

LEVERAGING POSTSECONDARY PARTNERS TO BUILD A COLLEGE-GOING CULTURE
Tools for High School/Postsecondary Partnerships

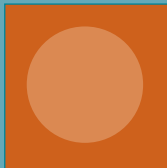


JOBS FOR THE FUTURE

CREATING STRATEGIES
for Educational and Economic Opportunity

By Lili Allen with Lucretia Murphy

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LEVERAGING POSTSECONDARY PARTNERS TO BUILD A COLLEGE-GOING CULTURE Tools for High School/Postsecondary Partnerships

Developed through a grant from the Bill & Melinda Gates Foundation to Jobs for the Future for its partnership with the Boston High School Renewal Initiative.



Jobs for the Future seeks to accelerate the educational and economic advancement of youth and adults struggling in today's economy. JFF partners with leaders in education, business, government, and communities around the nation to: strengthen opportunities for youth to succeed in postsecondary learning and high-skill careers; increase opportunities for low-income individuals to move into family-supporting careers; and meet the growing economic demand for knowledgeable and skilled workers.

About the Authors

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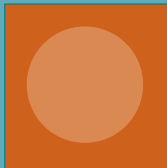


Table of Contents

Introduction

Part 1: Determining the Level of Partnership9

Tool 1: Benefits/Trade-offs of Partnership Arrangements9

Part 2: Blurring the Boundaries Between High School and College15

Tool 2: Broadening College-Connected Activities for All Students15

Tool 3: Creating a Blueprint That Reaches All Students17

Tool 4: Grade-by-Grade Planning20

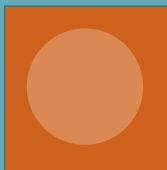
Tool 5: Supporting a Range of Students in Dual Enrollment22

Part 3: Blending High School and College25

Tool 6: Case Study: Georgia College Early College and
Georgia College & State University25

Tool 7: High School/College Course Sequences42

Tool 8: Sample Memorandum of Understanding50



Introduction

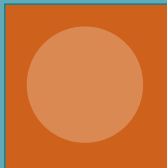
The dramatic shift in the educational demands of the new economy is well understood: a career that garners a family-sustaining wage requires some form of postsecondary education and training. Economist Anthony Carnevale (2007) reports that “the wage advantage of a college degree over a high school diploma has increased from 36 to 76 percent, a cool million dollars over a working life” since the 1970s. Between 1980 and 2002, the percentage of young people saying they intend to go to college doubled from 40 percent to 80 percent, with the greatest growth among low-income students (Roderick 2006).

Across the country, states are responding to these shifts by aligning their high school assessments and course requirements to a college-ready standard. At the same time, however, emerging data indicate that large numbers of students enter high school unprepared for the challenges of secondary education, and that urban districts are posting four-year graduation rates as low as 60 percent (Balfanz 2004). Of the students who do earn a high school diploma, only 45 percent are prepared for college-level work (Goldberger 2007). There is increasing recognition that meeting the challenge of ensuring that high schools prepare all students for college — not just those entering high school prepared for high school-level work — requires a fundamental change in how schools are organized and how, when, and where teaching and learning are accomplished.

In this context, schools and school districts are increasingly looking to revitalize their partnerships with postsecondary institutions to create pathways to postsecondary education and training for all students, not just those who enter high school academically prepared. Rather than target the subset of students who are on track to graduation and college, postsecondary partnerships must be deep and broad enough to affect all students in a school. They must meet the new mandate of preparing every single student for a successful transition to some form of postsecondary learning, whether it’s at a community college, a four-year institution, or a program that yields credentials that have value in the labor market.

About this Toolkit

Jobs for the Future prepared this toolkit for schools seeking to create, broaden, and deepen their postsecondary partnerships for maximum impact on college-going. It is divided into three parts, beginning with an assessment of different levels of secondary/postsecondary partnerships you might aim for, and ending with tools to help you blend high school and college.



Introduction

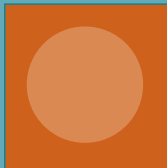
The toolkit draws upon the lessons of three important efforts to create clear, tightly designed pathways from high school to college on behalf of students traditionally underrepresented in higher education:

- *The Early College High School Initiative* is a bold approach to improving success in high school and postsecondary education. Through the Early College High School Initiative, 13 partner organizations are creating or redesigning more than 250 schools that will ultimately serve more than 100,000 students annually. 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.

Early College High School partner organizations are: Board of Regents of the University System of Georgia, Center for Native Education, City University of New York, Communities Foundation of Texas/Texas High School Project, Foundation for California Community Colleges, Gateway to College, KnowledgeWorks Foundation, Middle College National Consortium, National Council of La Raza, North Carolina New Schools Project, SECME, Inc., Utah Partnership Foundation, and Woodrow Wilson National Fellowship Foundation. Jobs for the Future coordinates and supports the partners and the effort as a whole.

- *University Park Campus School* in Worcester, Massachusetts, is a high-performing school for low-income, minority students that leverages a strong partnership with Clark University to outperform similar schools on high school graduation and college entrance rates. The UPCS Institute for Student Success, a partnership of JFF, University Park Campus School, and Clark University, trains school developers, leaders, and teachers to implement the instructional and leadership practices that make UPCS a national model.
- School leaders in Boston, Massachusetts, have undertaken entrepreneurial efforts to leverage partnerships to benefit all students in their schools. The move to small schools in Boston has enabled these leaders to build deep, coherent postsecondary partnerships that reach students at every grade and skill level and build a college-going culture across the schools. While these schools are not full early college high schools, many do blend high school and college to allow early college course-taking among as broad a range of students as possible.

The outcomes of these three efforts justify close attention to their practices. Early College High School graduates, who are overwhelmingly low-income and minority, go on to postsecondary education at dramatically high rates: more than 65 percent of 2007 graduates were accepted to four-year colleges, and many more chose to complete an Associate's degree by spending a fifth year at their early college high school. More than 85 percent graduated with substantial college credit. At UPCS, over 95 percent of graduates have gone on to college. Boston's new small schools outperform the district's large, comprehensive high schools in ninth-grade promotion rates, a key indicator in the success of new small schools.



Notes on the Tools

Part 1: Determining the Level of Partnership

Tool 1: Benefits/Trade-offs of Partnership Arrangements outlines three levels of partnership — from “better signaling,” to “blurring of boundaries,” to “blending” — and walks a team through considering the benefits and trade-offs of varying levels of partner relationships.

Part 2: Blurring the Boundaries

Tool 2: Broadening College-Connected Activities for All Students engages a team in considering the types of students in the school and how to ensure that the partnership is designed so that all students are prepared for college.

Tool 3: Creating a Blueprint That Reaches All Students provides a way to consider how to embed activities throughout the school — in classrooms, advisories, and extended-day — to reach all segments of the population. It also engages your planning team to consider how to leverage your college partnership to implement the activities you’ve identified.

Tool 4: Grade-by-Grade Planning enables teams to plan activities by grade level that will engage all students on a pathway to postsecondary learning.

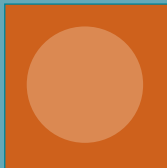
Tool 5: Supporting a Range of Students in Dual Enrollment is for schools that have dual enrollment in place and want to consider ways to make sure it’s accessible to all students, not just those who arrive in their senior year academically prepared for college-level work.

Part 3: Blending High School and College

Tool 6: Case Study of an Early College provides a detailed description of an early college high school that teams can draw on to help infuse college readiness throughout the curriculum and the school’s daily activities.

Tool 7: High School/College Course Sequences offers a curriculum sequence drawn from an early college high school that illustrates how to “blend” high school and college so that the transition is more seamless. It also provides a worksheet for you to work with your college partner to build a curriculum sequence and identify high school courses that might be substituted with college courses.

Tool 8: Sample MOU gives a sample Memorandum of Understanding that you can tailor to use with your partnership, codifying the shared responsibility for student success.



Acknowledgements

We have adapted lessons from the Early College High School Initiative (www.earlycolleges.org) and University Park Campus School (www.upcsinstitute.org) in developing these tools. We also have drawn from the work of high school, postsecondary, and district leaders in the Boston Public Schools and its Office of High School Renewal. Special thanks go to:

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Determining the Level of Partnership

Tool 1: Benefits/Trade-Offs of Partnership Arrangements

Directions

- With your planning team, review Chart 1: *Levels of Partnership*, describing the levels of intensity of partner relationships and key activities associated with each level.
- Then review Chart 2: *Benefits/Trade-offs and Necessary Conditions*, describing the advantages and drawbacks of each approach and the conditions required for each.
- You can then turn to Chart 3: *Assessment of Partnership Activities in Our School* and discuss with your partnership team which category best describes your current partnership and what conditions you have for each level of partnership.
- Finally, use the Summary Questions to summarize what changes you might like to make to your partnership for more impact.



