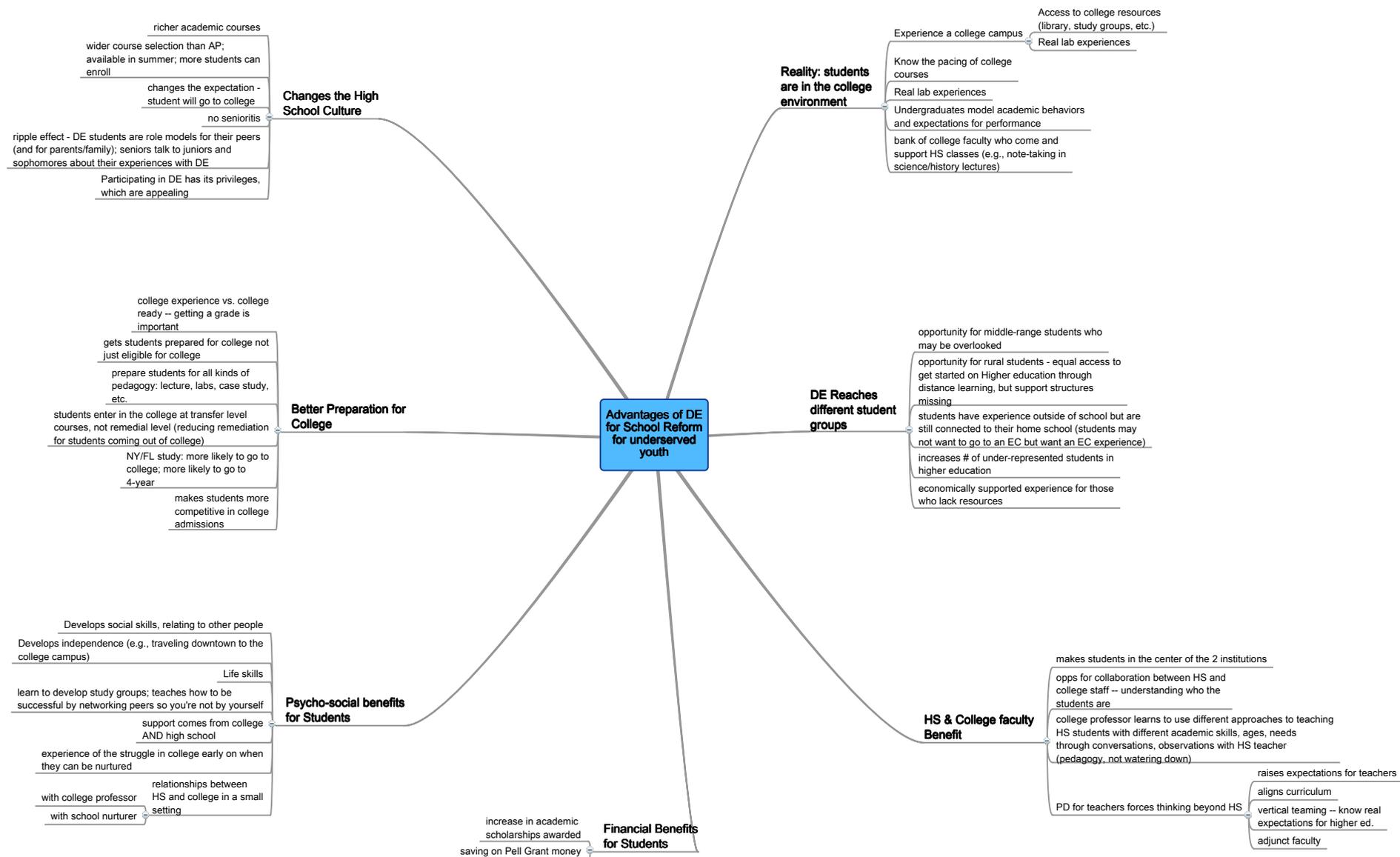
Cecilia Cunningham, MCNC

# Middle College National Consortium Woodrow Wilson National Fellowship Foundation



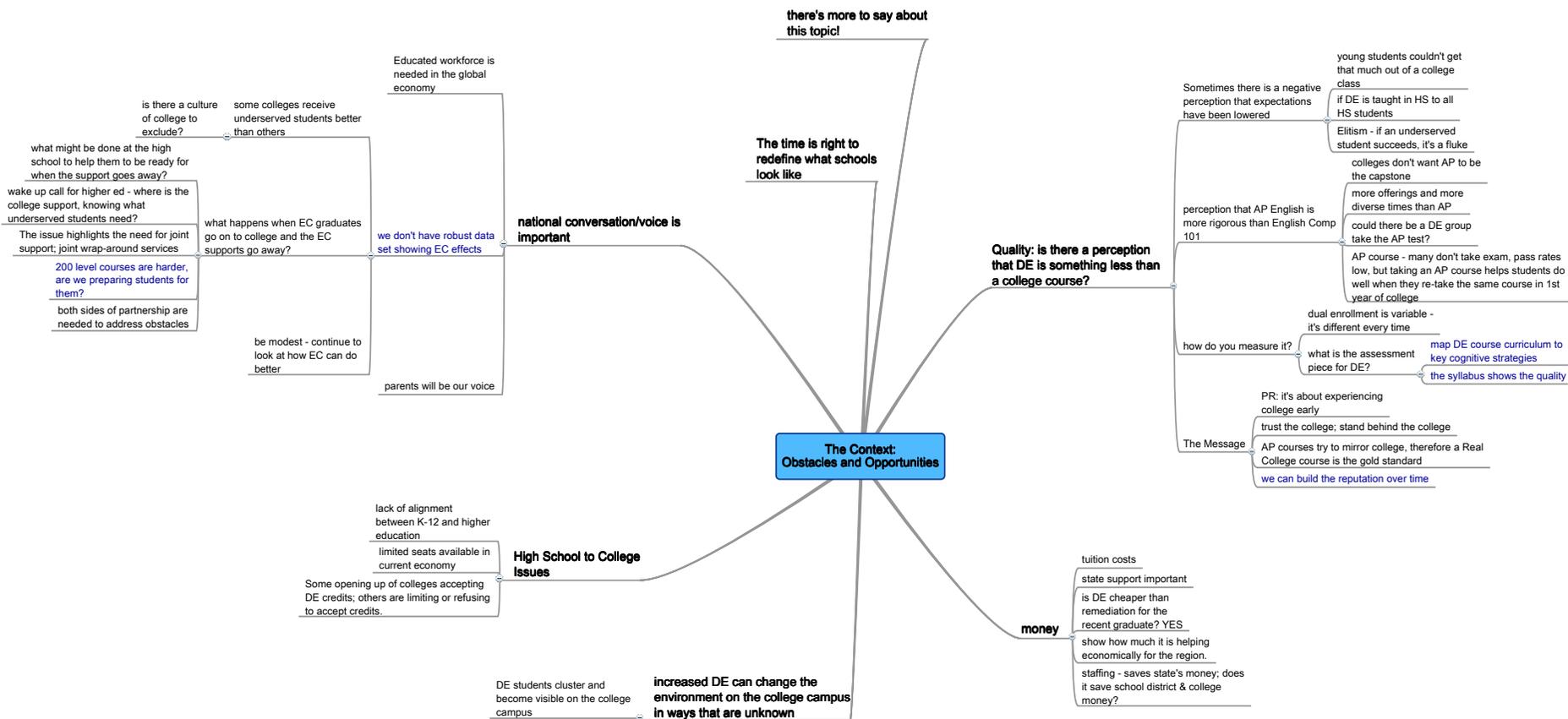
DRAFT  
July 2010

