



Early College Financing Considerations

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Funding by Design: the Unique Costs of Early College

Program Structure

- Leading to one to two years of transferrable college credit

Planning & Coordination

- Involving high school, college, and other stakeholders

Catch Ups & Acceleration

- Getting student skills up to grade level, preparation for rigorous instruction, and support for students' academic advancement in a college course of study

College Course Costs

- Costs associated with college courses, tuition, fees, college textbooks



The Argument: The Incentives

School District

- Drop-out prevention, higher graduation rates.

College

- Expanded pipeline, better prepared students.

Business

- Better Prepared Workers

Family

- Lower college costs, help negotiating the transition from high school to college.

State

- Return on Investment & Reduced Cost-to-Completion



The Argument to the State: “Paying it Forward”

“Despite these [higher] costs, projections suggest that these programs may decrease overall costs to college completion, primarily due to lower remediation rates and faster time-to-degree after high school graduation.”

Excerpt from Draft of *Ramp-Up to College: Comprehensive Dual Enrollment as Part of a Statewide Strategy to Improve College Readiness in California* by Michael W. Kirst, Andrea Venezia, and Thad Nodine (2009)



The Challenge: Budgeting for Today's Costs

Be knowledgeable

- Familiar with district budgeting, state policies for dual enrollment, budget contact persons

Be creative

- Leverage existing funding streams, programs and services

Be accountable

- Document progress, process, and outcomes and report to stakeholders



Be Knowledgeable: Resources

Budgeting

- [*What Is the Cost of Planning and Implementing Early College High School?*](#)
- [*Budgeting Template*](#)

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State Policies

- [*On Ramp to College*](#)
- [*Dual Enrollment State Finance Paper*](#)



Be Creative: Strategies

Substitution & Supports

- *Can be less expensive to pay fees for a college course than employ high school teachers*
- *Sometimes can draw down ADA for support courses taught by high school faculty*
- *Job security may be a concern*

Using Adjunct Faculty

- *Can offer course to groups of students at a lower cost than on per-student fee basis*
- *Lower transportation cost*
- *Must find teachers who meet college qualifications*
- *Sacrifice power of place*

Combine with AP

- *Student is prepared for AP exam but also assured of earning college credit*
- *Can tap into AP funding*
- *Can raise quality concerns*

Textbooks

- *Agreements with professors about frequency of edition changes*
- *Preservation and sharing among students between semesters and years*



Be Accountable: Stress Cost-Benefit

Cost to completion analysis results can be expected to favor the early college school if the following occur:

- (1) if more students graduate college ready;
- (2) if students graduate with transferrable college credit;
- (3) if students actually get an AA while in high school;
and
- (4) if the cost of ECHS is less than the traditional pathway factoring in the comparative performance of students.