Determining the Level of Partnership

Chart 1: Levels of Partnership

Level 1: Better Signaling Less intensive	Level 2: Blurring of Boundaries Moderate	Level 3: Blending More intensive
<ul style="list-style-type: none"> ■ Mentoring or tutoring from students in postsecondary institutions ■ College visits ■ Information and guidance about post-secondary admission requirements ■ Test prep for college admissions (e.g., SAT) and/or college placement (e.g., ACCUPLACER) 	<ul style="list-style-type: none"> ■ Dual credit agreements for selected students ■ Contracting for college faculty or using adjunct teachers to instruct in “college in the high school” arrangements for selected students/classes ■ Data sharing arrangements to provide feedback to high school about student performance in postsecondary ■ After-school and summer programs on college campus with access to college facilities ■ Administration of early college placement test and early identification of student needs ■ Articulation of technical sequence of high school and postsecondary courses 	<ul style="list-style-type: none"> ■ Jointly operated schools between colleges and high schools that blend high school and college in compressed timeframe; may be campus-based high schools. Key components can include: <ul style="list-style-type: none"> ■ Curricular alignment efforts to enable all students to take coherent curriculum leading to postsecondary degree or credential in accelerated timeframe (e.g., reconciliation of secondary and postsecondary standards, eliminate redundancy) ■ Dual credit agreement for all students ■ Contracting for college faculty or using adjunct teachers to instruct in “college in the high school” arrangements for selected classes ■ Data sharing arrangements to provide feedback to high school about student performance in postsecondary ■ School serves as teacher training ground for schools of education, building teacher pipeline ■ After-school and summer programs on college campus with access to college facilities ■ Team teaching arrangements for dual-credited courses ■ Articulation of technical sequence of high school and postsecondary courses ■ Administration of early college placement test and early identification of student needs



Determining the Level of Partnership

Chart 2: Benefits/Trade-Offs and Necessary Conditions of Each Level

Level of Partnership	Benefits	Trade-Offs	Necessary Conditions
Level 1 Better Signaling	<ul style="list-style-type: none"> Requires little reorganization of school; most activities can be accomplished around the core functions of the high school 	<ul style="list-style-type: none"> Minimum impact on broad range of students 	<ul style="list-style-type: none"> Requires few changes in organization of school or practices of postsecondary institution
Level 2 Blurring of Boundaries	<ul style="list-style-type: none"> Some students have opportunities for more challenging courses that may not be available in high school Some students can benefit from activities on college campus; may have impact on their postsecondary access 	<ul style="list-style-type: none"> Does not necessarily ensure broad range of students participate in college activities 	<ul style="list-style-type: none"> Requires stable staff in high school and post-secondary institution to collaborate to enroll students in dual enrollment, share data, administer college placement tests, etc.
Level 3 Blending	<ul style="list-style-type: none"> Potential for broad impact on wide range of students Most likely to have impact on how teachers teach in high school (i.e., preparation for college) 	<ul style="list-style-type: none"> All activities require significant collaborative planning and ongoing monitoring for continuous improvement. 	<ul style="list-style-type: none"> Requires flexibility over staffing, budget, and curriculum to supplant high school courses with college courses Requires paid staff to plan and monitor collaboration for continuous improvement Requires financing of college courses, textbooks, and fees via dual enrollment legislation and/or other resources.



Determining the Level of Partnership

Chart 3: Assessment of Partnership Activities in Our School

Level of Partnership	Activities <i>Check those currently in place in your school</i>	Conditions <i>What conditions in your school support or could support activities?</i>
Level 1 Better Signaling	<input type="checkbox"/> Mentoring or tutoring from students in postsecondary institutions <input type="checkbox"/> College visits <input type="checkbox"/> Information and guidance about postsecondary admission requirements <input type="checkbox"/> Test prep for college admissions (e.g., SAT) or college placement (e.g., ACCUPLACER)	
Level 2 Blurring of Boundaries	<input type="checkbox"/> Dual credit agreements for selected students <input type="checkbox"/> Contracting for college faculty or using adjunct teachers to instruct in “college in the high school” arrangements for selected students/classes <input type="checkbox"/> Data sharing arrangements to provide feedback to high school about student performance in postsecondary <input type="checkbox"/> After-school and summer programs on college campus with access to college facilities <input type="checkbox"/> Articulation of technical sequence of high school and postsecondary courses <input type="checkbox"/> Administration of early college placement test and early identification of student needs	
Level 3 Blending	<input type="checkbox"/> Curricular alignment to enable all students to have coherent curriculum leading to post-secondary credential in an accelerated time frame <input type="checkbox"/> Dual credit agreements for <u>all</u> students <input type="checkbox"/> Data sharing arrangements and other programming from “blurring of boundaries” above	



Determining the Level of Partnership

Summary Questions:

1. Given your assessment of partnership activities and conditions, which partnership arrangement best describes how you currently operate?

☐ Level 1: Better Signaling

☐ Level 2: Blurring of Boundaries

☐ Level 3: Blending

2. Based on your assessment, which partnership activities would you target as priorities to put in place over the next year? Two years?

Year 1 priorities: _____

Year 2 priorities: _____

3. What conditions would you need in place to achieve these goals (dual enrollment legislation, a committed postsecondary partner, charter-like autonomy, etc.)? How might you achieve these conditions?

Conditions: _____

Strategies to achieve conditions: _____





Blurring the Boundaries Between High School and College

Tool 2: Broadening College-Connected Activities for All Students

Often, schools have college partnership activities that target the highest-performing students, or those who are on track academically but need additional motivation or challenge. This tool is designed to help school leaders and their postsecondary partners consider how existing and potential partnership activities can broaden to reach all students — starting with a consideration of who the students are.

I. Mapping Existing Opportunities: Which Students?

In your teams, review the profiles in Table 1 of three students who represent a range of skills and motivation levels.

Then, turn to Table 2, which outlines a set of activities that high schools and colleges might undertake together. Look at the list of potential activities and, for the ones that you offer, identify which students in your school (Student A, Student B, or Student C) are currently reached by that activity. You can add partnership activities that are not included here. You can then brainstorm with your team how each of your activities might be adapted to target other students, such as those who are less academically advanced. Is there a differentiated approach or are there additional supports that might make it possible to reach additional students? Jot down your ideas in the final column on Table 2. We have included a few ideas in the box on that page.

Finally, turn to Table 3 and follow the instructions to identify how you might implement the strategies you have identified in Table 2.

“A college ready student . . . is able to understand what is expected in a college course, can cope with the content knowledge that is presented, and can take away from the course the key intellectual lessons and dispositions the course was designed to convey and develop. In addition, the student is prepared to get the most out of the college experience by understanding the culture and structure of postsecondary education and the ways of knowing and intellectual norms of this academic and social environment. This student has both the mindset and disposition necessary to enable this to happen.”

Conley, David T. 2007.
Toward a Comprehensive Conception
of College Readiness. Eugene, OR:
Educational Policy
Improvement Center.

Table 1: Profiles of Three Students

■ Student A	Low academic skills, poor attendance; minimum engagement in academics
■ Student B	Comes regularly to school but lacks key academic skills to excel
■ Student C	On-track academically; regular attendance; motivated to achieve



Blurring the Boundaries Between High School and College

Table 2: Identifying Critical Experiences for College-Readiness

Partnership Activity	Which student(s) have access to this activity (Student A, Student B, and/or Student C)? What data are you using to track which students have access?	How might this activity be adapted to target other students beyond those currently served?
■ High-interest, campus-based activities to ignite intellectual interest (such as seminars on topics of interest to youth)		
■ Academic support via tutoring by college students		
■ Mentoring by college students		
■ Academic catch-up or credit recovery via dual enrollment		
■ Administration of college entrance exam to identify skills needed for college readiness, followed by courses that deliver key skills		
■ Dual enrollment in developmental courses		
■ College level coursework		
■ Other		
■ Other		
■ Other		

Sample strategies for adapting activities:

- Make sure tutors are prepared to work with students who need extra help with literacy skills and study habits
- Recruit college faculty who are highly engaging and interested in working with teenagers to teach high-interest seminars; assist faculty to prepare by helping them think through strategies for differentiating instruction
- Organize school-based study groups for students dually enrolled in college courses



Blurring the Boundaries Between High School and College

II. Addressing Barriers to Expand Access

Draw on your strategies to adapt partnership activities for additional students (from column three, above) and consider what barriers you will have to address in order to adapt that activity. Then, identify potential strategies to address that barrier. We have included a sample below.

Table 3: Adapting Critical Experiences for Additional Students

Partnership Activity	How it Might be Adapted	Barriers	Strategies
■ High-interest, campus-based activities to ignite intellectual interest (such as seminars on topics of interest to youth)	■ Work with seminar professor to undertake projects that will engage broad range of students; co-teach with a high school teacher who knows the population	■ Funding for co-teacher from high school	■ Work with college partner to identify funding for co-teacher stipend
■ Academic support via tutoring by college students			
■ Mentoring by college students			
■ Academic catch-up or credit recovery via dual enrollment			
■ Administration of college entrance exam to identify skills needed for college readiness, followed by courses that deliver key skills			
■ Dual enrollment in developmental courses			
■ College level coursework			
■ Other			
■ Other			
■ Other			



Blurring the Boundaries Between High School and College

Tool 3: Creating a Blueprint That Reaches All Students

I. Embedding College Prep Across the School

Directions: Table 1 (below) offers a range of experiences and practices designed to help prepare students to graduate from high school ready for college. They are embedded across school structures and organized around whole school activities, classroom or advisory experiences, individual counseling/guidance opportunities, or extended day.

