ACPS-NOVA Partnership:
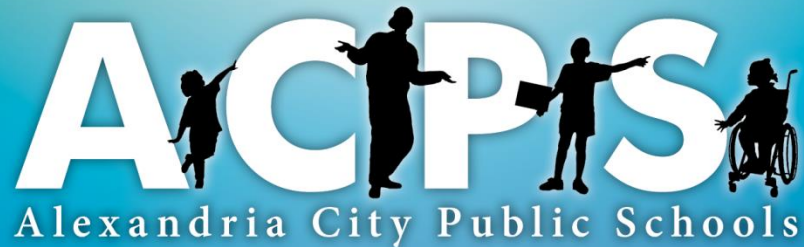# Early College High School Model

School Board Meeting

The Department of Curriculum and Instruction

February 21, 2019

EVERY STUDENT SUCCEEDS

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

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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

*Berger, Andrea (2014) *Early College, Early Success: Results from the Early College High School Initiative (ECHSI) Impact Study*; American Institute for Research, Washington D.C.

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

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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:

Success in 8th Grade Algebra 1 and/or Geometry Course and SOL test

Specified GPA minimum

Two teacher recommendations

Strong sense of maturity, persistence, and determination as evidenced by behavior records and teacher recommendations

Application and interview process

Must have passed NOVA entrance test for ELA (VA Placement Test) prior to starting Fall freshman year

Participation in the Summer Bridge Program (rising 8th and 9th grade)

Parent and student orientation and agreement

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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

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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)

Certification Options: Cyber Security, Network Plus, and Security Plus

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

Early College Design Work Team

ACPS	NOVA
• Dr. Terri H. Mozingo • Dr. Gerald R. Mann, Jr. • Sherri Chapman • Dr. Marcia Jackson • Peter Balas • Jodie Peters	• Dr. Scott Ralls • Dr. Annette Haggray • Dr. Ivy Beringer • Amy Nearman • Dr. Steve Ward
Sub-Committees*	
• Mission, Vision, Policy, and Process • Budget and Staffing • Communications and Marketing • Operations and Technology	• Pathways and Curriculum Planning • Partnerships and MOU Agreement • Recruitment and Enrollment

*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

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Questions and Discussion

Superintendent
Dr. Gregory C. Hutchings, Jr.

School Board
Cindy Anderson, *Chair*
Veronica Nolan, *Vice Chair*

Meagan L. Alderton
Ramee A. Gentry
Jacinta Greene
Margaret Lorber

Michelle Rief
Christopher A. Suarez
Heather Thornton

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