



DESE Fall 2022 Early College Convening

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Thoughts for consideration:

- Early college programs are entering a rapid stage of growth. To what do you attribute this growth? What does this mean for your Institute of Higher Education (IHE) partner?
- There are many Early College initiatives. What is the best fit for your school, program, IHE, and student population?
- "The ceiling is the roof." Or is it? What is the next level for your school and IHE?
 - Expansion
 - Sustainability
 - Human and Fiscal Resources
 - Credit Access and Innovation

- [illegible]

Longitudinal Data (Pre-Covid)

- Early college students earned more college credits in high school and were more likely to enroll in postsecondary education.
- Early college students were more likely to earn a postsecondary credential.

Impact on Postsecondary Credentials

	Adjusted Treatment Mean	Control Mean	Adjusted Impact, ITT estimate
% Attainment of any postsecondary credential by eight years after 9 th grade (N=1671 students)	37.0	22.2	14.8*
% Attainment of associate degree	28.4	8.8	19.6*
% Attainment of technical credential	2.2	3.0	-0.8
% Attainment of Bachelor's degree	18.1	12.8	5.3*

*Statistically significant

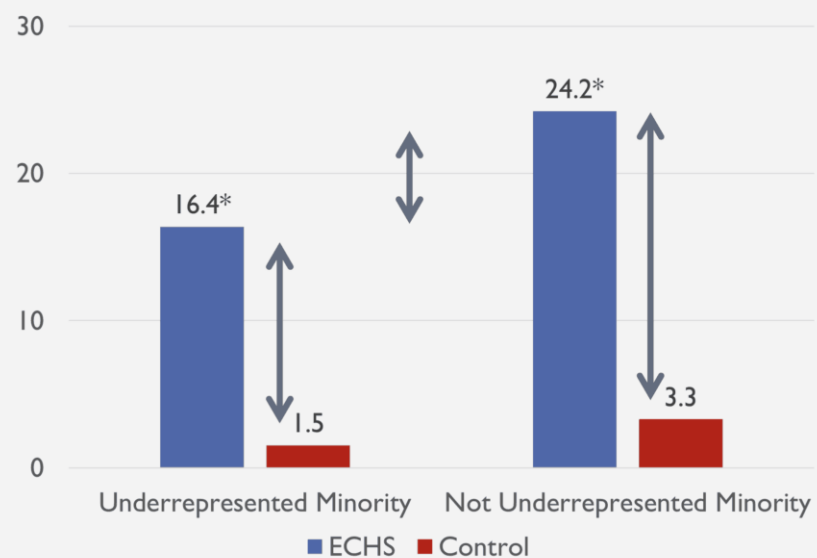
Impact on Postsecondary Enrollment: Full Sample

Percentage of students ever enrolled in postsecondary education			
	Adjusted Treatment Mean	Unadjusted Control Mean	Impact Estimate
% Ever enrolled in postsecondary education (through six years after 9 th grade) (N=4053)	89.9%	74.5%	15.4%*
% Ever enrolled in 2-year institution	83.9	53.8	30.1*
% Ever enrolled in 4-year institution	41.4	35.9	5.5*

*Statistically significant.