- As a team/small group, discuss Table 1 and add your ideas under each category.
- Then turn to Table 2 and consider what a college partner could contribute to the experience or activity.

Table 1: Embedding College Prep Across the School

Whole school/culture building activities and rituals	Classroom pedagogy/ curriculum opportunities	Advisory Opportunities	Individual counseling/ guidance opportunities	Summer/extended day opportunities
<ul style="list-style-type: none"> ■ Open use of lunchroom/bookstore for high school students ■ Miscellaneous school activities on college campus (i.e., as part of orientation for incoming ninth graders) ■ Mentor program (college/high school students) with email component; organize mentors to greet students when on campus ■ OTHER: 	<ul style="list-style-type: none"> ■ Projects/assignments that require use of college library ■ College-like seminar for freshmen/sophomores, organized around high-interest essential questions ■ Administration of college placement test to younger students and to faculty; discussion about content of test and results so students understand what they're shooting for ■ Intensive summer writing course for graduating seniors to help them test into college-level courses ■ Dual enrollment opportunities ■ OTHER: 	<ul style="list-style-type: none"> ■ Financial aid research ■ Self-reflection to identify learning goals ■ Goal-setting activities to plot course to graduation and college entry ■ OTHER: 	<ul style="list-style-type: none"> ■ Individualized help with financial aid and college applications ■ Senior involvement in "first year experience" orientation/seminars run by the college partner ■ OTHER: 	<ul style="list-style-type: none"> ■ After-school internships and dual enrollment ■ Support seminar for students enrolled in dual enrollment courses ■ Summer learning experience designed and led by college faculty that is high-interest and hands-on (e.g., urban archeological dig) ■ OTHER:



Blurring the Boundaries Between High School and College

II. Determining What a College Could Contribute

Work in pairs to think of ways that a college could contribute to at least five of the experiences in Table 1. How could a college partner be leveraged to promote this experience for all students or a subgroup of students? Try to include experiences from across the categories.

Table 2: What a College Partner Could Contribute

Experience	What a College Partner Could Contribute
<i>Example: All students in school take college placement test in tenth grade; plan upper level courses accordingly</i>	<i>Example: College administers placement test; offers dual enrollment opportunities for students prepared for college-level work and provide mentors/tutors for students not yet prepared</i>
1.	
2.	
3.	
4.	
5.	
6.	



Blurring the Boundaries Between High School and College

Tool 4: Grade-by-Grade Planning

Directions: Table 1 below offers an example of grade-by-grade experiences for preparing students to graduate from high school ready for college. With your planning team, review the sample activities, and use the space provided to add additional activities from the ones you identified in Tool 3.

Then, use Table 2 below to determine what you already have in place and what you want to put in place grade-by-grade to build a trajectory toward college-readiness from when students enter high school through to graduation, drawing on the examples in Table 1.

Table 1: Embedding College Prep Across the School

Grade	Sample Activities
Pre-Ninth Grade (summer)	<ul style="list-style-type: none"> Summer Academy for entering ninth graders who need additional academic support; postsecondary partner assists with instruction and building understanding of college readiness
Ninth Grade	<ul style="list-style-type: none"> High-interest seminars taught by college faculty After-school tutoring for students needing extra support Campus visits for structured activities High school faculty meet with college faculty to align curriculum Summer: academic course work on college campus, combined with internships Other:
Tenth Grade	<ul style="list-style-type: none"> High-interest seminars taught by college faculty After-school tutoring for students needing extra support Campus visits for structured activities High school faculty meet with college faculty to align curriculum Summer: academic course work on college campus, combined with internships and other academic learning experiences (e.g., archeological dig with college faculty) Other:
Eleventh Grade	<ul style="list-style-type: none"> Dual enrollment opportunities College visits/prep for application process, including opportunities to take college placement tests After-school tutoring for students needing extra support Increased visits to campus for structured activities, such as research projects, exploration of facilities/services, AP labs conducted on college campus High school faculty meet with college faculty to align curriculum Summer: academic course work on college campus tied to specific academic needs (e.g., prep for entry into college-level writing courses), combined with internships Other:
Twelfth Grade	<ul style="list-style-type: none"> Dual enrollment opportunities Weekly opportunities for activities on campus, such as research projects, exploration of facilities/services, AP labs conducted on college campus Support from college partner in completing the college application process (FAFSA support for students/families, taking college placement tests, etc.) High school faculty meet with college faculty to align curriculum Summer: academic course work on college campus tied to specific academic needs (e.g., prep for entry into college-level writing courses), combined with internships Other:



Blurring the Boundaries Between High School and College

Table 2: Grade by Grade Planning: In Our School...

Grade	What College Prep Activity is Already in Place	What College Prep Activity We Might Implement	Next Steps
Pre-Ninth Grade (summer)			
Ninth Grade			
Tenth Grade			
Eleventh Grade			
Twelfth Grade			



Blurring the Boundaries Between High School and College

Tool 5: Supporting a Range of Students in Dual Enrollment

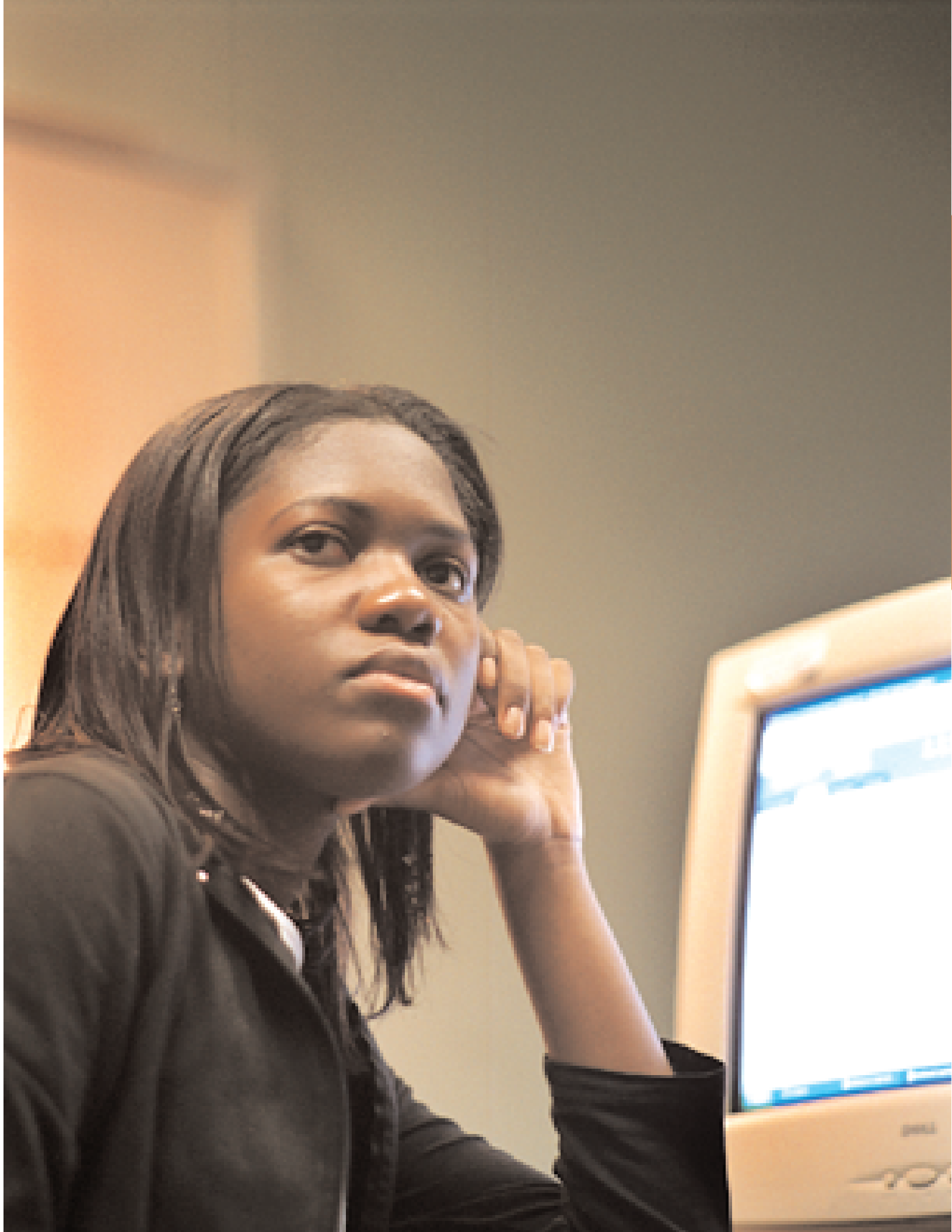
Directions: Review the strategies for supporting high school students dual-enrolled in college courses, and the conditions required for implementation. Then, consider what steps you would have to take to get these conditions. Finally, determine what first steps you would take towards implementation.





