

Site Profiles



Accelerating Student Success



U.S. Department
of Education

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OVERVIEW OF SITE PROFILES

The U.S. Department of Education is undertaking a study of credit-based transition programs called *Accelerating Student Success*. The research study is being conducted in partnership with the Community College Research Center, Teachers College, Columbia University (CCRC); and DTI Associates, Inc.

The purpose of the study is to investigate how credit-based transition programs (CPTP) can facilitate the transition of middle- to low-achieving students from secondary to postsecondary education. Historically, credit-based efforts target high-achieving students, yet many at the policy and practitioner level want to expand these options to a broader range of students. By examining those programs that are serving students with lower levels of initial academic preparation, this study seeks to identify the academic and social factors that support the transition to postsecondary education of these students.

Credit-based transition programs provide the academic preparation needed to transition to postsecondary by allowing high school students to take college-level classes and earn college credits within environments that provide the supports, both academic and social, to succeed. There are many types of programs each with different programmatic arrangements, focus areas, and target populations. The vast majority of programs can be classified as Tech Prep, state or institutionally sponsored dual/concurrent enrollment, Advanced Placement, International Baccalaureate (IB) and middle college high schools.

One of the primary components of this study is to conduct five in-depth case studies of the partnerships between the secondary and postsecondary institutions that manage these programs. Data for the case studies are being collected through two-rounds of field visits to each of the partnerships and includes interviews, classroom and activity observations, and document analysis. Ultimately, the data collected will describe how CBTPs are structured and managed, with a focus on the academic preparation and social support services provided to students.

While the case studies will provide in-depth information on each partnership, the attached profiles were prepared to give a general overview of each of the programs including the role of the partnering institutions, the type of program, and the state level policy context in which these partnerships operate.

In order to ensure the anonymity of sites participating in the Accelerating Student Success project, pseudonyms are being used for the names of the secondary and postsecondary partners. All other descriptive information about the programs is factual.



NEW YORK CITY, NEW YORK DUAL ENROLLMENT/COLLEGE NOW

STATE CONTEXT

New York State does not have policy addressing dual enrollment programs. However, New York City has recently implemented a wide-scale dual enrollment program, the College Now program, which is regulated and funded by New York City's university and college system.

PROGRAM TYPE

The dual enrollment program in New York City is known as College Now. It is part of a collaborative program between the City University of New York (CUNY) and the New York City Department of Education. The College Now program is comprised of 17 CUNY community colleges and approximately 200 high schools in all five boroughs. Its primary goals are to improve the academic achievement of high school students and to ensure that graduating students are ready to do college-level work.

In most College Now partnerships, a public high school partners with a CUNY community college to design a program of academic and preparatory courses and workshops. College Now offers academic courses, college-credit classes, scholarships, art activities and performances, and other academic and social support services for middle- to low-achieving students. College Now activities sometimes take place at either the high school or on the campus of the CUNY college, and are open to students in the 11th and 12th grades. Some programs also offer classes for 9th and 10th graders.

High school students enrolled in College Now, depending on their academic preparation,

choose from the following courses and workshops: introductory level college credit courses; non-credit preparatory courses and workshops; and/or specially developed high school credit classes. Each College Now college/high school partnership develops its own course offerings based on the needs of the student population at a particular school and the strengths and resources of the institutions involved. All college credit earned is transferable within the city's community college system, and the program pays for all tuition costs.

PROGRAM PARTNERS

The program being studied is a partnership between the postsecondary partner, **New York Community College**, an urban community college in the borough of Queens, New York City and one of its eleven secondary partner schools: **New York City High School**. The partnership between the community college and the high school has existed for three years. **New York Community College** serves as the primary partner in this collaborative partnership. Students at the high school can enroll directly in college classes, and those who need extra preparation and support before enrolling in these college credit-bearing classes can take academic and skill building preparatory courses and workshops.

New York City High School's student population consists of 45 percent white (many former Soviet immigrants), 11 percent African American, 22 percent Hispanic and 22 percent Asian students. Approximately 15 percent of those students are classified as English Language Learners, and 12 percent of the students have



immigrated to the United States within the last three years. Twenty-three percent of students were eligible for free lunch in 2003.

The New York City High School's dual enrollment program allows students to take college credit-bearing classes at **New York Community College** such as sociology and English. Additional college courses that can be taken for college credit focus on reading, language arts, and critical thinking skills. In order to take college credit courses, students must meet the college's requirements for placing out of remedial coursework. If they do not do so, they may enroll in a college remedial course, such as English 99, through College Now. Students do not receive college credit for these courses.

