



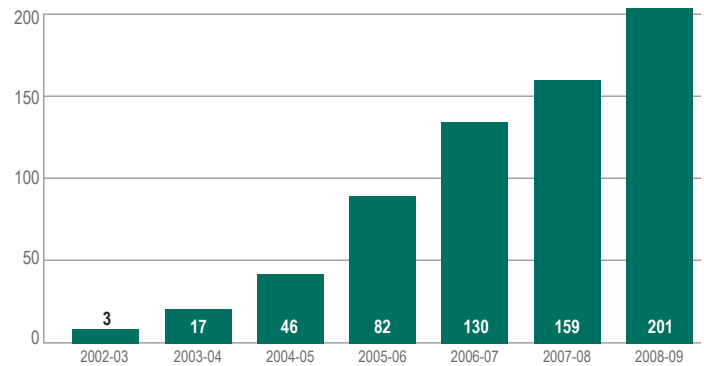
Early College High School Initiative

A Portrait in Numbers

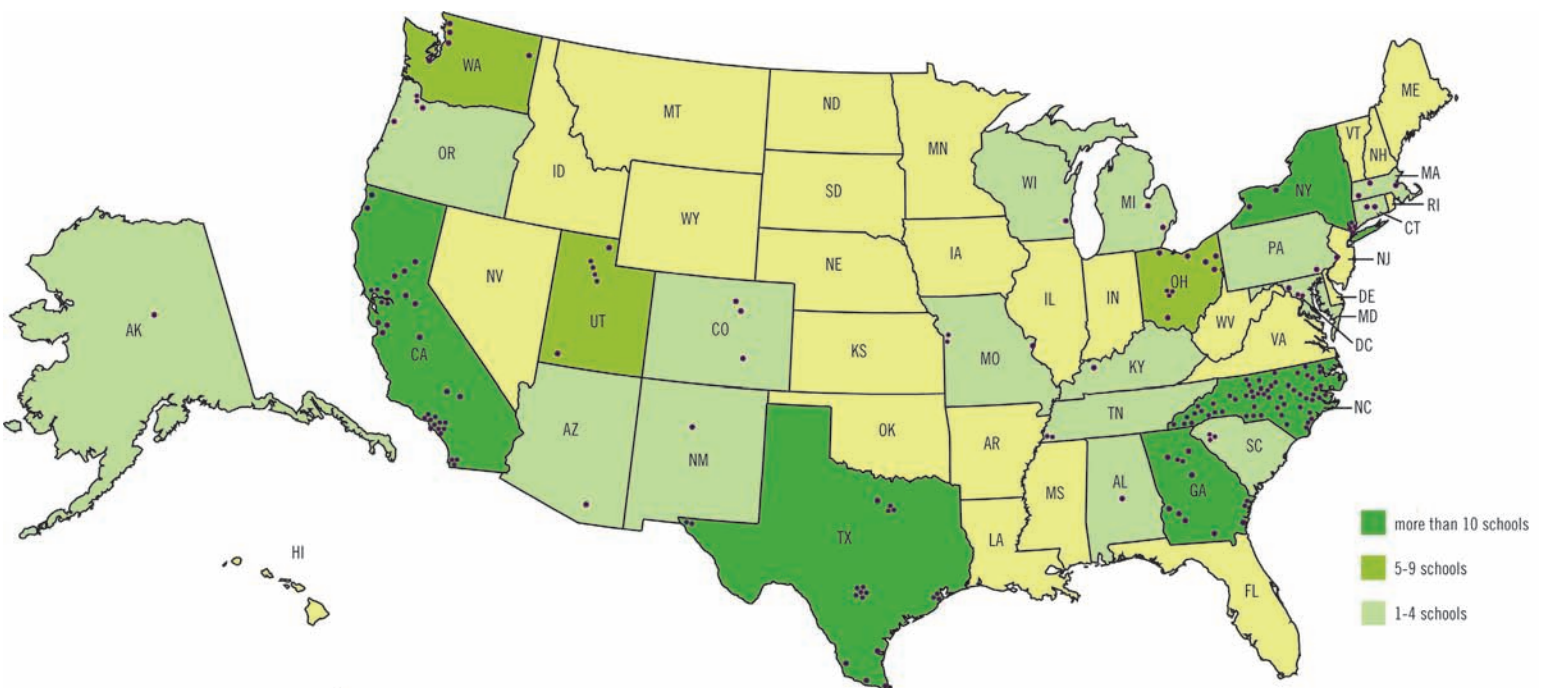
Early college is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college schools blend high school and college in a rigorous, yet supportive 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. Ultimately, approximately 250 early college schools will serve over 100,000 students each year.



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.

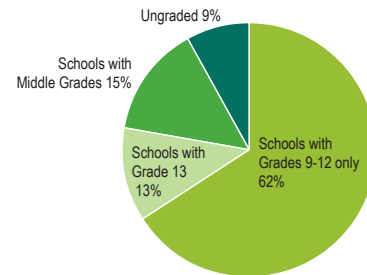
Core Principle 4: Early colleges engage all students in a comprehensive support system that develops academic and social skills, as well as the behaviors and conditions necessary for college completion.