Blurring the Boundaries Between High School and College

Strategies	Requires...	How we might obtain conditions	First steps toward implementation
Daily seminar for students in college courses (how to interact with faculty; help with organizing assignments; "how do I learn best"; troubleshooting)	Funding/staff to teach seminar and potentially take college course with students; seminar curriculum		
Stretch a one-semester course to full-year so students are covering the same material over a longer period of time	Curriculum flexibility		
Add an extra hour to course for high school students only, led by college faculty or a graduate student who can help students with questions about the material	Funding for college faculty or graduate student		
Hand-pick courses and/or faculty most amenable to high school students (i.e., those who would enjoy working with younger students)	Staff to collect information on classes (i.e. sit in) and disseminate to students		
Hire a college student who took course previously to run study groups or tutor	Funding for stipend; time in schedule/extended day for study group		
High school/college faculty team-teach course	Stipends for curriculum planning and team teaching		
High school students access the college's support services (e.g., advising or academic support centers)	Financing for time of college support staff		





Blending High School and College

Tool 6: Case Study: Georgia College Early College and Georgia College & State University*

Directions: As you are reading through the case study describing Georgia College Early College (pages 27-41) consider and take notes on the questions in Table 1 below. When you are finished reading, return to these questions and discuss them with your partnership team.

Then, when you have completed your team discussion, turn to Table 2 and consider the implications of the case study and your discussion for your partnership's long-term and short-term goals and which strategies detailed in the case study you might implement in the short and longer terms.

Table 1: Notes and Discussion on Case Study

Questions	Notes on Case Study/ Discussion Among Team Members
■ What specific strategies are in place at Georgia College Early College to convey to students that they are college-bound?	
■ What instructional strategies is the school using to ensure students are prepared for college coursework? ■ Why do you think these strategies were chosen? ■ Do they seem to be the right ones, based on your understanding of what it takes to be college-ready?	
■ How is the partnership between the college, the district, and the community structured?	
■ In what ways is this partnership unusual?	

*Adapted from Newton, Anne. 2008. "Empowering Students: How Georgia College Early College Changes Student Aspirations." Boston: Jobs for the Future



Blending High School and College

Table 2: Goals and Short-Term and Long-Term Strategies

Action	Team Discussion? Decisions?
Long Term and Short Term Goals	
Strategies We Might Implement Immediately	
Strategies to Implement in the Longer Term	



Blending High School and College

Introduction

When you enter Georgia College Early College (GCEC), you can feel the energy within its walls. Housed in the School of Education at Georgia College & State University (GCSU), the school offers hope of a brighter future to its students and their families in this rural community. A strong sense of community, a focus on transferring agency (capability to move between the two cultures of home school and the college), an emphasis on keeping students at the center of decision making, and the continual reminder that college is at the end of the students' journey distinguish this school.

This case study examines the features of Georgia College Early College, including its exemplary partnership with GCSU, that enable it to achieve its mission of college success for all students. The school deliberately recruits students from the community who are performing below grade level (i.e., scoring in the 25th-45th percentile range on the Iowa Test of Basic Skills) and gives them the support they need to excel academically. The college-going culture of the school, the small class sizes, and the adults and college students working with them enable these students to believe in themselves as learners, achieve academically and socially, and raise their aspirations.

The school is the result of a partnership among two school districts (Baldwin and Putnam County Schools), Georgia College & State University, and the Oconee Regional Educational Service Agency (RESA). From the beginning, GCSU President Dorothy Leland has made GCEC a priority. Her leadership has been crucial both in substance and in setting the tone on the college campus. In addition to the support from both districts and the RESA, the University System of Georgia has supported GCEC as a part of the Bill & Melinda Gates Foundation-funded Early College High School Initiative.

Georgia College Early College

2007-08 Grades served: 7-8 (ultimately 7-12)

2007-08 Enrollment: 54 seventh graders, 53 eighth graders

2006-07 Demographics: 67% African-American, 29% Caucasian, 2% Hispanic, 2% Asian/Pacific Islander

2006-07 Low income: 95%; first-generation college-goers: 99%

Criteria for admittance: Score within the 25-45 percentile on the Iowa Test of Basic Skills

Selection: Lottery, with the exception of siblings (six in the incoming class)

2007-08 Staffing: Principal, school administrative manager, six teachers (two for language arts, two for math, and two for science; all teachers teach social studies)



Blending High School and College

Inducting New Students into a College-Going Culture

Sights are set on the end goal from the first day of the incoming seventh graders' Summer Academy at Georgia College Early College on the Georgia College & State University campus. After welcomes from college administrators, the principal, and their teachers, the new GCEC students receive their college IDs and Bobcat T-shirts. The IDs give them access to all facilities on campus (the library, sports facilities and events, computer labs) and provide buying power at the college bookstore or cafeteria if they apply funds.

During the academy, students are placed in groups of 18 with a group leader (early college teacher). They are introduced to early college (its culture, norms, and expectations): tour the college library, bookstore, and the Governor's Mansion; participate in a college-wide scavenger hunt; work on creative writing, reading, and math; receive their summer reading book; and are introduced to literacy circles. They also meet their eighth-grade mentor, who shares what he or she has learned about the school (e.g., the importance of daily attendance and the completion of homework, the expectations for behavior, and the appropriate attire for a college campus).

To encourage written expression and connection to the school over the summer, students are required to write a letter to their group leader before school starts. The group leader, in turn, must respond to the student in writing. Most students write two or three letters before school begins.

The Bobcat T-shirt and the college ID offer the first association with the college for students in the summer. Their participation in the college's First-Year Convocation with GCSU freshmen each fall is their second formal interaction with the college. During the candlelit ceremony on the college's lawn, college freshmen and GCEC students, with families in attendance, receive a pin with their college graduation date on it.

When students enter GCEC in the fall, the principal and teachers place them in a three- or four-person learning community — one that goes with them from class to class, day in and day out. These very small peer learning communities allow students to articulate their learning and pose questions to trusted peers, solve problems, and become familiar with a structure that will help them succeed in high school and college. When needed, teachers and students can initiate changes in groupings.



Blending High School and College

Core Instructional Strategies for College Readiness

GCEC emphasizes cross-curricular and cooperative learning, with teachers focusing on reading, writing, and thinking skills. The small learning communities provide a vehicle for daily collaborative learning in every classroom. Common strategies the teachers use include:

- Reading, writing, speaking, and college-level thinking across the curriculum;
- Integrated lessons (e.g., art and science) in a respiratory unit;
- Book/literacy circles and Socratic dialogues that prompt conversation and dialogue;
- Active learning (e.g., research and creation of projects);
- Authentic tasks (e.g., social studies lessons that involve reading an article on events or issues in *The New York Times*, discussing their themes and how they relate to their lives, and writing a summary);
- A focus on understanding new vocabulary in context;
- Emphasis on habits of mind (e.g., persistence, proofing, and revising);
- Frequent mixing of early college students with undergraduate and graduate college mentors in specific academic areas; and
- Flexible scheduling.

Students' Ownership of Their Own Learning

The school believes that empowering students and giving them a voice is critical to ensuring their success in school, college, and life. The adults put a heavy emphasis on providing opportunities for students to formulate and express their opinions. To celebrate Constitution Week, the legacy class wrote and signed its own constitution for GCEC that identifies the beliefs, values, and rules by which they and future classes will abide.

Students write in a journal every day in English and science and frequently in math, and often assess their own or their peers' work. Questions prompt critical and creative thinking, (e.g., if humans didn't have lungs, how might they breathe? What is the difference between a character the reader knows and another character's perception of that individual?) Together, students and adults build a culture of problem solving and prepare for a seamless transition to college.

Principal as Instructional Leader

GCEC Principal Ms. Tyson is in and out of classrooms three to five times per day, and is constantly asking teachers how they are serving each student and why. School-level decisions are based on what is most powerful for kids. One of the teachers described the school as "a fluid eco-system," one that changes mid-stream if something is not working for students. For example, planned lessons are put aside if an educational opportunity arises at the college (e.g., a chance to hear and question visiting Tibetan monks).



Blending High School and College

Supporting Student Success: Mentoring

Relationships with the principal, teachers, college professors, college students, and community members instill in students the vision of attending and graduating from college. At GCEC, mentoring relationships play a pivotal role in supporting student success and taking the mystique out of college (see Appendix A, page 38).

GCEC's mentoring efforts consist of two types, depending on a student's needs. All students are part of a three- or four-student learning community with a college mentor, who works with them throughout the year. Students needing intensive support receive individual mentoring, as well.