New York Community College provides support services to students including mentoring and non-credit skill building activities, as well as access to college resources and facilities. **New York City High School** has a special academy, Learners Academy, for struggling English Language Learners in the 10th and 11th grade. The program allows students enrolled in the Academy to take a social studies/English course,

visit the college weekly and work with professors on their writing skills and receive additional preparation for their English and Global Studies exit examinations.

Professional development for high school teachers is delivered by **New York City Community College**. These activities include new teacher orientation and classroom observations led by college staff. Additionally, all high school instructors at **New York City High School** are expected to have the same credentials as the college's instructors.

PROGRAM SNAPSHOT

Program Type: Dual Enrollment/College Now

Secondary Partner: New York City High School

Postsecondary Partner: New York Community College



SOUTHERN CALIFORNIA MIDDLE COLLEGE HIGH SCHOOL

STATE CONTEXT

California’s provision of dual enrollment opportunities is mandatory. All community colleges are required to inform students of program opportunities. To ensure that all California students have access to all the course offerings, each district must publish a description of every course in its official catalog and/or schedule of classes. In addition, all courses must be held in facilities clearly identified as being open to the general public, which means that, procedures must be in place to ensure that enrollment is open to any student who has been admitted to a California community college.

California’s dual enrollment programs can be located at either a high school or college campus. Dual enrollment students must take the same classes as regular college students, and all college credit-bearing classes must have their syllabi, textbooks and exams approved by colleges.

PROGRAM TYPE

Middle College High Schools are alternative high schools for students who are at-risk of dropping out of traditional high schools, but who have academic potential. Small class sizes, support services, and close teacher interaction in these schools eases student transition from high school to college through the collaborative relationship between the high school and local community college.

Twenty-seven middle college high schools participate in the Middle College National Consortium. These schools are selected based on their adherence to a set of guiding principles, beliefs and best practices established by the

consortium. In order to be included in this national consortium, middle college high school programs must exhibit “best practices” that include: enrolling fewer than 100 students per grade level; being located on a college campus; and sharing college and high school resources; facilities and personnel.

California has created and operates approximately 16 middle college high schools.

PROGRAM DESCRIPTION

The California Middle College partnership is between **Southern California Middle College High School**, and a postsecondary partner, **California Community College**. The partnership serves students attending one of 81 school districts in Los Angeles. **Southern California Middle College High School’s** district population is over 900,000 students. Established in 1989, the **Southern California Middle College High School** currently enrolls 327 students in grades 9-12. There are approximately 17 staff members at **Southern California Middle College High School**. The middle college is located on the campus of the community college, in a racially and ethnically diverse suburban district of Los Angeles. The general composition of the high school population is 45 percent African American and 55 percent Hispanic students. Seventy-five percent of the school’s students receive free or reduced-price lunch.

The **Southern California Middle College High School** operates on a block schedule and offers academic preparation classes for students in English, mathematics and the sciences. The



school also offers periods of targeted support services for life skills; academic intervention in reading, writing and math; and leadership. The mission and goals at the middle college high school emphasize lowering the student/teacher ratio, providing smaller classrooms and enhanced student/teacher relationships, facilitating immediate enrollment in postsecondary institutions upon student's graduation, and encouraging students who are academically prepared to take college classes that are of interest to them.

California Community College works with the high school to offer mostly juniors and seniors the opportunity to take college credit-bearing classes on its campus. Students who excel in their high school preparatory classes are encouraged to enroll in college courses once they have taken academic preparation classes. College classes that **Southern California Middle College High School** students generally enroll include introductory classes such as *College Reading and Composition, Introduction to Western Civilization, Political and Social History of the United States, Composition and Critical Thinking, General Biology and General Chemistry*. **Southern California Middle College High School** students who do not take college credit-bearing classes benefit from the partnership with the community college by having access to the

college's library, facilities and additional support services offered by the college's Career and Transfer Center.

Teachers at **Southern California Middle College High School** have multiple professional development opportunities including a year-end retreat where teachers focus on topics such as academic rigor, student achievement intervention programs, suicide prevention and student counseling.

Currently, **Southern California Middle College High School** receives no state funding. The local school district, through a lease agreement with the community colleges, provides substantial financial contributions towards the operations of the program.