# Middle College National Consortium Woodrow Wilson National Fellowship Foundation



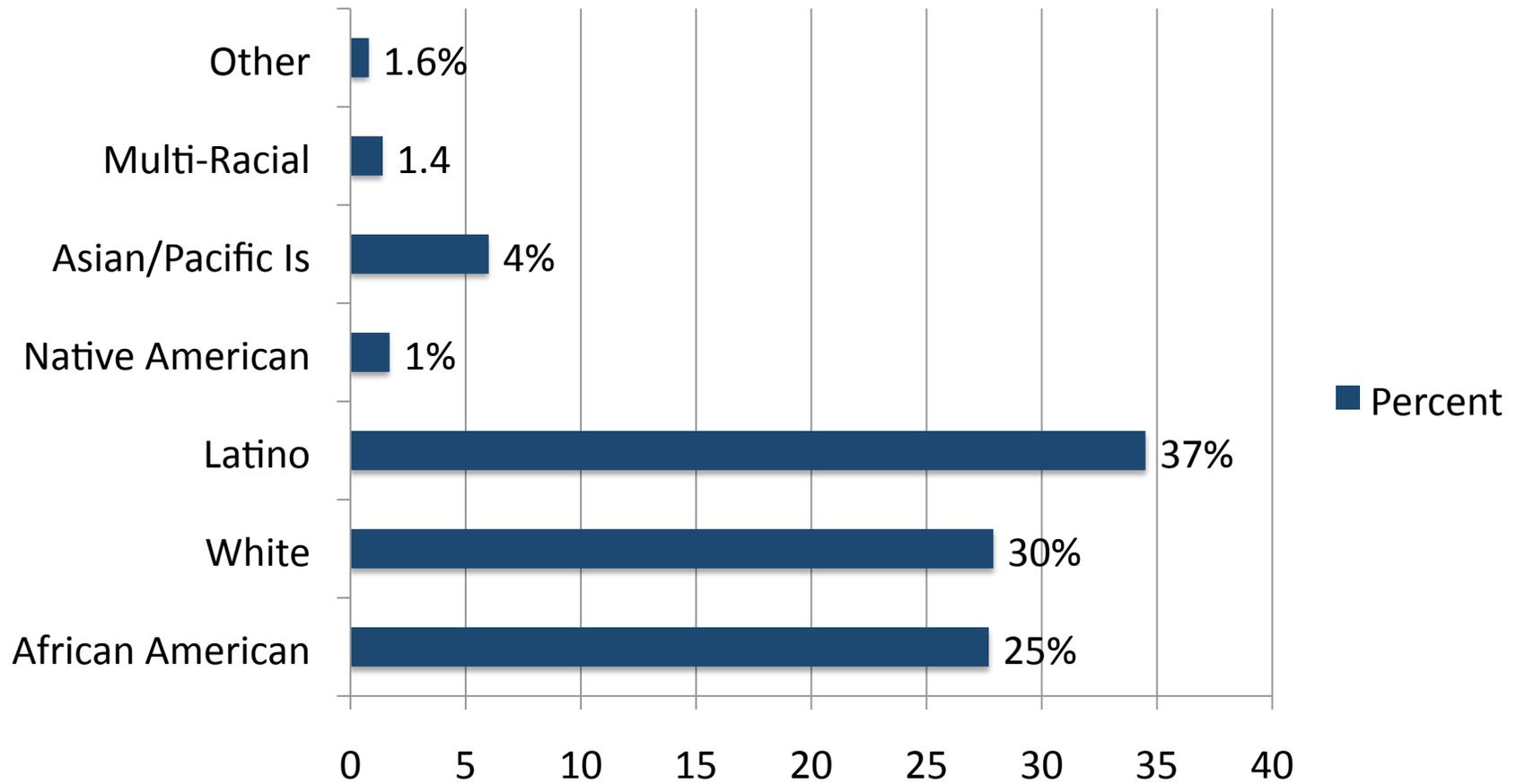
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Middle College National Consortium  
Woodrow Wilson National Fellowship Foundation