Individual-Intensive. Based on teacher recommendations, writing samples, test scores (ACT Explore in January), and individual assessments by a professor in the Early Childhood and Middle Grades Program in the School of Education, students with intense needs are provided with a mentor from the college or the Oconee Regional Educational Service Agency (RESA) to meet their individual needs. These mentors meet with their students at least one hour per week and, depending on need, may stay with them for more than a year. Respecting everyone's schedule, meeting times are flexible and are determined by the mentor pairs. For Cindy Rutledge at RESA, it means at least one afternoon per week tutoring her student after school, taking her out to eat, and driving her home. For another RESA mentor, it involves working with students who entered GCEC reading at a second-grade level, mentoring them all year, and meeting with them in the summer to review skills and discuss independent reading.

Small-Group. To provide the academic support, socialization, and the vision that one day GCEC students could be college students, Masters of Arts in Teaching students from the college's Early Childhood and Middle Grades Program are paired with a learning community of three or four students from the seventh or eighth grade and meet with them on Fridays throughout the year. They are prepared for this assignment, which is a requirement for the completion of their graduate program, through a summer course conducted by the college professors who co-lead the MAT Program. The seventh grade mentors begin the year by accompanying the students through the first five days of school to acclimate them to the school's culture.

This fall, all incoming seventh-grade students will also be assigned an eighth-grade mentor, who will guide them through their first year at GCEC. In addition, students from the Coverdell Institute's Leadership Community, a two-year residential program focused on leadership and citizenship that integrates academic work with community service, and from GCEC's economics department, are engaged with specific teachers and small groups of students throughout the year.



Blending High School and College

After-School Support

During the school's first year, early college teachers provided tutoring to students after school on Mondays through Thursdays and during a 60-minute block on Fridays. In May 2007, GCSU received a Georgia Department of Education 21st Century Community Learning Center grant through which it will support an academic and enrichment program for students in grades 6-12 at three schools, including GCEC. The grant will support student transportation and after-school pay for teachers to provide academic assistance from 3:30-5:30 p.m., Monday through Thursday. Enrichment activities (self-expression through the arts; science, technology, engineering, and math studies; power group, which includes ropes courses and service learning; job club; and lifetime sports) will be offered from 1:00-5:00 p.m. on Saturdays at the schools and the recreation department.

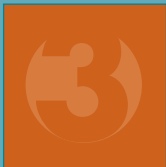
Special Fridays: Becoming Accustomed to College

Although prominent in classrooms every day of the week, the school's emphasis on shifting students' aspirations to college going and completion is most obvious to students on Fridays. This is a day filled with interactions around academics with college students and professors (see seventh-grade student's schedule in Appendix B, page 39). Again, the stress is placed on enabling students to find their own voice, to read, write, think critically, and to become accustomed to college — its faculty, students, and expectations.

They begin their day with *Times Talk*, a social studies class based on articles from *The New York Times*, which is followed by a variety of college-connection courses (see Appendix C, page 40). In each venue, the students are in small groups of five or six, working with a college student or a professor.

Times Talk. For 90 minutes on Friday morning, undergraduate college students in the Coverdell Institute's Leadership Community work with students in *Times Talk*. This is part of the American Democracy Project, sponsored by the American Association of State Colleges and Universities and *The New York Times*. These sessions help early college students to learn more about the United States and the world, to relate what is happening in the country or the world to their lives, to instill in them the importance of newspapers, and to further develop critical thinking skills.

Working under the guidance of Dr. Gregg Kaufman, Director of the Coverdell Institute, each of the 15 *Times Talk* facilitators is assigned to a specific teacher. They select an article from the paper based on a topic being covered in the teacher's classroom or aligned with their students' interests and build a lesson around it, often using ideas and resources on *The New York Times Learning Network* Web site. Working with students in small groups, they focus on defining unknown words or looking them up in the dictionary, connecting the article to the students' lives, and completing an activity (e.g., a video link on the *Times* Web site).



Blending High School and College

College-Connection Activities. After lunch on Friday afternoons, early college students are involved in college-connection activities. Among the offerings are activities focused on economics, creative writing, physical education (fall semester), and art (spring semester). Each one provides a time for undergraduate or graduate college students, professors, or community members to expose small groups of early college students to new academic experiences.

Economics. Among Georgia's end-of-course test results for high school students, the passing rate has been lowest for economics. Moreover, nearly half of the young people in this country don't understand how to save and invest, handle credit cards and bank accounts, or describe the difference between inflation and recession. Based on this information, the college's economics department and its students have focused their early college efforts on personal finance. During 2006-07, seniors majoring in economics worked with small groups of seventh graders under the guidance of an economics professor. For the 2007-08 school year, they have obtained a \$5,000 grant to continue the personal finance course with seventh graders, and to begin a unit on the stock market with eighth graders.

Creative Writing. This year-long program focused on teaching early college students ways to tap their imagination and express themselves in writing; to open up, bond with each other, and create ("to write from the heart"). A graduate student in the creative writing program trains the 12 creative writing majors (juniors and seniors with at least 18 hours in creative writing classes) in classroom management and pedagogy, and circulates from group to group on Friday. Each creative writing major mentors a small group of five or six students on poetry and creative writing. The early college teachers attend these classes, which are located in rooms across the college campus, participate in debriefs convened by the graduate student leader for college mentors after each lesson, and offer guidance to mentors on group dynamics and pedagogy.

The program culminated in two events — the publication of *The Peacock's Feather*, a literary journal patterned after the college's journal, *The Peacock's Feet*, and a community night in which students read their journal pieces to families, friends, and community members. In preparation for community night, the students practiced three or four times in the auditorium with the leader and the journalism professor.

The Peacock's Feather will remain a project for seventh graders. The school's eighth graders will create a book of collected stories about Milledgeville, which will be part of their Georgia history project.



Blending High School and College

Tutoring. Participation in tutoring on Friday can be initiated by a teacher or a student. On any given day, there may be five to twenty-five students being tutored rather than participating in a college connection activity in art or economics.

Physical Education. As a precursor to their student teaching assignment in the spring, physical education majors work with early college students in the fall in the college gym under the guidance of a professor of kinesiology. This provides another exposure to the college for middle school students and assists in fulfilling the state's physical education requirement.

Art. In the spring, ten professors from the college's Art Department helped early college students mount an art show, "A Celebration of Family," which featured students' black-and-white photography. Each early college student was given a camera and asked to carry it home, study their own life, and photograph what represented family to them. The art professors advised them on how to crop and devise appropriate titles for their photographs. A reception open to parents and community members was held on opening night in the college's Mayfair Gallery, and the photographs were reproduced in *The Peacock's Feather*. The project allowed students to view and think about their lives through a different lens, while it provided their teachers with a glimpse into their students' lives outside of school.

Collaboration: The Vital Ingredient that Sustains

From the beginning, collaboration with the community has been critical to the school's success. Linda Irwin-DeVitis, dean of the School of Education, convened a task force of approximately 40 people — including representatives from the college, the districts, and the community — to create a proposal for the school. They worked in small groups to plan curricula, school climate, funding, and staffing.

Currently, an executive committee of 16 decision makers — individuals from the task force — and a subcommittee of its members guide the early college. The subcommittee gathers information, reviews policies, reaches consensus, and presents recommendations to the executive committee. Among the issues that have been resolved through these structures have been the calendar, schedules, discipline codes, and transportation. A subgroup of the executive committee (the two superintendents, the dean of the school of education, and the director of the RESA) has the authority to hire and fire the principal.

An example of this collaborative spirit is evident in the selection of new teachers. The principal of GCEC, the early college teachers, two college professors, and the principal of the middle school in Baldwin County interview prospective teachers and make selection recommendations.



Blending High School and College

What's in it for the college? In collaborating on the development and implementation of GCEC, the college hopes to create a new model of how communities can change students' lives, to show how schools can change communities, and to change the aspirations of a group of students. GCEC also allows university faculty to understand what works and what doesn't in middle school classrooms, to reinforce the need to constantly evaluate and readjust to ensure that students are learning, and to bring that knowledge back into their college classes — especially those for undergraduate education majors.

Each year, some undergraduates from the Early Childhood and Middle Grades Program complete their student teaching at the school (two in 2006-07 and six in 2007-08). Their placement is for a year, with two blocks of teaching (October-December and February-April) and two blocks of college classes (August-September, January). They participate in the summer academy and mentor a seventh-grade small learning community throughout the year.

What's in it for the districts? GCEC provides a professional development site for Baldwin County Public Schools teachers — a place where they can see best practice. Dr. Gene Trammell, Superintendent of the Baldwin County Public Schools says, "The school also offers a smaller, more intimate learning environment that enables some of the district's lowest achievers to succeed academically."

What's in it for parents? From parents' perspective, GCEC is broadening their children's horizons. It instills a college-going mentality and keeps the focus on that goal for all students. The students are blossoming, thinking of themselves as learners, receiving recognition, and looking forward to going to school.

GCEC has also brought parents back to the school. Both nights that showcased students' work were standing-room-only affairs.

What's in it for students? Evidence is beginning to show that students are benefiting from their early college experience. All eighth graders passed the state's language arts criterion-referenced competency tests this spring. As incoming seventh graders, 22 of them had not passed the state's math CRCT. This year, only four of those 22 students did not pass.

