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Early College High School NEWS

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Creating and Sustaining Early College High Schools

Early College High School: A Portrait in Numbers

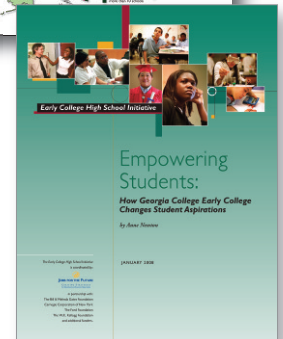
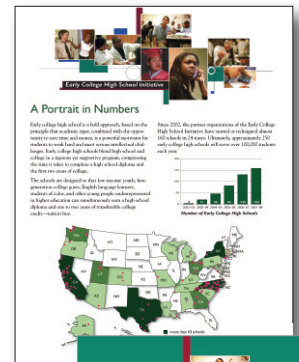
www.earlycolleges.org

This four-page summary provides current data on the growth and impact of the Early College High School Initiative, including promising student outcomes, descriptions of the various types of early college schools, and much more.

Empowering Students: How Georgia College Early College Changes Student Aspirations

<http://www.earlycolleges.org>

Housed in the Georgia College & State University School of Education, Georgia College Early College offers hope of a brighter future to its students and their families in its rural community. This case study examines how GCEC achieves its mission of college success for all. The college-going culture, small class sizes, and extensive involvement of college students and faculty enable these young people to believe in themselves as learners, achieve academically and socially, and raise their aspirations.



Welcome to **Early College High School News**, a resource for the practitioners and policy-makers who operate, support, and promote these new schools.

Early college high school 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 high schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete 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.

To learn more about early college high schools and their partners, visit: www.earlycolleges.org

Increasing Curriculum Intensity and High School vs. College Learning

<http://www.woodrow.org/earlycollege/newsletter.php>

The latest issue of *Data & Dialogue*, the Woodrow Wilson early college newsletter, includes a promising practices brief on the academic program developed by the Manhattan/Hunter Science High School and its partner, Hunter College. The brief describes the four components of Manhattan/Hunter's program of study, the curriculum redesign that blends high school and college expectations, and the school's emphasis on "habits of mind" to succeed in college. Also in this newsletter, Woodrow Wilson early colleges share what they've learned about the main differences between high school and college learning.

Hollis F. Price Early College Fulfills Promises

http://www.mcnc.us/resources_newsletters.htm

In *Fulfilling Promises*, the newsletter of the Middle College National Consortium, Principal Daphne Beasley of Hollis F. Price Early Middle College at LeMoyné-Owen College in Memphis describes the evolution of the first early college to open its doors on an historically black campus. Since 2004, Hollis Price students have learned what it takes to be college students, and they have proven their capacity for higher learning to college and high school faculty. Also in this issue of *Fulfilling Promises* is a report on college course participation and results across the MCNC Early College Network.

The Policy Page

Ohio Seniors to Sophomores Initiative

<http://governor.ohio.gov/News/PressReleases/2008/February2008/News22808/tabid/893/Default.aspx>

In his State of the State Address, Governor Ted Strickland announced a plan that would enable seniors at Ohio public high schools to take classes at two- or four-year Ohio public colleges instead of their high schools, picking up their high school diplomas and a year of college credit at the same time. Strickland said the goals are to challenge students who might feel disengaged from their high school studies, help students who want to accelerate their college education, and save their families money. Students would have to meet the academic requirements of the individual colleges, and tuition would be paid by combining the student's state subsidies from public school funding and state subsidies for college. The Ohio Board of Regents and the Ohio Department of Education will begin requesting proposals from teams of public high schools and colleges that are interested in becoming "early adopters" of the Seniors to Sophomores program.

