

ACTION AREA 1

Precollege Interventions To Help Students Speed Up and Catch Up⁴

A key element to improving student success and decreasing remediation rates is making the most of all four years students spend in high school — particularly the senior year. When students are already accepted to college or think the door is already shut for them, “senioritis” sinks in as opportunities for growth slip by. What can be done to accelerate those students who are ready for college-level coursework, and how can we bring developmental strategies and content into high schools so that students who need more support get it before they graduate?

While most states now administer college- and career-ready assessments in high school, very few have used the results to trigger supports, interventions, and acceleration strategies before students graduate. Because the assessments are generally administered in 11th grade, the information they reveal about students’ knowledge and skills provides an opportunity for community colleges to work with high schools to make the most of 12th grade.

As the following examples show, community colleges and high schools that have stepped up their partnerships are changing the senior year by:

- ◆ Providing students who have mastered the content required for college and career readiness the opportunity to *speed up* by earning college credit before they leave high school; and
- ◆ Providing students who need to *catch up* the chance to fill gaps in their learning in 12th grade so they are ready for credit-bearing college courses, ultimately eliminating the need for remediation and improving the chance that they will go on to earn a certificate or degree.

Precollege interventions come in a variety of formats and levels of intensity and may be offered in one- or two-semester courses or as standalone modular units. The instruction may be delivered in person, online, or as a hybrid.

One of the important changes in dual and concurrent enrollment programs to watch in the future is how states are moving from enrollment in courses to enrollment in programs, which provide pathways that connect to program pathways in community colleges. In addition, community colleges and high schools are working together to enrich dual and concurrent enrollment by ensuring that high school students have early career exploration and counseling as well as college success courses and support for completing financial aid applications, among other resources, while still in high school.

PROMISING PRACTICES



CHATTANOOGA STATE COMMUNITY COLLEGE Providing Remedial Education in High School

In 2011, Chattanooga State Community College launched the Tennessee SAILS (Seamless Alignment and Integrated Learning Support) program to deliver remedial mathematics courses to seniors in high school who need to *catch up* to be ready for college-level math. The goal is to partner with high schools to get more students college ready before they graduate, which could reduce the need for remediation in the community college.

Students who participate in SAILS receive the Learning Support Math curriculum, designed and endorsed by community colleges, which means upon their successful completion, students may enter directly into credit-bearing coursework when they enroll in the community college. The program relies on ACT scores from 11th grade to determine whether students need the additional supports. A score of less than 19 triggers the intervention. As the state moves to a new high school assessment system, which has been endorsed by the higher education system as adequately measuring college readiness, those tests may be used for this purpose.

The SAILS model uses a hybrid format of blended learning so students work online but have a teacher on hand for guidance and individual support when they encounter difficulty. Software is used to provide

continuous assessment and instant feedback, allowing teachers to focus on individual student needs. By incorporating a diagnostic assessment into the program, students receive an individualized program of study, which allows them to concentrate on filling gaps in their learning needed for college readiness.

SAILS is part of the governor's Drive to 55 initiative, which seeks to get 55 percent of Tennesseans equipped with a college degree or certificate by 2025.

Launched in 2011 with one area high school, the Chattanooga State Community College model was so successful that the state has committed to its expansion. Participation is expected to increase to more than 17,000 students in 239 high schools across the state in 2015–16. And with a 91 percent success rate, the Tennessee State Assembly has budgeted \$2.5 million in recurring funding from the state's dual enrollment funds for the project.

The successful launch and quick ramp-up of the program were possible because the state was able to make the case for the program by demonstrating the significant cost of remedial education for both individuals and the state. The state also partnered with the business community to highlight workforce demands and the essential role of community colleges in better preparing students for postsecondary education.

FIND OUT MORE

www.chattanoogastate.edu/sails

SAILS Students Are On Track for College Success

91% of high school seniors who complete the program



Are ready to take college-level math without having to retake the ACT or COMPASS test

Avoid the financial and time burdens of math remediation in college



GREATLY increasing their chances of earning a degree and graduating on time



EL PASO COMMUNITY COLLEGE Enabling Students To Earn College Degrees While in High School

For students who are ready to *speed up* beginning in the freshman year and take on the challenge of college-level coursework, El Paso Community College's Early College High Schools (ECHS) are showing how it can be done successfully. Ten years ago Texas' El Paso Community College (EPCC) began partnering with local schools to improve students' access to college-level coursework while in high school as part of a broader strategy to improve college access and success. Through the ECHS program students are able to obtain a high school diploma and an associate degree (60 fully transferable college credit hours in a variety of fields) in the years they would have spent earning just a high school diploma.