Georgia Criterion-Referenced Competency Test (CRCT)	GCEC Sixth Grade Met or Exceeded Standards on CRCT	GCEC Seventh Grade Met or Exceeded Standards on CRCT
	2005-06	2006-07
Reading	91%	96%
Language Arts	98%	100%
Social Studies	96%	93%
Math	40%	89%
Science	45%	62%



Blending High School and College

Students' aspirations have also been increased through the early college experience. In comparing the college-going goals of the GCEC cohort with their counterparts at Oak Hill Middle School, the superintendent found that GCEC students' aspirations were much higher.

What's in it for teachers and college faculty? Opportunities for growth and collaboration abound for GCEC teachers and college faculty. Beginning this year, GCSU will offer graduate courses to GCEC teachers at no cost. Teachers have frequent opportunities to ask questions, to try out ideas, or to discuss future collaborations with college professors who are in and out of their classrooms daily.

All of the teachers have participated in courses at the university this summer. The math and science teachers are part of the Science and Mathematics Alliance for Regional Teachers (SMART) Partnership, a collaboration among six rural districts, RESA, and GCSU. SMART's goal is to increase teachers' pedagogical and content knowledge in mathematics and/or science. Ms. Nix, a math teacher at GCEC, helps facilitate the SMART program. The English teachers attended a creative writing course at the university this summer and jointly worked on curriculum for next year.

Student teachers bring new ideas and enthusiasm into GCEC's classrooms. As a second adult in the classroom, they can explain or delve more deeply into concepts with small groups of students, provide intensive support to individuals, or enable the classroom teacher to work more closely with individuals or groups of students.

The college-connection activities on Fridays provide common planning time for GCEC teachers. Many of their interdisciplinary activities are planned during this time and their hour of common planning time on Monday through Thursday.

Much of the college faculty's involvement in GCEC is voluntary, an in-kind contribution to the school. This year the college released two professors, who are an integral part of GCEC, from one of their semester classes and is funding the replacement cost. The professors will use this time to conduct research with their MAT students, co-develop curriculum, document practice, and provide support to the principal and teachers. A Georgia Board of Regents' policy — *Faculty Work in the Schools* — encourages colleges and universities with teacher preparation programs to advocate for, assess, recognize, and reward practices that engage college faculty with K-12 public schools.



Blending High School and College

Financial Support

The commitment of the public schools and the college to GCEC is tangibly expressed in financial support. Baldwin and Putnam County Public Schools have assumed the costs for teachers, transportation, textbooks, supplies, materials, and food. The cost of educating a student in early college is comparable to that for any middle school student in Baldwin County, \$4,400-4,500 per year. The extra cost is in transporting students from their home school to the early college.

From planning and conducting the college-connections courses and college electives, to documenting the school's and its students' journeys in video, to publishing *The Peacock's Feather*, the college's in-kind contributions to the school are various and difficult to quantify. The easiest to measure are the six classrooms and office space provided in the School of Education.

In the future, Georgia's Accel Program will support the cost of college courses in core subjects for GCEC's juniors and seniors. The program pays for tuition and mandatory fees at public colleges for juniors and seniors and provides students with a book allowance. GCEC and its partners are currently searching for grant funds to cover similar costs for students who will be ready for college coursework in the second semester of tenth grade.





Blending High School and College

Challenges

In the future, the greatest challenge to GCEC and its collaborators will be applying college and community resources to an increasing enrollment at the school. With the addition of a new group of seventh graders, enrollment doubled in the fall of 2007 and resulted in the following adjustments:

- Two graduate assistants will be leading the college-connection course on creative writing. Creative writing undergraduate majors will work with the seventh graders. The project's leaders and the early college teachers have developed a curriculum for eighth graders. Although the creative writing majors and leaders will not see the eighth graders weekly, they hope to have occasional periods with them throughout the school year.
- MAT students will mentor three- or four-person learning communities.
- Every eighth grader is mentoring a seventh grader.

With the belief that mentoring relationships are critical to raising students' aspirations, the school will tap into other sources for mentors in future years (e.g., the college's service learning students, the Georgia Power Company's community mentoring program, and AmeriCorps). As students progress through the grades, the collaborators plan to have older students take on more complex experiences. In 2007-08, eighth graders will be allowed to audit a college economics course taught by the professor who worked with them in seventh grade. To prepare for content on a given day, GCEC students will be assigned a reading and will process it through discussion before participating in that day's class. In later years, the college-connection time on Fridays will be used for service learning placements and internships with help of college and community resources.

Foremost among its current challenges is the need for a new home. GCEC will run out of space in its current site within two years. Several options are being pursued, and the partners appear to be ready to meet this and the above challenges in the collaborative spirit in which the school has been conceived and is being implemented.



Blending High School and College

Appendix A: Changing Aspirations: College Supports for Students

Program Elements	Number	Role	Funding
Graduate Assistants	6	To lead the College-Connections Creative Writing Program (two); to conduct research and document practice at GCEC (four)	Two funded by Arts and Sciences, and four by the School of Education, GCSU
MAT Mentors	36	To mentor early college students, to assist them with their science projects, and to co-conduct research with professors	In-kind contribution of GCSU's School of Education
College Connections: Creative Writing	15: 12 creative writing majors (juniors and seniors); one graduate assistant (2006-07), two graduate assistants (2007-08)	To get early college students to open up, bond, and create compelling poetry and fiction	In-kind contribution of GCSU faculty and students; training for graduate assistants, mentors, and early college teachers by Writers in the Schools, jointly supported by GCEC and GCSU
Times Talk	15 Times Talk facilitators (undergraduate students)	To facilitate learning about concerns and issues of United States and the world, to relate that knowledge to students' lives, and to further develop students' critical thinking skills	In-kind contribution of GCSU's Coverdell Institute, faculty, and students
College Connections: Physical Education	Senior physical education majors	To provide physical education to early college students in the college's facilities	In-kind contribution of GCSU's Department of Kinesiology, faculty, and students



Appendix B: 2006-07 Student Schedule

Monday-Thursday		Friday	
Time Block	Program Elements	Time Block	Subject/College Connections
8:30 - 10:00 a.m.	English Language Arts	8:30 - 10:00 a.m.	Social Studies (Times Talk)
10:00 - 11:30 a.m.	Mathematics	10:00 - 11:00 a.m.	Tutoring or Physical Education in the fall and Art in the spring
11:30 a.m. - 12:05 p.m.	Lunch	11:00 - 11:30 a.m.	Lunch
12:05 - 1:30 p.m.	Science	11:30 a.m. - 2:35 p.m.	College Connections: Creative Writing and Economics
1:30 - 2:45 p.m.	Social Studies		
2:45 - 5:30 p.m.	After-School Tutoring		



Blending High School and College

Appendix C: College Connections: Scaffolding for the Future

Experience	Goal(s)	Description of Support
Summer Academy	To acclimate students to early college; to introduce them to the college; to assess their skills; to work on creative writing, reading, and math; to bond with their classmates	One-week academic and social introduction to early college (will be three weeks long in 2008)
First-Year Convocation	To welcome early college students to the college campus; to begin instilling in them the vision of attending and graduating from college	GCSU's First-Year Convocation is held at the college, and early college students and their families participate. With candles lit, college faculty share their wishes and dreams for college freshmen and the early college students.
College-Connections: Creative Writing	To engage students in real, creative, intellectual work; to encourage early college students to think independently, make connections between the disciplines, and accept responsibility for their own lives; to integrate the college's creative writing students with early college students, facilitating learning on both sides	Once a week, for 90 minutes, juniors and seniors from the MFA Creative Writing Program work with small groups of seventh graders to practice writing poetry and fiction. A book of fiction, poetry, and black-and-white photographs by students resulted from this years' work
College-Connections: Art, Economics, and Physical Education	To engage students in content guided by college students and professors; to increase early college students' comfort in working with college students and professors; to provide a block of common planning time for GCEC's principal and teachers	These are 60-minute blocks of time on Fridays devoted to art, economics, and physical education. Undergraduate students and professors plan and conduct these courses.



LEVERAGING POSTSECONDARY PARTNERS TO BUILD A COLLEGE-GOING CULTURE

Tools for High School/Postsecondary Partnerships

Blending High School and College

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Resources:

Joselow, Beth. 1995. *Writing Without the Muse*. Ashland, OR: Story Line Press.
(Available in small quantities via Amazon or eBay)

New York Times Learning Network

www.nytimes.com/learning

(An on-line current and special event news site for grades 3-12 that is updated weekly)

School Administrative Manager

www.wallacefoundation.org/ELAN/SD/LEAD_JeffersonCounty/default.htm





Blending High School and College

Tool 7: High School/College Course Sequences *

STAR Early College School, which opened in fall 2003, is one of five small public schools on the historic Erasmus Hall Campus in Brooklyn. STAR currently serves 489 students in grades 6-7 and 9-12 and will complete its transition to a grades 6-12 school in fall 2008, when the first group of eighth graders begin classes. More than 80 percent of the school's students are black, primarily of Caribbean descent. About 62 percent are from low-income backgrounds, based on their eligibility for federally subsidized free and reduced-price lunch programs. More than a quarter of the students arrive in sixth grade with reading and math skills that are below proficient, as measured by New York State assessments in fifth grade.