Michigan Invests in 21st Century Schools

<http://www.stateline.org/live/details/speech?contentid=276770>

In her State of the State Address, Michigan Governor Jennifer Granholm announced a 21st Century Schools Fund for replacing large impersonal high schools that fail with smaller schools that help students reach high expectations. She pointed to the launch of six early college high schools in Michigan in the past year as an example of such innovative

schools. With the 21st Century Schools Fund, Michigan could expand on that work, until every student in Michigan leaves high school with the skills it takes to succeed in college and the workplace.

Iowa Considering Dual Enrollment Expansion

<http://www.desmoinesregister.com/apps/pbcs.dll/article?AID=/20080304/NEWS02/803040375/1001/NEWS>

Iowa, too, is thinking seriously about expanding college-course-taking among high school students. Governor Chet Culver has proposed a bill that would give more learners access to dual enrollment courses. The \$1.4 million bill, slated for debate by Iowa House members, would allow high schoolers to amass up to 30 hours of college-level credits—at no cost to them.

Opportunities and Risks with Dual Enrollment Policy

http://www.ncsl.org/programs/pubs/summaries/08LBMar_Dual-sum.htm

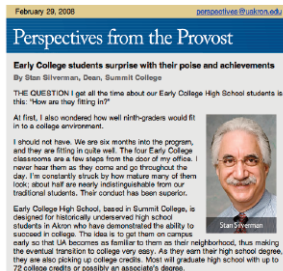
In a March 2008 brief on dual enrollment policies, the National Conference of State Legislatures highlights early and middle college schools as key accelerated learning options. The brief, *Dual Enrollment: Opportunities and Risks*, describes a range of accelerated learning options, including early college high school, and outlines policy considerations for legislators. It cites Nancy Hoffman's 2005 *Add and Subtract: Dual Enrollment as a State Strategy to Increase Postsecondary Success for Underrepresented Students* as a resource. (Subscription required.)

The Early College High School Frontlines

Early College Students Surprise with Their Poise and Achievements

<http://www.uakron.edu/edigest/index.php?id=1385>

Stan Silverman, dean at Summit College of the University of Akron, was initially skeptical about bringing ninth-grade students onto a college campus. But in his latest online digest, "Perspectives from a Provost," he notes that the members of the first freshman class of Akron Early College High School has already impressed him with their poise, maturity, and academic achievements.



Early College Teacher Wins Prestigious Award

<http://www.lawattstimes.com/articles/2007/12/13/news/front%20page1.txt>

Sakhalin Finnie, a science teacher at Harbor Teacher Preparation Academy in Wilmington, California, received a surprise Milken Award for excellence in teaching. She helped raise reading scores among a group of struggling students by 10 percent and led her ninth-grade Integrated Coordinated Science students to a first-place victory in the district's Earth Science Challenge. The award provides public recognition and an unrestricted financial award of \$25,000 to teachers, principals, and specialists who are furthering excellence in education.



For another story about Ms. Finnie, go to: <http://www.mff.org/mea/mea.taf?page=recipient&mealID=20954>

Listen to the NPR story: <http://www.npr.org/templates/story/story.php?storyId=17359006>

North Carolina Innovative Schools Lower Dropout Rate

<http://www.ncpublicschools.org/docs/research/dropout/reports/200607dropout.pdf>

North Carolina's innovative high schools, including its Learn & Earn early college schools, are making a difference where it counts first: keeping students in school so they can graduate ready for college, careers, and citizenship. The North Carolina

Department of Public Instruction reported that the state's annual dropout rate climbed to 5.24 percent in 2006-07, but the 57 innovative high schools included in the data recorded an annual dropout rate of only 2.8 percent. If North Carolina's rate had matched that of innovative high schools, 11,000 more young people would have stayed in school last year. Sixty percent of innovative high schools had at most one dropout last year.

Klamath River Early College: Making Quiet But Profound Change

Klamath River Early College of the Redwoods in Klamath, California, part of the Early College for Native Youth Initiative, was featured in two places recently.