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

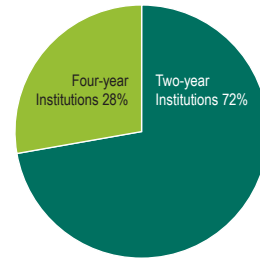
Based on the core principles, each early college develops a unique vision and learning environment to best serve its community's young people.

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.



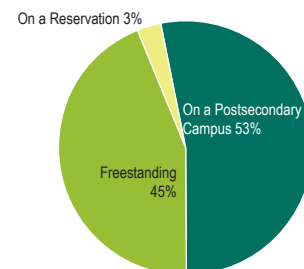
Grade Levels Served

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



Types of Postsecondary Partners

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.



Locations of Schools



Who do early college schools serve?

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

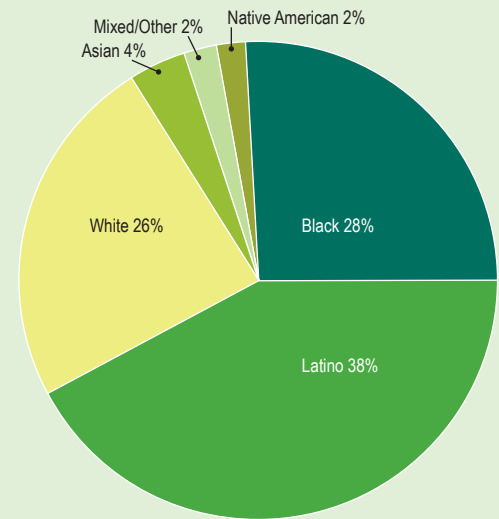
74 percent of early college students are students of color.

56 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 a 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.

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

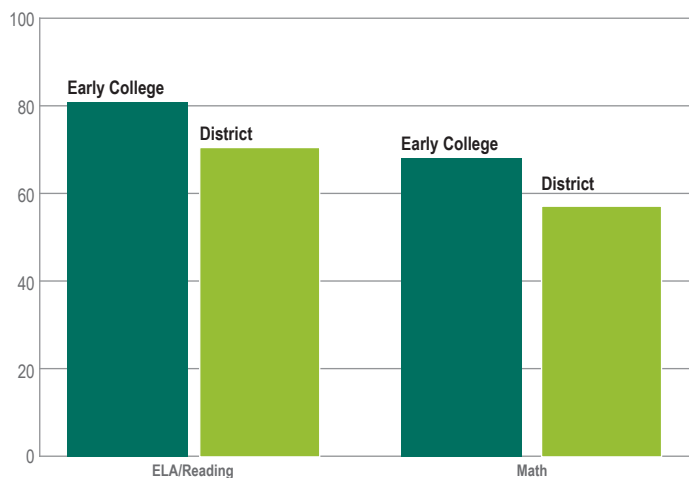


Race and Ethnicity of Early College Students

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:

- Attendance rates for early college students average **over 90 percent**, indicating high levels of student engagement and commitment to the academic program.
- Grade-to-grade promotion rates in early college schools also **exceed 90 percent**.
- Early college students outperform students in their districts on state mandated math and English language arts exams (see graph, below).



Students Scoring Proficient or Above on State ELA/Reading and Math Assessments

Based on the 43 schools for which data were available in the 2005-06 school year.

The First Early College Graduates

The Early College High School Initiative began in the 2002-03 school year. In 2006, the first three schools granted diplomas to 115 students. In 2007, more than 900 students graduated from 18 early college schools.

Of these early college graduates:

- 85 percent earned at least a semester of transferable college credit. 10 percent earned two full years of college credit or an Associate's degree.
- More than 60 percent were accepted to four-year colleges, exceeding national rates for similar populations.
- More than 250 early college graduates have earned merit-based college scholarships. Five have earned the prestigious Gates Millennium Scholarship, awarded to 1,000 high-achieving, low-income students each year.

Colleges accepting early college high school graduates include: *Bryn Mawr College, the City University of New York, Cornell, Dartmouth, Texas A&M, University of California at Berkeley, and University of Dayton.*



How are early college schools supported?

As of the 2007-08 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:** 10 schools
- **City University of New York:** 6 schools
- **Communities Foundation of Texas/Texas High School Project:** 14 schools
- **Foundation for California Community Colleges:** 23 schools
- **Gateway to College National Network:** 17 schools
- **Georgia Board of Regents:** 12 schools
- **KnowledgeWorks Foundation:** 8 schools
- **Middle College National Consortium:** 21 schools
- **National Council of La Raza:** 10 schools
- **North Carolina New Schools Project:** 60 schools
- **SECME, Inc.:** 2 schools
- **Utah Partnership for Education:** 6 schools
- **Woodrow Wilson National Fellowship Foundation:** 12 schools

How do I learn more?

For more information about the Early College High School Initiative and its partner organizations, please visit 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 Public Consulting Group. It provides longitudinal data to support the initiative.

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



Jobs for the Future, an action/research and policy organization that promotes innovation in education and workforce development, is the lead coordinator, manager, and policy advocate for the Early College High School Initiative.

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.



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. The data represent only those schools that had implemented an early college design for at least four years.

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