STAR is supported by the Woodrow Wilson National Fellowship Foundation. Its mission is to help students succeed in high school while simultaneously preparing them for the rigors of college. The curriculum focuses on preparing students to pursue careers in science, mathematics, technology, and related health professions. The ultimate goal is for all students to graduate Brooklyn College, which is about a mile away. However students also have the opportunity to accumulate up to 61 transferable credits toward a college degree. STAR provides both the

academic support and the financial assistance to help students succeed. All of the college preparation experiences — as well as the college courses themselves — are tuition free. The academic plan presented here outlines the choices in a typical course of study for a STAR student.

Directions: Review Table I on the next page, which outlines the STAR course of study and indicates which courses earn college credit. Then, complete Table 2 with your own high school course requirements, and consider which courses might be replaced by courses offered by your college partner. Use Table 3 to plan your next steps so that your college partner can offer these courses and your high school can count them as high school credit.

* Adapted from Newton, Anne and Kristen Vogt.

2008. *Ensuring College Success: Scaffolding Experiences for Students and Faculty in an Early College High School*. Boston: Jobs for the Future





Blending High School and College

Table 1: STAR Early College High School Course Sequence

Area of Study	Grade 9		Grade 10		Summer Bridge Courses After Grade 10	High School Credits	College Credits
	1st Semester	2nd Semester	1st Semester	2nd Semester			
Support Seminar	Advisory & Early College Seminar	Advisory & Early College Seminar	Advisory & Early College Seminar	Advisory & Early College Seminar			
Arts	Art Tech [1]						
Biology/Living Environment	Biology I/ Living Environment [1]	Biology II/ Living Environment [1]			Laboratory Methods (1)	2	1
Chemistry			Chemistry 1	Chemistry 2 [2]	Bridge to Chemistry (1)	2	2
ELA-English	English I [1]	English II [1]	English III [1]	English IV [1]	Writing Essay (1)	4	1
Foreign Languages	Spanish I [1]	Spanish II [1]	Spanish III [1]	Spanish IV [1]		4	
Health & Physical Education	Physical Education [1]	Physical Education [1]	Physical Education [1]	Physical Education [1]		4	
Mathematics	Math A—Algebra I [1]	Math A—Algebra II [1]	Math A—Algebra III [1]	Math B—Accelerated [1]		4	
Social Studies	Global History I [1]	Global History II [1]	Global History III [1]	Global History IV [1]		4	
Subtotal Credits in Grades 9 and 10						25	3

KEY:

Courses offered by the college are in **bold**.

Dual enrollment courses, which count for both high school and college credit and are offered every semester, are **shaded**.

High school credits received upon successful completion of course are in brackets [3]; college credits obtained are in parentheses (3).



Blending High School and College

Table 1: cont. STAR Early College High School Course Sequence

Area of Study	Grade 11		Grade 12		High School Credits	College Credits
	1st Semester	2nd Semester	1st Semester	2nd Semester		
Support Seminar	College Preparatory Seminar	College Preparatory Seminar	College Preparatory Seminar	College Preparatory Seminar		
Biology/Living Environment				Biology 3: General Biology (4.5)		4.5
Chemistry	Chemistry 1.1: General Chemistry 1A (2)	Chemistry 1.2: General Chemistry 1A (3.5)				5.5
Computer Science			CIS 1.51: Introduction to Computing (2)	CIS 1.52: Introduction to Computing (2)		4
Economics				Economics [1]	1	
ELA-English	English V [1] and English 1: English Composition (3)	English VI [1] and English 2: Expository Writing (3)	English VI: Literature and Cultural Diversity (3) [1]		3	9
Foreign Languages	Spanish V or Modern Languages 1.1 (1.5) [1]	Spanish VI or Modern Languages 1.12 (1.5) [1]	Modern Languages 2.1 1.5 [1]	Modern Languages 2.12 1.5 [1]	4	6



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Table 1: cont. STAR Early College High School Course Sequence

Area of Study	Grade 11		Grade 12		High School Credits	College Credits
	1st Semester	2nd Semester	1st Semester	2nd Semester		
Health and Physical Education			Health & Nutrition 6.1: Personal and Community Health (3) [1]		1	3
History	U.S. History [1]	U.S. History [1]		Core 2.2: Shaping of the Modern World (3)	2	3
Humanities	Classics 0.11: Greek and Latin Elements in English (3) OR Core 1.3: Music: Its Language, History and Culture (3):					3
Mathematics	Math B [1]	Math B [1]	Math 3.11 Thinking Mathematically (3) OR Math 2.91: Pre-Calculus (1.5) OR Math 3.3: Calculus (3)	Math 2.92: Pre-Calculus (1.5)	2	3
Physics	Physics [1]	Physics [1]		Physics 1: General Physics 1 (5)	2	5
Social Studies	Anthropology 1 or 2.2 (3) OR Political Science 1.51 (3) [1]		Waiver Course Elective (3)		1	6
Elective: Humanities			Core 1.2: Introduction to Art (3) [1]		1	3
Elective: Science	Core 3.32: Geology: The Science of Our World (3) [1]				1	3
Subtotal Credits in Grades 11 and 12					19	58
TOTAL CREDITS					44	68



LEVERAGING POSTSECONDARY PARTNERS TO BUILD A COLLEGE-GOING CULTURE

Tools for High School/Postsecondary Partnerships

Blending High School and College

Table 2: Planning a High School-to-College Course Sequence

Area of Study	Grade 9		Grade 10		Summer Bridge Courses After Grade 10	High School Credits	College Credits
	1st Semester	2nd Semester	1st Semester	2nd Semester			
Support Seminar							
Arts							
Biology/Living Environment							
Chemistry							
ELA-English							
Foreign Languages							
Health & Physical Education							
Mathematics							
Social Studies/Humanities							
Subtotal Credits in Grades 9 and 10							



Table 2: cont. Planning a High School-to-College Course Sequence

Area of Study	Grade 11		Summer After Grade 11	Grade 12		High School Credits	College Credits
	1st Semester	2nd Semester		1st Semester	2nd Semester		
Support Seminar							
Biology/Living Environment							
Chemistry							
Computer Science							
Economics							
ELA-English							
Foreign Languages							
Health & Physical Education							
History							
Humanities							
Mathematics							
Physics							
Social Studies/Humanities							
Subtotal Credits in Grades 11 and 12							
TOTAL CREDITS							



Table 3: Next Steps for a High School-to-College Course Sequence

Courses to be Offered by College Partner for Concurrent Enrollment (from tables on previous pages)	Next Steps for College Partner	Next Steps for High School



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Tools for High School/Postsecondary Partnerships

Blending High School and College



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Tool 8: Sample MOU*

The Memorandum of Understanding spells out the terms of agreements between institutions, including schools, school districts, and institutions of higher education. Many misunderstandings can be avoided if parties are clear about issues such as financing, space utilization, how credits will be awarded, prerequisites for taking college classes, and access to college/university facilities.

While these samples were developed for the Early College High School Initiative, the MOUs can be useful for those not implementing a full early college but seeking to formalize an intensive partnership with a postsecondary institution.

This tool includes:

- The **Memorandum of Understanding: Early College High School** outlines the terms for a dual enrollment/dual credit program involving a school district and university or college. Included are expectations for governance, how credit will be assigned for college work, who will teach courses, where courses will be taught, tuition, fees and books, and liability.
- The **Course Articulation Agreement** includes procedures used to determine when a course may be counted for dual credit.
- The **Memorandum of Understanding: Use of Facilities** details an agreement for how two or more schools will share space within the same building.

Directions: Review the sample MOUs with your partnership team. You can then draw upon them to develop an agreement specific to the needs of your partnership.