In an online audio slideshow, *Northcoast Journal* chronicles how Klamath River students and staff are changing the face of native education, quietly but profoundly.

To view the slideshow, go to: http://www.northcoastjournal.com/092007/NEWS-Klamath_slideshow/

The Daily Triplicate describes how Klamath students began their first fellowships this winter, pairing up with local organizations and businesses to get a glimpse of the future.

To read the story, go to: http://www.triplicate.com/news/story.cfm?story_no=7624

Gateway to College Receives Replication Support from the Wal-Mart Foundation

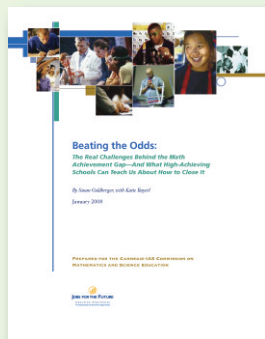
<http://www.walmartfacts.com/articles/5681.aspx>

On February 25, the Wal-Mart Foundation announced a \$2.5 million grant to the Gateway to College National Network. This grant will fund the replication of the Gateway to College program at four community colleges around the country. Gateway to College, which grew out of Portland Community College, recently became an independent nonprofit. The Gateway to College National Network board held its first meeting in Portland in January, naming Laurel Dukehart as executive director.

Resources from the Field

Beating the Odds: The Real Challenge Behind the Math Achievement Gap

<http://www.jff.org/KnowledgeCenter/Beating+the+Odds%3A+The+Real+Challenges+Behind+the+Math+Achievement+Gap%97And+What+High-Achieving+Schools+Can+Teach+Us+About+How+to+Close+It.html>



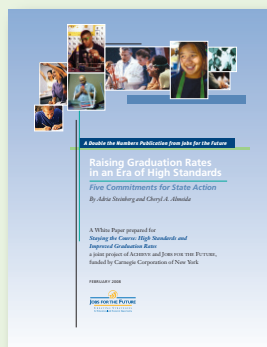
One of the most persistent inequities in U.S. education is the gap in math achievement along income and race lines. Yet some secondary schools “beat the odds,” producing consistently strong math performance with students who likely would fail in traditional settings. This paper, prepared by Jobs for the

Future for the Carnegie-IAS Commission on Mathematics and Science Education, highlights obstacles to raising math achievement and describes the key characteristics of model schools that are rising to the challenge.

Raising Graduation Rates in an Era of High Standards: Five Commitments for State Action

<http://www.jff.org/KnowledgeCenter/Raising+Graduation+Rates+in+an+Era+of+High+Standards%3A+Five+Commitments+for+State+Action.html>

State leaders are grappling with one of the most difficult and important challenges of K-12 reform: how to substantially increase the percentage of young people graduating from high school, while also continuing to align academic standards with the skills and knowledge required for success in higher education and employment. According to this JFF report, addressing that challenge requires policymakers to directly target closing the achievement and graduation gaps between low-income and struggling students and their peers.



Adding It Up: State Challenges for Increasing College Access and Success

<http://www.jff.org/KnowledgeCenter/Adding+It+Up%3A+A+State+and+National+Imperative.html>

For years, the United States has led the world in the percentage of adults possessing a college degree, but that competitive advantage is slipping away. According to this report prepared by Jobs for the Future for the Making Opportunity Affordable Initiative, the United States will have to ramp up just to keep up when it comes to degree production. Moreover, because demographic trends point toward substantial growth in populations historically underserved in higher education—particularly African Americans and Latinos—looming degree gaps cannot be filled without a strong commitment to erasing racial and ethnic disparities in educational attainment.

Winning the Skills Race and Strengthening America's Middle Class: An Action Agenda for Community Colleges

<http://www.collegeboard.com/press/releases/194729.html>

This report from the College Board's National Commission on Community Colleges notes that community colleges enroll nearly 47 percent of individuals who attend higher education. The report recommends a national commitment to universal access to two years of education beyond high school and highlights the vital role community colleges play in ensuring America's economic competitiveness, building opportunity, and strengthening our middle class.