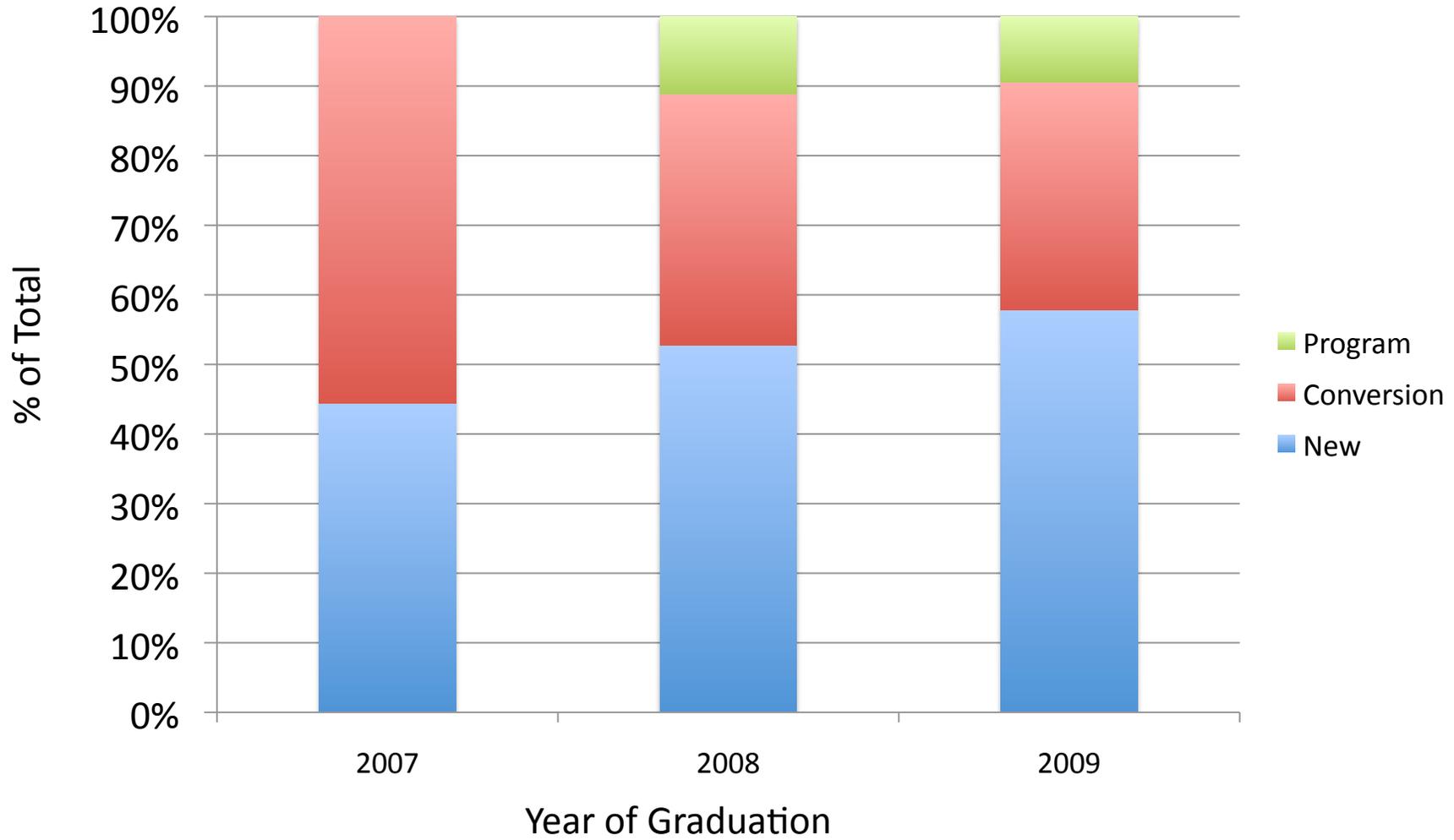
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**Table 1. Characteristics of Students Enrolled in Early College, 2009-2010: Race/Ethnicity**