* The sample MOU is drawn from lessons learned and agreements in place between district office and/or individual high schools and their college and university partners, including: the Boyce Campus Middle College High School Collaborative Agreement of the Middle College National Consortium, the Small Schools Office of the Chicago Public Schools, the South Texas Community College Concurrent Enrollment: Academic Dual Credit Agreement, and University of California Dual Admissions Proposal



SAMPLE MEMORANDUM OF UNDERSTANDING

Early College High School

_____ (herein called the “University”/“College”) and _____
(herein called the “School District”) enter the following contract and for the terms of which WITNESS THE FOLLOWING:

WHEREAS the parties to this Memorandum of Understanding desire to establish an Early College High School, serving grades _____, and provide Concurrent Enrollment for Academic Dual Credit University/College courses for high school students for whom a smooth transition into postsecondary education is now problematic, including low-income students, students who are highly motivated but have not received the academic preparation necessary to meet high school standards, students who are English language learners, students whose family obligations keep them at home, and students for whom the cost of college is prohibitive; and

WHEREAS Early College High Schools are small schools with enrollments of 500 or fewer students who earn both a high school diploma and one to two years of college credit toward a Bachelor's degree; and

WHEREAS Early College High Schools prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work, improve academic performance and self-concept, and increase high school and college/university completion rates;

NOW THEREFORE, the parties to this Memorandum of Understanding mutually agree as follows:

1. **GOVERNANCE:** The Early College High School established under this agreement will be governed by the School District and subject to district, state, and federal policies and requirements. The chief administrative officer of the Early College High School will report to the School District Superintendent. An advisory committee comprising representatives of the University/College and School District will meet monthly to evaluate instructional and programmatic activities, identify problems, issues, and challenges that arise, and make recommendations regarding more effective coordination and collaboration.
2. **PROVISION OF COURSES:** The University/College will give credit for courses for which Course Articulation Agreements have been approved, and such courses shall have been evaluated and approved through the official University/College curriculum approval process, and shall be at a higher level than taught by the high school.
3. **COURSE COMPLIANCE:** The University/College is responsible for involving full-time faculty teaching in the discipline in overseeing University/College course selection and implementation in the high schools to ensure that course goals and standards are understood, that course guidelines are followed, and that the same standards of expectation and assessment are applied in all venues where the University/College offers courses. The University/College will designate staff personnel to monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the University/College, and the School District.



SAMPLE MEMORANDUM OF UNDERSTANDING

Early College High School

4. **INSTRUCTORS:** All instructors must meet the University's academic requirements. Instructors provided by the School District will be designated as University/College Adjunct faculty. The University/College will provide an instructor for the Academic Dual Credit course conducted on the University/College campus, and the School district will provide an instructor for the Academic Dual Credit course conducted in the high school. The University/College will pay the salary of instructors who teach a campus course. The School District will pay the salary of instructors who teach in the high school.
5. **FACILITIES:** Courses will be conducted at facilities provided by the School District and at the campus of the University/College. High school students and high school instructors will have access to all available instructional and non-instructional resources available on the campus of the University/College. Students and instructors will receive a campus identification card.
6. **TUITION AND FEES:** The School District will be responsible for arranging payment of tuition, but students will be exempt from additional mandatory fees. The University based on the Course Articulation Agreement will invoice the School District.
7. **BOOKS AND SUPPLEMENTAL MATERIALS:** University/College-approved textbooks, syllabi, and course outlines applicable to the courses when taught at the University/College campus or other instructional venues shall apply to the courses, and all students in the courses, when offered under the provisions of this agreement. All textbooks and supplemental materials required for classes, as determined by the Course Articulation Agreement, will be the responsibility of the School District. University/College-approved textbooks purchased by the school district may be used for at least _____ years from the date of purchase.
8. **ENROLLMENT:** Upon mutual agreement, the University/College will assist with enrollment at the School District one (1) time per semester for all students who are qualified and wish to enroll in academic dual credit courses.
9. **INSTRUCTIONAL CALENDAR:** For University/College credit courses taken for credit in the high school, the instructional calendar to be used is that of the participating School District. For University/College courses taken for credit on the University/College campus, the University/College instructional calendar is to be used.
10. **CONDUCT:** Early College High School students are required to adhere to University/College regulations regarding facilities and equipment usage, and University/College and School District codes of conduct, subject to appropriate action taken by the School District and University/College.
11. **SAFETY:** If any high school student, instructor, or administrator should experience an accident or sudden illness while on the premises of the University/College, the response to such incidents will be based upon operating University/College regulations, guidelines, and procedures.



SAMPLE MEMORANDUM OF UNDERSTANDING

Early College High School

12. **INDEMNIFICATION OF UNIVERSITY/COLLEGE:** To the extent authorized by law, in consideration of the performance by both parties of this agreement, each party does hereby agree to indemnify and hold harmless all agents, servants, and employees of the other party from and against any and all claims, debts, from either (1) claimed or actual defects in premises owned or controlled by the other party and used in the performance of this agreement; (2) any acts or omissions of the other party, its agents, servants, or employees, in the performance of this MOU or (3) any acts or omissions of the School District, its agents, servants, or employees in the performance of this MOU.
13. **RENEWAL AND TERMINATION OF AGREEMENT:** This MOU may be amended by mutual written agreement of both parties. The MOU will be enforced for one (1) year following signing and is renewable based on the consent of the signatory parties. The University/College and School District reserve the right to terminate this MOU upon service of written notice to the other party 90 days prior to the date of termination. In this event, the date of termination will be the day after the end of the semester during which the 90-day period expires.

IN WITNESS THEREOF, the parties have duly approved THIS AGREEMENT,

EXECUTED IN TWO original counterparts on this _____ date of _____.

UNIVERSITY

By: _____

University President

SCHOOL DISTRICT

By: _____

School District Superintendent



Blending High School and College

SAMPLE COURSE ARTICULATION AGREEMENT ACADEMIC DUAL CREDIT COURSE ARTICULATION AGREEMENT

In compliance with THE STATE BOARD OF EDUCATION RULES FOR CURRICULUM, Chapter _____, Section _____, High School Credit for University Courses, (page ____). We have acted as examiners for _____ **School District** and _____ **University** in the matter of University/College course: _____ and Academic Dual Credit high school course _____.

I. We have analyzed the University syllabus and compared it to the (STATE ASSESSMENT) for the high school course. The course for which Academic Dual Credit is to be awarded will provide academic instruction equivalent to the University course and beyond or in greater depth than the (STATE ASSESSMENT). A copy of the Academic Dual Credit course syllabus attached.

II. We have examined the textbook for their Academic Dual Credit course and have determined that the following text(s) will be used for the course: _____.

III. In compliance with the state-mandated (STATE ASSESSMENT) laws, students must meet the eligibility criteria and demonstrate certain academic prerequisites at the time of enrollment into the course. We have received the University's academic prerequisites for this Academic Dual Credit course, and certify that they have been met.

IV. We have verified that the University is currently accredited by the (ACCREDITATION BODY) as required, and meets (ACCREDITATION BODY) requirements to offer Academic Dual Credit courses to high school students.

THEREFORE, this Academic Dual Credit course may be taken by the high school students who meet eligibility criteria established by the University as stated in Section ____ for credit towards high school graduation and as delineated in the Memorandum of Understanding.

_____/_____/_____/_____
School District Examiner Date University Examiner Date

The cooperating School District hereby agrees to arrange payment of tuition, fees, and/or other charges for the students enrolled by the district for the _____ semester in the University course: _____.

The University will invoice the school district after the twentieth class day during fall and spring semesters and after the seventh class day during summer semesters for each student appearing on the roster.

Approvals: _____

_____/_____/_____/_____
School District Administrator Date University Chief Academic Officer Date

Billing Address: _____



Sample Memorandum of Understanding: Use of Facilities (Adapted from Small Schools Office, Chicago Public Schools)

PART ONE: PHYSICAL SPACE

I. CLASSROOMS

A. _____ will be housed in the following classrooms:

B. _____ will be housed in the following classrooms:

C. _____ will be housed in the following classrooms:

II. COMMON AREAS

A. The school will have use of the following common areas: the cafeteria; the gymnasium; the library; the auditorium; the playground; and _____ as noted below.

B. The parties will adjust the schedule for the specific use of these common areas during regular meetings, and as needed, by agreed upon procedures: _____

C. A central schedule detailing the specific use of the common areas for each month will be agreed to and posted at a _____ by the first school day of the month.

D. OTHER _____

E. GYM _____

F. CAFETERIA _____

G. LIBRARY _____

H. AUDITORIUM _____



Blending High School and College

Sample Memorandum of Understanding: Use of Facilities (continued)

II. COMMON AREAS CONT.

I. PLAYGROUND

J. OTHER COMMON SPACES

III. ENTRANCES AND EXITS

- A. _____ students will enter and exit from _____
- B. _____ students will enter and exit from _____
- C. _____ students will enter and exit from _____

IV. OFFICE SPACE

- A. _____ will use office _____
- B. _____ will use office _____
- C. _____ will use office _____

V. TEACHERS' WORK AREA

- A. _____ will use room _____ as a teachers' work area.
- B. _____ will use room _____ as a teachers' work area.

VI. ADDITIONAL ITEMS



Blending High School and College

Sample Memorandum of Understanding: Use of Facilities (continued)

PART TWO: RESPONSIBILITY FOR OPERATIONAL ISSUES

I. PHYSICAL PLANT:

- A. _____ will open the building each weekday morning.
- B. _____ will close the building each weekday evening.
- C. _____ will be in charge of turning on and off the lights.
- D. _____ will be in charge of the HVAC system.
- E. Other: _____

II. ENGINEER AND STAFF:

- A. _____ will monitor and communicate with the engineer and staff.
- B. Other: _____

III. CUSTODIAL STAFF:

IV. SECURITY

- A. _____ will have the security codes to the electronic security system and will disengage the system each morning and set the system each night.
- B. Security staff will be hired and supervised by _____.
- C. If any of the above individuals are absent or not available on a particular day, _____ will be responsible for that function.

V. Other:

SIGNATURES

DATED:



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