PROGRAM SNAPSHOT

Program Type: Middle College High School

Secondary Partner: Southern California Middle College High School

Postsecondary Partner: California Community College



DALLAS, TEXAS TECH PREP PROGRAM

STATE CONTEXT

Texas' dual enrollment policy gives high schools and colleges the option to participate in dual enrollment program opportunities. The decision of whether to provide these services to students is left to each individual institution. State policy requires that students be academically proficient in order to participate, by either having a grade point average (GPA) of 3.0 or above and/or 1000 or above on the Scholastic Aptitude Test (SAT).

Dual enrollment programs in Texas can be located at either the high school or college campus, and all dual enrollment high school instructors must have the same credentials as college instructors. Texas' dual enrollment policy permits individual institutions to determine who pays tuition costs. High schools receive a standard amount of average daily attendance (ADA) funding for each of their high school students. In the case of dually enrolled students in Texas, high schools lose a portion of their ADA funding because students are at a college, and not at the high school for a portion of their school day.

PROGRAM TYPE

The Tech Prep program is a federal program that allocates funds to states that are then, in turn awarded to local consortia to support Tech Prep programs. Some states award additional funds as well. Tech Prep programs have a technical and career emphasis, which aim to link high school and community college coursework. Tech Prep is defined at the federal level as a sequenced program of study that combines at least two years of secondary and two years of postsecondary education. At the local level, Tech Prep programs

are not necessarily implemented in this way. Tech Prep is designed to help students gain academic knowledge and technical skills, and often students earn college credit for their secondary coursework. Tech Prep programs must lead to an associate degree or a certificate in a specific field, and ultimately, to high wage, high skill employment or advanced postsecondary training.

There are numerous Tech Prep programs nationwide, all of which are created or supported by a Tech Prep consortium. A consortium is generally a partnership between a community college or other postsecondary partner, area high schools and may include local businesses. Texas has 26 Tech Prep consortia across the state whose purpose is to create a seamless transition from high school to college and/or to work by providing technical and career skills and/or experience through college coursework. The Tech Prep program being studied is in the consortium known as **Global Edge**, and is located in the Dallas metropolitan area.

PROGRAM DESCRIPTION

The **Dallas Tech Prep** program is a 10 year partnership between the postsecondary partner, **Texas Community College**, and one of its 30 plus secondary partners, **Dallas Tech Prep High School**. The high school and the community colleges' multiple campuses are located within driving distance of each other in suburban Dallas. The high school's demographic makeup consists of 82 percent white, 12 percent Hispanic and 5 percent African American students.

At **Dallas Tech Prep High School**, students select *career concentrations* – planned sequences



of organized courses that allow students to focus on a career choice. The **Dallas Tech Prep** program currently offers five of the six Tech Prep programs that the **Global Edge** consortium has available including: office systems technology, criminal justice, early childhood, hotel/restaurant management, and a Cisco Networking Systems specialization. Students are encouraged to choose a program and select a sequence of courses within that program. Students petition to have up to 12 hours of Tech Prep credit put on their transcript upon their enrollment at **Texas Community College**. Students may begin the **Dallas Tech Prep** program in the 9th grade. Students receive articulated credit at **Texas Community College** for successfully fulfilling specific class or final exam requirements of each Tech Prep class taken at the high school or on the college campus.

The Tech Prep classes offered by **Dallas Tech Prep High School** are all located on the high school's campus. For these classes, the **Dallas Tech Prep** program uses college textbooks and syllabi in its college credit-bearing classes, and there is regular curriculum-related communication between the college and high school instructors, and professional development is offered in the form of new teacher orientation, mentoring and additional workshops. The

recruitment process for the **Dallas Tech Prep** program includes recruitment by teachers and an elective fair that takes place at **Dallas Tech Prep High School**. The program requires students to submit an application, and the selection process is geared toward students who can demonstrate motivation and commitment to the program.

Support services offered by the **Dallas Tech Prep** program include: mentoring, counseling, non-credit/skills building activities and preparation for the social climate of college. Additional support services offered to all students at **Dallas Tech Prep High School** include: SAT and high school exit test preparation, assistance with college and/or financial aid applications and orientations or visits to college campuses.