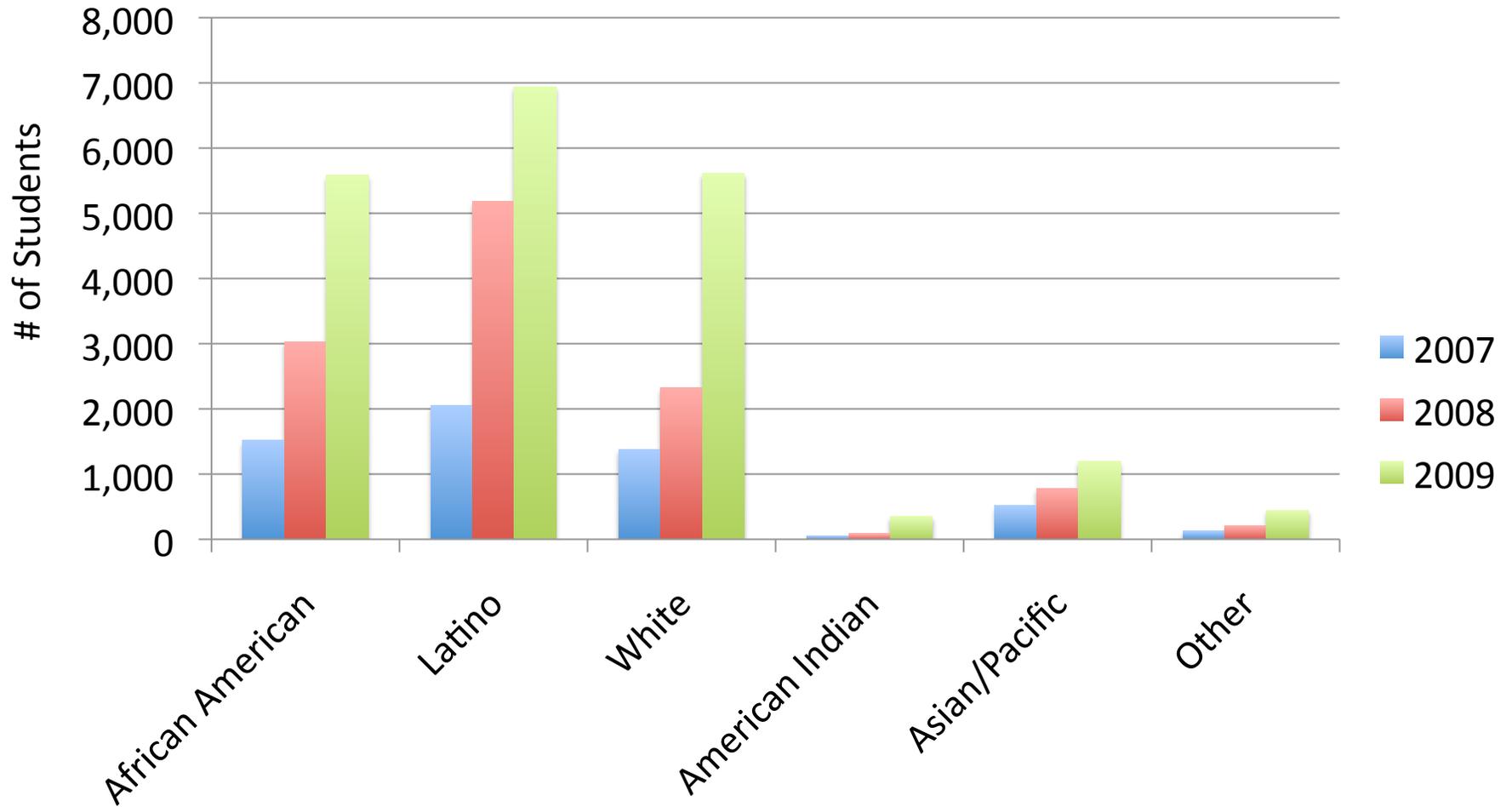
Source: 2009-2010 Integrated Survey

**Table 2. How They Came Into Existence: Schools with Graduating Classes by Year  
(Schools with at least one 4-year graduating cohort)**