Closing the Expectations Gap

<http://www.achieve.org/node/990>

Few states have completed the job of adjusting their standards and expectations to ensure that all high school students graduate ready for college, careers, and citizenship, according to this latest report issued by Achieve. *Closing the Expectations Gap 2008* assesses all 50 states and the District of Columbia on their progress in laying a common foundation considered critical for improving student preparedness. That foundation consists of five key factors: standards, graduation requirements, assessments, P-20 data systems, and accountability.



ECHS in the News: Recent Highlights

Creating a Third Culture

Chronicle of Higher Education, February 26, 2008

<http://chronicle.com/jobs/news/2008/02/2008022601c/careers.html>

“The Early College efforts of the Bill & Melinda Gates Foundation, at best, does require that third culture, in which universities actually co-lead schools with district officials.”



Why Admissions Offices Should Be Interested in Early College High Schools

Recruitment and Retention, February 2008

<http://www.magnapubs.com/recruitment/>



Recruitment and Retention magazine interviewed JFF Associate Vice President Michael B. Webb, Ed.D., who discusses the academic structure, social supports, and other factors that prepare early college high school students for success in college. (Subscription required.)

TEA Gives \$4.2 Million to Create New Schools

KCEN-TV, [Temple, TX], January 18, 2008

<http://www.kcentv.com/news/c-article.php?cid=2&nid=3005>

KLTV, [Tyler, TX], December 22, 2007

http://www.kltv.com/Global/story.asp?S=7513358&nav=menu117_3

KVUE-TV, [Austin, TX] December 22, 2007

<http://www.kvue.com/news/state/stories/121807kvuenewsc-hools-cb.2acef07c.html>

“The state’s awarded \$4.2 million to Texas school districts to create three specialized academies and seven Early College High Schools.”

Principal Sees Injustice, and Picks a Fight With It

New York Times, March 12, 2008

http://www.nytimes.com/2008/03/12/education/12education.html?_r=1&scp=1&sq=early+college+high+school+and+arizona&st=nyt&oref=slogin

“One morning last August, Yvonne Watterson, the principal of GateWay Early College High School here, sat in her office, grimly scrolling through the database of its 240 students.”

High-Schoolers Get Timely College Tips

Deseret [UT] News, January 27, 2008

<http://www.deseretnews.com/article/content/mobile/0,5223,695247583,00.html>

“The administration at the Academy for Math, Engineering & Science, a charter school housed at Cottonwood High School, hosted an ‘Omelets and Admissions’ event Saturday morning. Principal Al Church spread a table with breakfast food and had some professional aid on hand to help students get their pre-college paperwork going.”

HCC Joins National Initiative to Reduce High School Drop-Out Rates

Red Orbit, January 29, 2008

http://www.redorbit.com/news/education/1232194/credit_report_hcc_joins_national_initiative_to_reduce_high/

“Students in Western Mass. have a brand-new opportunity for success open to them. Holyoke Community College (HCC) has launched a nationally recognized initiative aimed at curbing high school dropout rates called Gateway to College.”

Promising Results

Charlotte [NC] Observer, January 14, 2008

<http://www.charlotte.com/opinion/story/445299.html>

“Anecdotally, Gov. Mike Easley’s New Schools project which has redesigned nearly three dozen N.C. high schools and launched 42 early college programs has already earned kudos from parents, teachers and students. It’s gotten national attention plus substantial funding from the Bill and Melinda Gates Foundation.” (Registration required.)

Colleges Set Up Charters as Pipeline for Students

The Sacramento [CA] Bee, December 9, 2007

<http://www.sacbee.com/101/story/552170.html>

“Frustrated with students who come to college ill-prepared and an applicant pool that lacks the diversity of the nation’s high schools, universities around the country are creating their own K-12 schools.”