EPCC relies on marketing and outreach to raise awareness among those students who need the program most. The program is designed for first-generation college-going students who are economically disadvantaged. While more than 10 years ago the first ECHS struggled to fill 125 spots, the schools now have more applicants than they can accommodate and employ various selection processes, from lotteries to rubrics, while maintaining the original design of targeting first-generation, economically disadvantaged students.

EPCC's early college programs are taking big strides in addressing the achievement gap that exists for low-income and minority students. In fact the schools enroll more than 80 percent first-generation students, and 87 percent are economically disadvantaged. Aligned expectations and strong collaboration between the community college and high schools are one key factor.

Another is ensuring that students do not carry the cost of the program: EPCC waives tuition and fees, and instructional materials are provided by the district. Especially for first-generation students, the confidence and motivation that this program provides students are unmistakable. And since students take college courses both in their high school classroom and on the college campus, the exposure to campus alone can address some of the barriers these students so often confront.

The ECHS program now serves thousands of students at eight high schools with two more locations opening by 2017. Achieving this success required a major culture shift. EPCC was able to build a coalition of the willing and foster K-12 and higher education partnerships by empowering the Early College High School Leadership Council. This joint leadership team, which includes K-12 school and district leaders as well as postsecondary leaders, provides a forum to discuss topics and issues of common interest and concern across all El Paso area ECHS schools. Additionally, the Council facilitates the coordination of activities and events (such as joint professional development) across the schools.

More than 1,550 students have received their associate degrees at the same time as their high school diploma. Without this program, these students may never have entered or successfully completed an associate degree in a traditional track.

FIND OUT MORE

www.epcc.edu/earlycollegehighschool/Pages/default.aspx

www.epcc.edu/dualcredit/Pages/FAQs.aspx

El Paso Early College High Schools Help Students Succeed

More than 1,550 students have received their associate degrees at the same time as their high school diploma through the ECHS program.

Early College Campus	Current Enrollment	Total Associate Degrees Awarded
Burges Early College High School	222	2nd year of operation
Clint Early College High School	360	37
Cotton Valley Early College High School	242	62
Mission Early College High School	464	684
Northwest Early College High School	282	165
Socorro Early College High School	121	1st year of operation
Transmountain Early College High School	463	264
Valle Verde Early College High School	407	339





ELGIN COMMUNITY COLLEGE Aligning the 12th and 13th Grades

Since 2004, Elgin Community College (ECC) has been a leader in Illinois around creating partnerships with local high schools to deliver bridge courses and create curricular alignment between the 12th and 13th grades to improve students' readiness before they enter community college. The Alliance for College Readiness, a collaborative partnership between ECC and the public school districts in Community College District 509, ensures that all young people are ready for college-level courses and can experience success after high school.

The Alliance's goals are mutually beneficial and student centered. It seeks to increase academic success, improve college readiness, and increase districts' college-going rates. Members of the Alliance work in faculty and staff teams to establish a common understanding of college and career readiness; better align curriculum and instruction; and foster effective communication systems among students, educators, and parents. The Alliance developed a 12th grade math course to help students who were not college ready based on their ACT subscores. Twelve high school and college faculty members developed the course and made sure it aligned with the Common Core State Standards and college entrance standards.

Another successful program, the P-20 Academy, brought together high school and community college faculty to develop a three-week summer bridge course, a refresher boot camp that focuses on the mathematics, writing, and reading skills students need based on their 11th grade ACT scores or ECC placement scores. The course is co-taught by high school and ECC faculty members in small sections leading to greater integration of the high school standards with the expectations of first-year, credit-bearing coursework.

The culture of collaboration built by ECC and its 18 high school partners will be leveraged in a number of ways in the coming year. In particular, they will consider how to best use the statewide community college placement policy that was adopted in January 2015, which allows scores on the Partnership for Assessment of Readiness for College and Careers (PARCC) test to be used as indicators of college readiness. (See pages 12-13 for more information on this policy.)

FIND OUT MORE

<http://elgin.edu/community.aspx?id=3912>

<https://faculty.elgin.edu/dkernler/handbook/a/bridge.html>

Summer Bridge Course Leads to Credit-Bearing Course Placement

Of the 220 students who participated:

72%
placed into credit-bearing courses