The Impact- Longitudinal Data

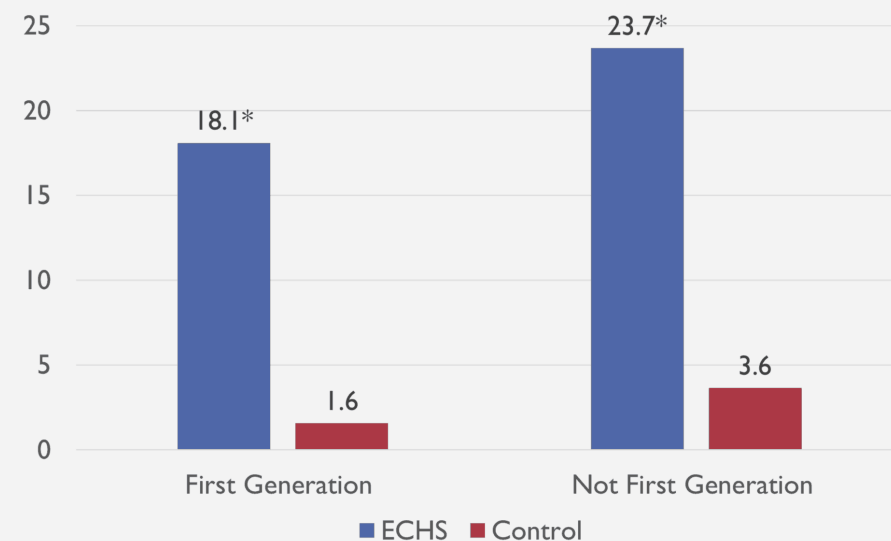
COLLEGE CREDITS EARNED IN HIGH SCHOOL—MINORITY STUDENTS



12

*Statistically significant

COLLEGE CREDITS EARNED IN HIGH SCHOOL—FIRST GENERATION

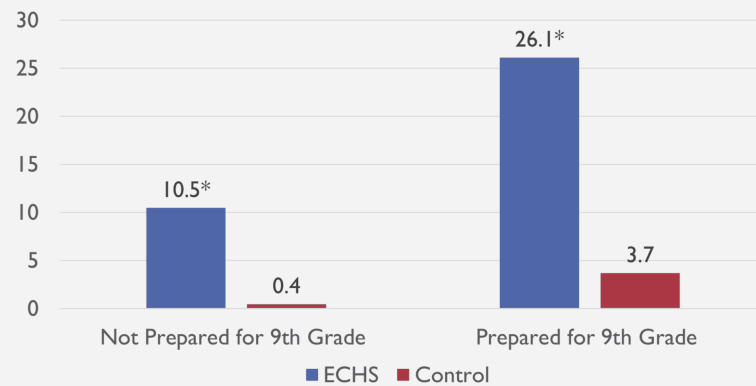


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*Statistically significant

The Impact- Longitudinal Data

COLLEGE CREDITS EARNED IN HIGH SCHOOL—UNDERPREPARED

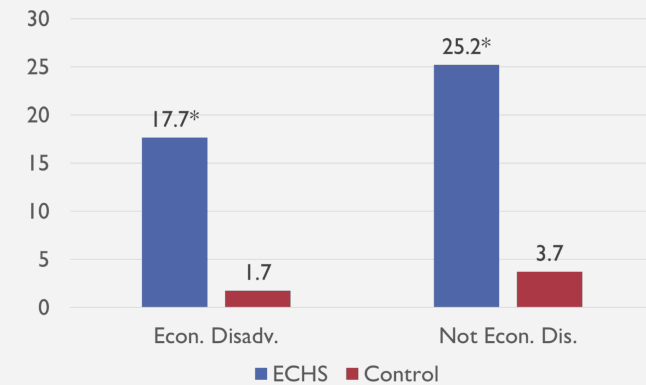


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*Statistically significant

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COLLEGE CREDITS EARNED IN HIGH SCHOOL—ECONOMICALLY DISADVANTAGED



14

*Statistically significant

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Why does that matter?

- Early College guiding principles present a cycle of support:



1. Equitable Access

prioritizing underrepresented students in higher education



2. Guided Academic Pathways

that are well integrated and aligned with college and career



3. Enhanced Student Support

in both academics and advising



4. Connection to Career

through workplace and experiential learning experiences



5. Effective Partnerships

between high schools and colleges

<https://www.maearlycollege.com/guiding-principles/>

What is your strategy for Early College improvement, innovation, and sustainability?

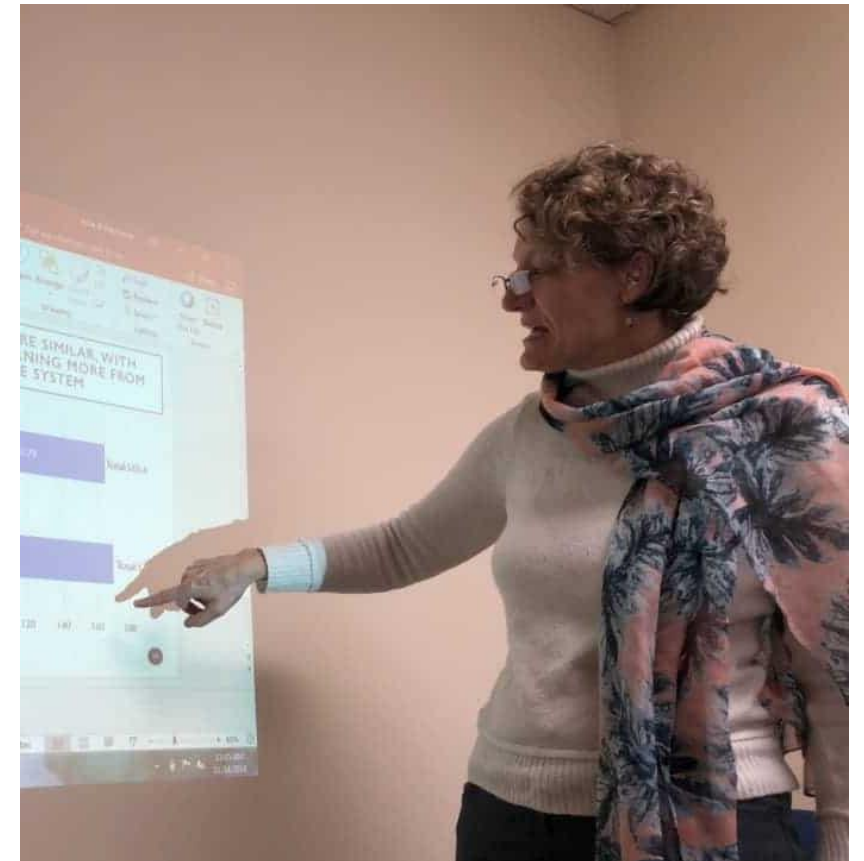
- Infrastructure
- Staffing
- Outreach
- Recruitment
- Voice (student, parent, personnel)
- Data-informed decision-making
- Sustainable strategy creation
- Purpose and progress



From an expert...Dr. Edmunds writes:

The examination of the early college model gets at a bigger question of how to open postsecondary opportunities for more students, particularly those who have barriers in their way.

“For me, it becomes an equity issue,” Edmunds said. “Because at this point, the students who are able to go to college are those who already have the advantages. They have parents who already have gone to college in the past. They have incomes that can support them ... They have all the sort of cultural capital, social capital, and monetary capital that enable them to take it on. And if the postsecondary education becomes this new default that we expect for everybody, and the only people that are really able to take advantage of that are people that already have advantages, well then what does that mean? That means that our gap continues to widen.”



You are changing lives.

- Be encouraged, Early College:
 - Provides opportunities for the historically resilient to experience success
 - Changes life outcomes for those engaged
 - Promotes equity and access with exposure to various careers
 - Increases positive attitudes towards school and school outcomes
 - Makes college education accessible with positive long-term outcomes related to college persistence (2 or 4-year institution and post high school graduation certifications)
 - Exposes students and families to planning for life beyond high school
 - Trains students in self-advocacy and other soft skills
 - Provides educational options for families
 - Transitions traditional school support to a broader scale (think ELL, 504, IEP...)

*Changing lives
—One Day—
at a Time.*



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Let's continue to move forward the work.

