



JOBS FOR THE FUTURE

SCALING UP: LESSONS FROM THE EXPANSION OF EARLY COLLEGE

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I. Early College Designs and the Early College Expansion Partnership

- System-wide capacity-building

II. Spotlight on Denver Public Schools

- Scaling across a large urban district

III. Leadership of Early College Expansion

- Lessons for leaders

IV. Q&A/ Discussion



OUR MISSION

Jobs for the Future works to ensure that all lower-income young people and workers have the skills and credentials needed to succeed in our economy.

OUR VISION

The promise of education and economic mobility in America is achieved for everyone.

OUR GOALS

To achieve our mission, we focus on three goals:

1. All lower-income young people graduate high school on a clear path to college completion and career success.
2. All underprepared students gain the skills they need to earn postsecondary credentials with high labor market value.
3. All lower-skilled workers obtain the education and training required to move into family-supporting careers with clear paths for advancement.



EARLY COLLEGE HIGH SCHOOLS

- Small, autonomous schools, operated in connection with postsecondary partners
- Students can earn an Associate's degree or up to 2 years of transferable college credit for free
- Target population: students from underrepresented groups
- Core principle: acceleration, not remediation
- Can be a STEM or CTE-focused school

EARLY COLLEGE PATHWAYS

- Accelerated pathways for all, with course sequences aligned to college-ready standards
- Rigorous and engaging instruction
- Designed so that students as possible complete a minimum of 12 college credits, including gatekeeper courses in math and English
- May also include STEM and CTE
- Aligned with postsecondary programs of study



Federal Investing in Innovation (i3) Grant (2012-2017)

Goals:

- > Scale up early college designs as system-wide secondary school improvement and college-readiness strategies in three school districts in Colorado and Texas, reaching **30,000 students**.
- > Position early college designs for sustainability and further scale-up.

EARLY COLLEGE EXPANSION PARTNERSHIP (ECEP)



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EDUCATE TEXAS

a public-private initiative of Communities Foundation of Texas



COLLEGE³
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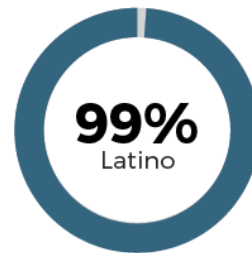


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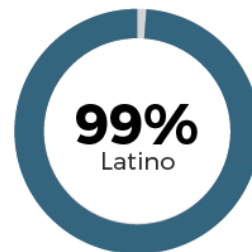
All 3 districts have share of English Language Learners and low-income students

**Pharr-San Juan-Alamo
Independent School
District (TX)**



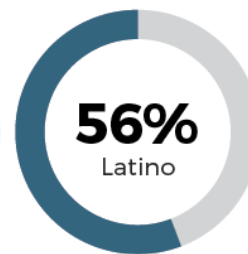
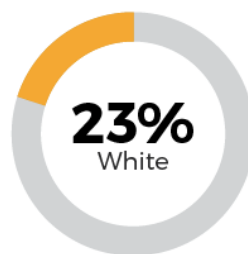
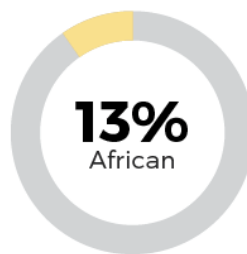
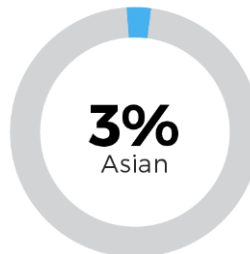
32,500 students

**Brownsville Independent
School District (TX)**



48,500 students

**Denver Public
Schools (CO)**



**90,000
students**



ECEP Activities

Technical assistance Strategic Planning

- College-school partnerships
- Aligned courses of study
- Support systems

Common Instructional Framework

- Professional development institute and instructional coaching platform

Community of Practice

- Regional and cross-regional peer learnings, webinars, site visits

School-Level Implementation of Design Elements

College-Ready Academic Program

- Aligned college-ready standards, courses, supports
- Engaging instructional practices
- Rigorous untracked academic program
- Strong postsecondary partnerships

College Headstart

- Exposure to the culture and norms of college
- College courses, leading to 12+ credits

Wraparound Student Supports

- Academic and college readiness supports
- Social and emotional programming and support
- College application and financial aid assistance

Organizational Practices

- Structures for personalization/relationships
- College-going culture
- Embedded and integrated prof. dev.
- Data to inform decisions/evaluation.
- Set time and support for teacher collaboration

Intermediate Student Outcomes

30,000 students participating in early college model

10 percentage point increase in students taking and succeeding in college preparatory courses

5 percentage point increase in school persistence

90% of graduates receive some college credit

Long term: Increased enrollment and success in postsecondary education



PSJA Class of 2016

Graduates who earned an associate's degree with their high school diploma



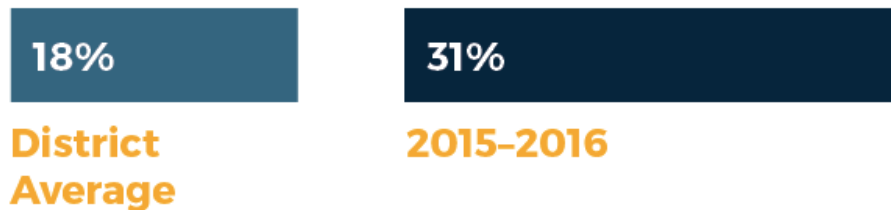
Brownsville

Number of students taking dual enrollment and Advanced Placement classes in the i3 high schools



Denver

Students in i3 schools who participated in dual enrollment courses





Denver Public Schools: Initial State

- > Participation
 - 22% at i3 schools
- > College partnerships
- > Course offerings
 - Unintentional
 - Largely developmental education
- > School support
- > Coaching





Denver Public Schools: Current State (Administrative)

- > Participation
- > College partnerships
 - Intentionality around communications
- > Course offerings
 - Focused on certification and degree
 - Largely courses that are guaranteed to transfer
- > College Liaisons
 - School based training
- > Intra-district collaboration
- > Sustained Financing





Denver Public Schools: Current State (Coaching)

- > Alignment with competing initiatives
- > Develop on-site experts at i3 schools via Train to Trainer Modules
 - Common Instructional Framework (CIF)
 - Keys for Success
 - Student-centered classroom
 - Coaching with the CIF
 - Lesson planning with the CIF
 - Progress monitoring instruction with the CIF



LEADERSHIP OF EARLY COLLEGE EXPANSION



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Leadership Lessons from the Early College Expansion Partnership



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EDUCATE TEXAS

an organization of committed leaders of Texas

By Sarah Hooker · April 2017



Scaling early college depends on effective leadership at multiple levels

- Superintendent's cabinet, mid-level district administrators, school leadership teams

Different styles in ECEP districts:

- > Centralized implementation vs. school-level autonomy
- > Distributive governance models ("i3 Cabinets") and engagement of college partners
- > Leadership continuity vs. turnover



1. Communicate a coherent vision and clear goals that are widely understood.
2. Foster broad ownership and develop teams that share leadership responsibilities.
3. Develop governance structures to maximize the interconnected efforts of all partners.
4. Promote accountability for implementation by clearly identifying the changes that district administrators should expect to see.

DISCUSSION



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