Source: 2007-2009 Integrated Surveys

**Table 3. Race/Ethnicity of Schools with at Least 1 4-Year Graduating Cohort**



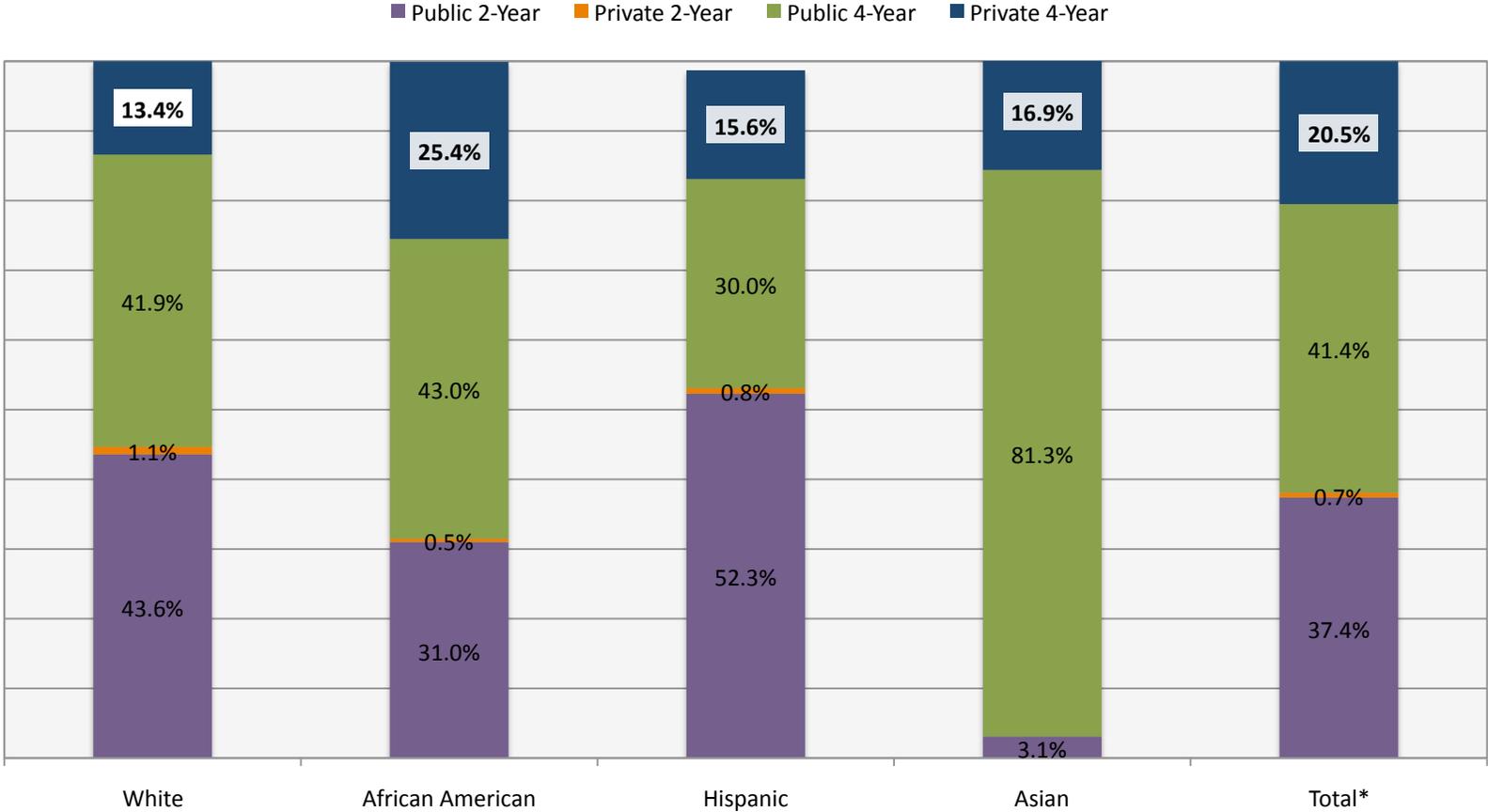
Source: 2007-2009 Integrated Surveys

**Table 4. Four-Year Cohort Graduates, Three –Year Comparison, 2007-2009**

Year	Graduates	# of Schools	Percent of Graduates Earning College Credits	Percent of Graduates Earning More than 1 Year of College Credit	Percent of Graduates Earning AA or 2 Years of College Credit
2007	905	18	80.4%	36.4%	10%
2008	2,258	37	88.2%	40.0%	11%
2009	2,995	64	91.0%	44.3%	24.5%

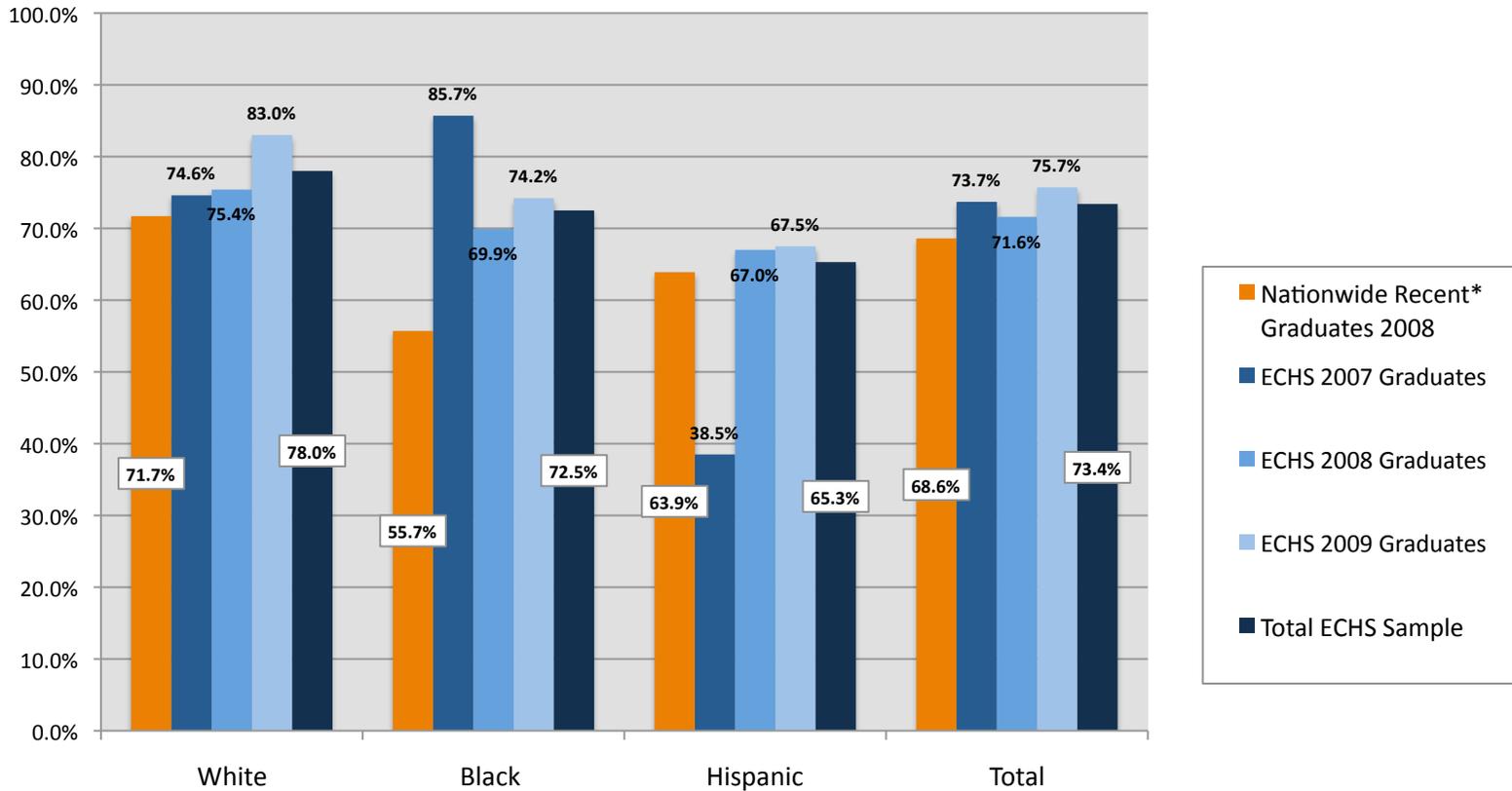
Source: 2007-2009 Integrated Surveys, JFF Graduation Surveys, SIS