PROGRAM SNAPSHOT

Program Type: Tech Prep

Secondary Partner: Dallas Tech Prep High School

Postsecondary Community College Partner: Texas Community College

Consortium: Global Edge



MINNESOTA INTERNATIONAL BACCALAUREATE

STATE CONTEXT

Minnesota state policy for International Baccalaureate (IB) programs requires the state to pay for a portion of IB teachers' professional development training costs offered by International Baccalaureate North America, Inc. The state may pay for all or part of the fee for International Baccalaureate examinations for pupils of low-income families in public and nonpublic schools. Individual school districts or programs can supplement or reduce the amount that students have to pay for each exam with supplemental funding. The Minnesota State Colleges and Universities Board has specific policy for awarding college credit to high school students who have completed an IB exam, and requires students to present an IB diploma or certificate stating what scores they received. The policy requires that IB tests cover material that is deemed to be college level. Students who attend Minnesota State Colleges and Universities are typically awarded college credit for their IB exams on which they earn a score of five or higher.

PROGRAM TYPE

The International Baccalaureate (IB) program is an internationally recognized program that provides students with a rigorous pre-university course of studies from elementary through high school. The International Baccalaureate Organization (IBO) is the organization that oversees the various components of the IB program including: curriculum guidelines, exams, professional development, and standards for exam review. IB classes are taken during the 11th and 12th grade years, while courses taken before these years are classified as Pre-IB classes.

During the 11th and 12th grade years, students take standard international exams in all subjects, and can receive college credit based on the scores. Each institution sets its own cut-score, but students with a score of 4 or more (on a scale of 1-7) are usually awarded credit. The IB program has six core academic subject areas: English; second languages; experimental sciences; arts; mathematics; and individuals and societies. In addition to taking classes and exams in the six academic subject areas, students must perform community service, write a 4,000-word essay, and take a Theory of Knowledge class. More information on the IB program can be found at: <http://www.ibo.org>.

PROGRAM DESCRIPTION

Minnesota has 11 secondary schools that offer the International Baccalaureate program. The International Baccalaureate program being studied is located in the Twin Cities metropolitan area. The program, **Minnesota International Baccalaureate**, is located on a high school campus. **Minnesota International Baccalaureate** offers several language courses as part of its IB program including French, Spanish and Mandarin. In order to provide students with additional options, **Minnesota International Baccalaureate** has formed a partnership with a local school, **Hebrew School**, that allows students to take Hebrew courses and then sit for the Hebrew IB exam.

The school where **Minnesota International Baccalaureate** is located is demographically diverse consisting of 48 percent white, 23 percent Asian, 19 percent African American and 9 percent Hispanic students. Forty-five percent of



the school's students are eligible for free or reduced-price lunch. Minnesota International Baccalaureate has been in operation for over 10 years and is accredited by the IBO. The total school population is 1446 students. The IB program's enrollment for the 2003-2004 year is 572 students in grades 9-12 with 236 students in the 11th and 12th grades.

Students at **Minnesota International Baccalaureate** can begin taking pre-IB classes in the 9th and 10th grades. Pre-IB classes are offered in all IB subject areas offered by the program. When students are about to enter their 11th grade year, they can choose to follow one of three separate IB pathways for the 11th and 12th grades. These three pathways are: the IB Diploma pathway where students fulfill all requirements of the IB diploma including taking all six exams, the Theory of Knowledge class, performing 150 hours of community service and completing the Extended Essay; the IB Honors pathway that requires students to take IB exams in 4 subjects, perform 150 hours of community service, take the Theory of Knowledge course, and prepare a written project or speech to a committee during their senior year; and the IB Exam Certificate pathway that allows any interested junior or senior to take an IB class and/or exam in any subject area that is offered at **Minnesota International Baccalaureate**.

The admissions process at **Minnesota International Baccalaureate's** program requires

that students demonstrate good writing ability, motivation and interest in the program, and passing scores on Minnesota's basic reading and math tests. The program uses IBO approved textbooks, syllabi, and provides opportunities for IBO state and national professional development workshops and conferences for all its teachers.

The IB program at **Minnesota International Baccalaureate** specifically targets students who do not usually think of themselves as college bound. Students who choose to earn an IB diploma or honors certificate are placed in advisory groups where they learn more about each other, the program and develop a high school plan. The recruitment process consists of the coordinator speaking with 8th graders at area middle schools, and demonstrating to students that the IB program will challenge them.

