Essential Questions

1. What is the Early College High School Model and what are the benefits?

2. What does research tell us about successful Early College models?

3. How will the Early College support the goals of the Connected High School Network?

4. What are some recruitment and enrollment considerations?

5. What supports will ensure student success?

6. What are the next steps?
Early College High School Model

- Affords college pathway and completion of an associate’s degree or certificate while completing a high school diploma
- Located on the college campus or in close proximity

- Includes targeted group of committed students for a four- or five-year model
- Affords up to two years of transferable credit and is tuition FREE for families

- Originated as a smaller learning model to address access, opportunity, financial barriers
- More than 60% of national ECs are funded for low income, first generation students
Research Findings and Implications

Impact on High School Graduation
- 86% of EC students graduated vs.
- 81% of comparison non-EC graduation

Impact on College Enrollment
- 81% of EC enrolled overall with 78% within one year post high school vs.
- 72% of comparison group overall with 67% within one year post high school

Impact on Degree Attainment
- 25% of EC attained a postsecondary degree immediately vs.
- 5% of comparison group attaining a postsecondary degree
- Equally 1% attained a certificate

Effect of EC on Different Backgrounds
- Strong impact on degree attainment for:
  1. Minority students
  2. Low income students
  3. Higher middle achievement

Early College Models That Succeed

- Intentional engagement and communication with middle schools with well developed communication and recruitment plan

- Strong need for firm, committed cohort with tightly mapped pathway where students enroll as a team to support personalized relationships between instructors and students

- Strong recommendation to develop of positive, college-going, rigorous college culture

- Achieving Dual Enrollment (DE) credit means time to prepare rising students for college placement tests in ELA and Math
Early College Models That Succeed

- Committed teaching team - deans, administrators, teachers, college staff, and coaches who collaborate regularly, work closely, and have common planning time for faculty

- Plan ahead for sustainability, fiscal and human support in place based on state and jurisdiction funding

- Seamless technical agreements for students and between entities re: tuition, higher education institutions, space, Dual Enrollment seat time, grades, student platforms, IT support, etc.

- Reflection process and plan for partners to address implementation challenges in a consistent and ongoing manner

*Research Compiled From Multiple Research Findings From American Institute for Research (AIR) and Bill and Melinda Gates Foundation*
Early College High School Model

Serves as a Connected High School Network Program through T.C. Williams H.S.

- Addresses access, opportunity, financial needs; Open and inclusive to ALL students interested in applying
- Personalization of learning in specific pathways centered in a non-traditional, yet, rigorous collegiate learning environment
- Community of learners drives success in a small cohort with common purpose that includes access to various support services
- Workplace and/or higher education goals and includes experiential learning, internships, and community partnerships
- Fulfillment of graduation requirements and beyond
- Student empowerment through choice, extra curricular activities, and mentoring
Recruitment and Enrollment

- Enrollment: mirror ACPS demographics
- Space designation for special populations: F/R Lunch; English Learners; First Generation
- Criteria **will** include:

  - Parent and student orientation and agreement
  - Participation in the Summer Bridge Program (rising 8th and 9th grade)
  - Must have passed NOVA entrance test for ELA (VA Placement Test) prior to starting Fall freshman year
  - Application and interview process
  - Strong sense of maturity, persistence, and determination as evidenced by behavior records and teacher recommendations
  - Specified GPA minimum
  - Success in 8th Grade Algebra 1 and/or Geometry Course and SOL test
  - Two teacher recommendations
  - Parent and student orientation and agreement
All Inclusive Site-Extension of T.C. Williams

**Location**
- Site of NOVA’s Tyler building, former ACPS building; Years 1-2 learning will take place here, Years 3-4 learning in NOVA classrooms

**Phases**
- “Phasing In” process for each section of the building to support 100 student cohort per year for four years

**Renovation**
- NOVA plans for renovation: mechanical, electrical, and plumbing; ACPS to support through CIP under the High School Connected Network Project

**Team**
- ACPS team including administrator, teachers, student support team, some with specialized endorsements

**Opportunities**
- Opportunities to create after school EC extra curricular clubs, service projects, and/or access NOVA and T.C. Williams after school programming
Support for Success

- Summer Bridge – Rising 7th and 8th Graders
- College Readiness AVID Course
- Afterschool Collaborative Study Groups and Use of NOVA Tutoring Center
- Mentor Support Provided by Staff
- Onsite Counselor Support Provided by ACPS and NOVA
- Customized Internships, Career Mentoring, College Opportunities
- Student Led Conferences
Future Pathways and Programming

Pathway 1: Social Science A.S., Years 1-4 (9th-12th)

Pathway 2: Information Technology, A.S., Years 1-4 (9th-12th)


Results In:

An associate’s degree useful for movement into the workforce

OR

Transferability to a four-year higher education institution through current NOVA articulation agreements

www.acps.k12.va.us
## Early College Design Work Team

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<tr>
<th>ACPS</th>
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<tbody>
<tr>
<td>• Dr. Terri H. Mozingo</td>
<td>• Dr. Scott Ralls</td>
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<td>• Dr. Gerald R. Mann, Jr.</td>
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<td>• Peter Balas</td>
<td>• Dr. Steve Ward</td>
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<td>• Jodie Peters</td>
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### Sub-Committees*

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<tr>
<td>• Mission, Vision, Policy, and Process</td>
<td>• Pathways and Curriculum Planning</td>
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<td>• Budget and Staffing</td>
<td>• Partnerships and MOU Agreement</td>
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<td>• Communications and Marketing</td>
<td>• Recruitment and Enrollment</td>
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<td>• Operations and Technology</td>
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*Includes Central Office Departments and School-Based Leaders and Teaching Staff*
Next Steps

February
- Finalize partnership Letter of Intent (LOI)
- Determine Capital Improvement Program (CIP) needs
- Apply ACPS educational specifications and develop design

March
- Draft Memorandum of Understanding (MOU)
- Update school leadership and staff

April
- Develop a communications plan

May
- Finalize high school and college program of study
- Reconvene EC Work Team and Sub-Committees
Questions and Discussion