**Table 5. ECHS Graduates All Cohorts: College Enrollment Type by Race/Ethnicity**



\*Total includes Race/Ethnicities not reported separately (American Indian, Pacific Islander, Other, Multi-Racial). Data Retrieved from National Student Clearinghouse as of August 1, 2010. Chart Date: August 5, 2010 (N=976, Cohorts 2007-2009)

**Table 6. EC Graduate College Enrollment by Race/Ethnicity and Cohort Year**



\*October enrollment for recent graduates and GED earners in the preceding 12 months (Current Population Survey 2008) ECHS Cohorts: 2007 (n=118) 2008 (n=700) 2009 (n=511) Total (N=1329)  
 ECHS Data Source: National Student Clearinghouse Report, Retrieved 8/1

# EARLY COLLEGE HIGH SCHOOL A PORTRAIT IN NUMBERS

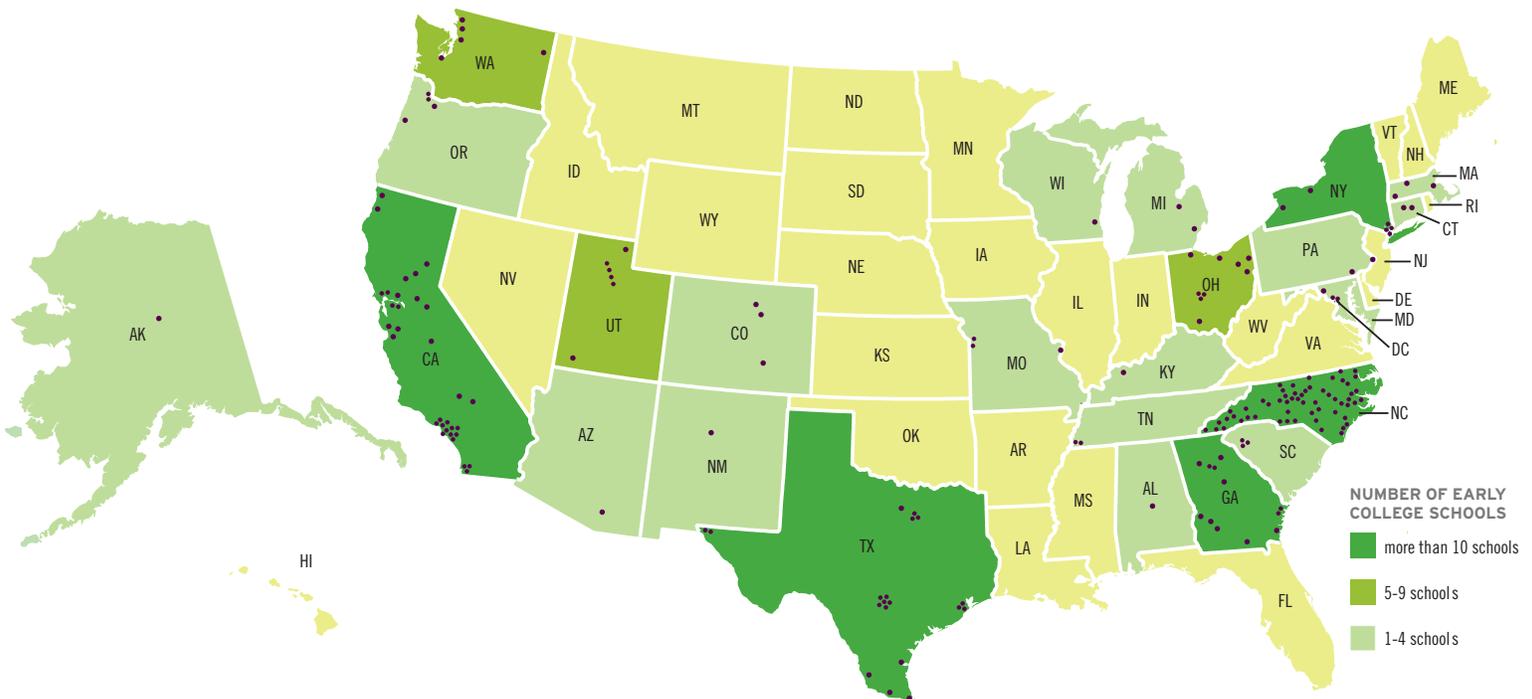
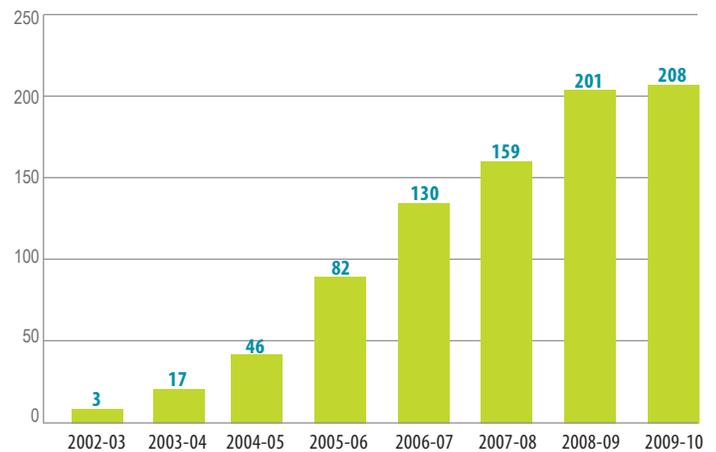
## A PORTRAIT IN NUMBERS