PROGRAM SNAPSHOT

Program Type: International Baccalaureate

Program/Secondary School: Minnesota International Baccalaureate

Additional Partner: Hebrew School

METROPOLITAN COUNTIES, IOWA DUAL ENROLLMENT

STATE CONTEXT

Iowa's state dual enrollment policy limits dual enrollment programs to only juniors and seniors. The state's dual enrollment policy also limits the types of courses that can be offered by requiring that comparable courses cannot be offered at a student's high school. High schools are responsible for paying students' tuition and fees, up to \$250.

PROGRAM TYPE

Dual enrollment, also known as concurrent enrollment, allows high school students to earn credit simultaneously toward a high school diploma and a postsecondary degree or certificate. These programs developed by high schools and postsecondary institutions, within the legislative framework of the state, offer high school students the opportunity to take college level coursework (in many programs the coursework is not identical, but modified). Upon successful completion of a dual enrollment course, students generally receive college credit upon matriculation at the postsecondary institution where they took the class, and sometimes at other postsecondary institutions as well.

PROGRAM DESCRIPTION

The **Metropolitan Counties Dual Enrollment** program that is being studied as part of this research study is a partnership between the postsecondary partner, **Iowa Community College** and its secondary partner, **Rural High School**. **Iowa Community College** oversees the **Metropolitan Counties Dual Enrollment** program. It works with over 12 secondary

partners throughout seven counties, including many rural areas, and has maintained this relationship with its 12 secondary partner schools for over 17 years.

Iowa Community College oversees 12 academies that allow high school students to explore various educational/career pathways while earning college credit. The 12 academy pathways are: agriscience, advanced manufacturing technology, automotive technology, computer programming, education and human services, engineering, graphics and media communication, emergency medical technician, health careers, information systems management and local area networking. Students enrolled in the **Metropolitan Counties Dual Enrollment** program through **Iowa Community College** develop a career pathway plan at the beginning of their 9th grade year that includes academics, occupational education and work experiences.

This research study will focus on only one academy within the **Metropolitan Counties Dual Enrollment** programs – the **Health Careers Academy**. This academy involves multiple partnerships that include: **Iowa Community College**, **Rural High School** and a local hospital – the **Regional Medical Center**. Students enrolled in the Health Careers Academy receive most of their instruction and training at the **Regional Medical Center**, earn up to 10.5 articulated college credits, and are eligible to take the national certification exam to become a certified nursing assistant upon their completion of the program. Students must attend class two hours a day, five days a week for the entire school year either before or after their



high school classes. Courses offered at the Health Careers Academy include first aid, CPR, certified nursing assistant classes, and anatomy and medical terminology. Students are also encouraged to take high school courses in English, mathematics and biology.

Rural High School has approximately 400 students, and countywide, the school district has just over 1,000 students from kindergarten through the twelfth grade. **Rural High School's** student population is approximately 95 percent white. A significant portion of students receive free and reduced-price lunch, and the school is located in the most rural district of the seven counties served by **Iowa Community College**. Eligibility for the **Metropolitan Counties Dual Enrollment** program is generally limited to students in the 11th and 12th grades, but students in the 9th and 10th grades can also enroll if they demonstrate that they are prepared for college level classes.

Student recruitment for the **Health Careers Academy** and other academies at **Metropolitan Counties Dual Enrollment** program occurs primarily through orientation/information sessions provided by **Iowa Community College**. However, **Rural High School** and the **Regional Medical Center** also help recruit students and offer support services. **Metropolitan Counties Dual Enrollment** seeks to recruit and enroll middle-to-low achieving students who express a desire to enter the program. The program relies on **Rural High School** to provide counselors to recommend students who fit the various academy profiles.

Health Careers Academy classes uses college textbooks, syllabi and exams, and its **Health Careers Academy** instructor is a registered nurse at the medical center. Because the instructor has met all the requirements to be an adjunct instructor at **Iowa Community College**, the college has granted the instructor adjunct status. **Iowa Community College's** health sciences department has curricular oversight in the **Health Careers Academy**, and provides materials, professional development and curricular guidance. **Iowa Community College** offers professional development activities for teachers in all 12 of its academies including new teacher orientation and mentoring. **Metropolitan Counties Dual Enrollment** offers support services to its low-achieving students that include resource rooms, counseling services, assistance with college/and or financial aid applications, and a special academy scholarship.

PROGRAM SNAPSHOT

Program Type: Dual Enrollment

Secondary Partners: Rural High School

Postsecondary Partner: Iowa Community College

Academy: Health Careers Academy

Hospital Partner: Regional Medical Center