Early college is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

The schools are designed so that low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education can simultaneously earn a high school diploma and one to two years of transferable college credit—tuition free.

Since 2002, the partner organizations of the Early College High School Initiative have started or redesigned more than 200 schools in 24 states and the District of Columbia, serving 47,000 students.

**Number of Early College Schools**



## CORE PRINCIPLES OF THE EARLY COLLEGE HIGH SCHOOL INITIATIVE

All early colleges adhere to five principles that constitute the fundamental tenants of the initiative:

**Core Principle 1:** Early colleges are committed to serving students underrepresented in higher education.

**Core Principle 2:** Early colleges are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.

**Core Principle 3:** Early colleges and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.

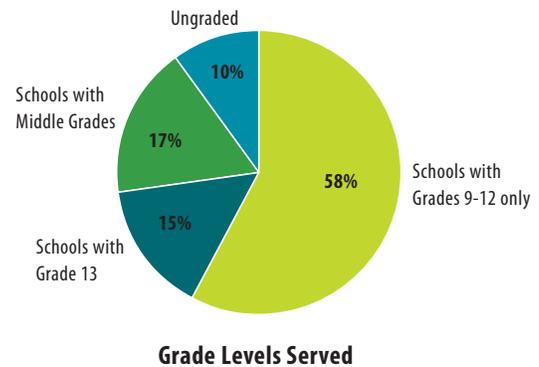
**Core Principle 4:** Early colleges engage all students in a comprehensive support system that develops academic and social skills, as well as the behaviors and conditions necessary for college completion.

**Core Principle 5:** Early colleges and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

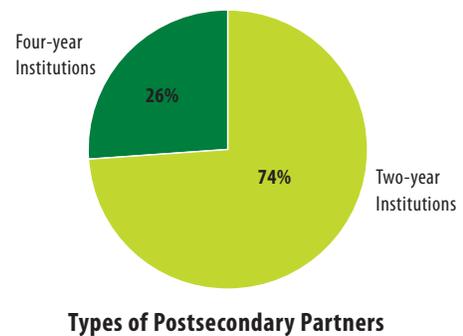
## THE CORE PRINCIPLES IN PRACTICE

Based on the core principles, each early college develops a unique vision and learning environment to best serve its community's young people.

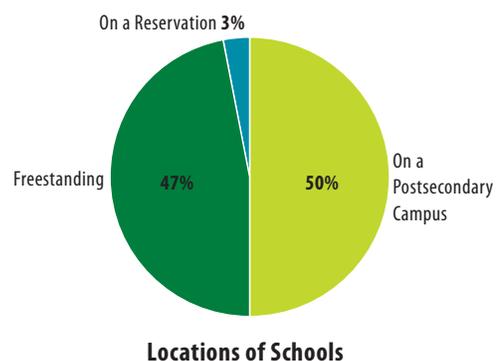
Early college students take college courses by grades 11 and 12. Some schools serve students as early as the sixth grade, preparing them sooner for college-level work. Some schools are ungraded, including schools that serve young people who had dropped out of a traditional high school. Other schools include grade 13, allowing more time for students to prepare for college-level work or attain an Associate's degree upon graduation.



Every early college partners with either a two-year or four-year college—and a few with both. Together, the partners create a rigorous and coherent course of study that enables students to move smoothly into college work.



Most early colleges are located on a college campus, drawing on the college environment and experience to build students' identity as college goers. Some are freestanding schools, situated near a partner's campus. Others, designed specifically to serve Native-American students, are located on reservations.



## WHO DO EARLY COLLEGE SCHOOLS SERVE?

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

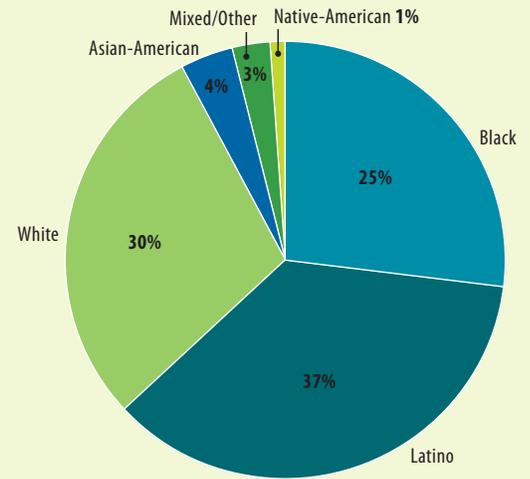
**70 percent** of early college students are students of color.

**59 percent** of early college students are eligible for free or reduced lunch—a conservative estimate of the number of students from low-income families.

**Nearly one-third** of early college schools receive Title 1 funding, based on the high percentage of low-income students served.

**32 schools** serve students who previously dropped out of traditional high schools or were at risk of dropping out.

**7 schools** serve Native-American youth and are located in the communities where native students live.

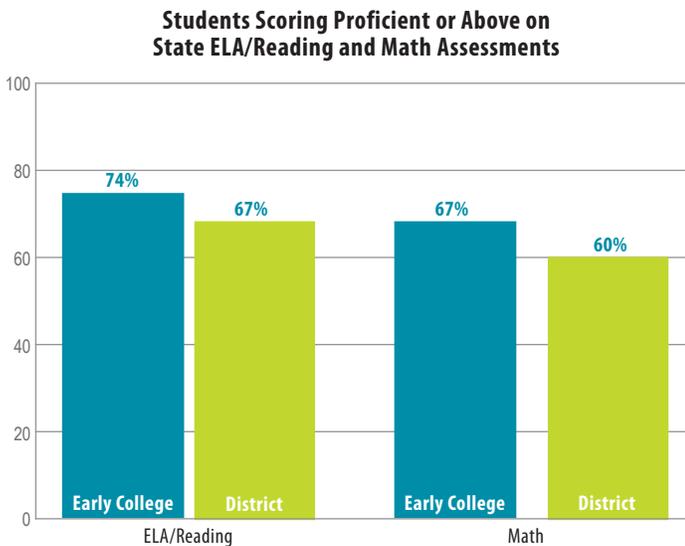


Race and Ethnicity of Early College Students

## HOW ARE EARLY COLLEGE STUDENTS FARING?

In contrast to troubling national data for similar student populations, early college schools are beating the odds for the students they serve:

- The average attendance rate for early college students in 2009 was **94 percent**. Attendance was higher for students in early colleges located on college campuses.
- The average grade-to-grade promotion rate in early college schools is **85 percent**.
- Early college students outperform students in their districts on state-mandated math and English language arts exams (see graph, below).



Based on the 49 schools for which data were available in the 2007-08 school year.

## EARLY COLLEGE GRADUATES

In 2009, 3,000 students graduated from the 64 early college schools open for four or more years:

- They earned an average 20-plus college credits.
- 39 percent earned at least a year of transferable college credit.
- 25 percent earned two full years of college credit or an Associate's degree.

**Early college outcomes:** An estimated 66 percent of the students who entered as ninth-grade students will graduate from their early colleges on time. This estimate is 14 percent higher than the estimated rate of the other high schools in early colleges' local districts. Many of the 34 percent of early college students who will not graduate from early college transfer to other schools rather than dropping out. The cumulative transfer rate in 2008 was 25 percent.



## HOW ARE EARLY COLLEGE SCHOOLS SUPPORTED?

As of the 2009-10 school year, the 13 Early College High School Initiative partner organizations have opened more than 200 schools, with more yet to open. The partners work directly with early college schools, school districts, and postsecondary institutions. They provide start-up and ongoing technical support, guidance, and professional development for their networks of schools.

### Partners

- **Center for Native Education:** 12 schools
- **City University of New York:** 8 schools
- **Communities Foundation of Texas/Texas High School Project:** 12 schools
- **Foundation for California Community Colleges:** 23 schools
- **Gateway to College National Network:** 23 schools
- **Georgia Board of Regents:** 12 schools
- **KnowledgeWorks Foundation:** 9 schools
- **Middle College National Consortium:** 19 schools
- **National Council of La Raza:** 9 schools
- **North Carolina New Schools Project:** 57 schools
- **SECME, Inc.:** 2 schools
- **Utah Partnership for Education:** 6 schools
- **Woodrow Wilson National Fellowship Foundation:** 14 schools



Jobs for the Future is the lead coordinator, manager, and policy advocate for the Early College High School Initiative. JFF develops, implements, and promotes new education and workforce strategies that help communities, states, and the nation compete in a global economy.

### Funders

The 13 partner organizations in the initiative have received grants from the Bill & Melinda Gates Foundation and other funders to plan and open early college schools. While catalytic, these start-up grants are small in comparison to the operating budgets of schools, which are funded primarily by states and local districts.

## HOW DO I LEARN MORE?

For more information about the Early College High School Initiative and its partner organizations, please visit [www.earlycolleges.org](http://www.earlycolleges.org).



## SOURCES

Data on the number of schools, types of partnerships, and their locations are provided to Jobs for the Future by the intermediary partner organizations that support early college schools.

Student demographic data is based on information supplied by schools to the Early College High School Student Information System. The SIS is managed by Jobs for the Future and SysInterface. It provides longitudinal data to support the initiative.

Attendance and promotion data are based on information supplied by schools to the SIS.

State testing data are drawn from the annual evaluation of the Early College High School Initiative, conducted by the American Institutes for Research and SRI International.

Graduation data are drawn from Jobs for the Future surveys of schools with graduating classes and the SIS. The data represent only those schools that had implemented an early college design for at least four years.