



Data & Dialogue

A Newsletter of the Woodrow Wilson Early College Network

September 2008

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The next issue of *Data & Dialogue* is scheduled for November 2008.

To share news and highlights with the network, please contact [Kristen Vogt](#).

Past issues of *Data & Dialogue* are available [online](#).

Woodrow Wilson Early College Initiative

Through active partnerships between college faculty and local school leaders, WW Early Colleges offer high-need students rigorous college-level courses as well as practical skills for college success.

"Over the last six years, the Woodrow Wilson Foundation has seen how truly transformative early college can be for students and how it can dramatically change the culture of schools," said Rob Baird, vice president for school-university partnerships at Woodrow Wilson. "The challenges that remain--paying for all of the costs of early college, ensuring ongoing commitment from every partner and policy-maker, and figuring out if early college is scalable, in short, capable of improving the lives of many thousands of more students--are challenges that can only be solved through the collaborative work of our network of schools and partner colleges. That is Woodrow Wilson's 'ace-in-the-hole.'"

The ace-in-the-hole is the 11 currently operating WW schools, which serve over 3,500 students, and the five new schools ready to start. This issue of *Data & Dialogue* reflects on the progress of the Woodrow Wilson Early College Network, including the eight schools with graduating classes in 2007-08.

**The data presented here were reported to WW by early college partners this past July and are based on the 2007-08 school year.*

STUDENTS IN WW EARLY COLLEGES

WW Early Colleges aim to serve students underrepresented in higher education--low-income students, students of color, English language learners, and students whose parents did not graduate from college--regardless of prior academic performance.

Student demographics vary considerably from school to school, but overall the WW Early College Network serves a student body that is 43% Hispanic, 36% Black, 10% White, 8% Asian American/Pacific Islander, 2% multi-racial or other race/ethnicity, and 0.5% American Indian. Across the network, 54% of students are female and 63% of students are eligible for free and reduced price lunch programs.

THE COLLEGE COURSES STUDENTS TAKE

The number of college course enrollments in the WW Early College Network almost doubled from 1,292 in 2006-07 to 2,411 in 2007-08. Eight schools offered 139 courses. The largest enrollments were in English and Communications (447), Math (314), and History and Political Science (209).

The WW Early College Network goal is for students to enroll in intellectually challenging college courses from core curriculum areas, in a planned course scope and sequence. Given the right supports and preparation, all students in WW Early Colleges have the opportunity to earn one to two years of transferable college credit

Staff

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during high school.

- **WW Early College Network, Cumulative College Credits**

% of Seniors	2007	2008	% Change
1 credit or more	78.8	83.0	+ 4.2
More than 9 credits	61.2	59.2	- 2.0
More than 18 credits	30.6	40.6	+ 10.0
More than 30 credits	13.7	18.4	+ 4.7
Total # Seniors	278	424	

Senior Fellows

Andrea Venezia
Roberta Matthews
Michael Kirst

Network

A list of partnerships in the Woodrow Wilson Early College Network is available [online](#).

THE COLLEGE CREDITS STUDENTS EARN

As the size of the graduating classes in the WW Early College Network grew from 278 in 2006-07 to 424 in 2007-08, the percentage of seniors earning college credits also increased from 79% to 83% (see chart above). The greatest increase was in the percentage of seniors who earned 18 college semester credits or more: a 10% jump in 2007-08 from 31% in 2006-07. The percentage of seniors earning 30 credits or more also increased, from 13.7% in 2006-07 to 18.4% in 2007-08.

These results suggest that the network is reaching the target set by Woodrow Wilson: to increase the percentage of students earning at least 1, 18, and 30 college credits by high school graduation by 5% each year with the goal of 100% participation and up to two years of college credit.

HIGH SCHOOL GRADUATION AND COLLEGE-GOING

Out of 424 seniors, 394 students graduated from eight WW Early Colleges in 2008, for a network-wide average high school graduation rate of 93%. The average percent of graduates with plans to attend college in fall 2008 is 84% and the percent of graduates accepted to four-year colleges is 69%. The acceptance rate to four-year colleges is similar to that of 2006-07 even though more schools had graduating classes in this past year and the total number of graduates increased. Several graduates were awarded Posse Scholarships, DC Achievers Scholarships, and other financial aid awards.

All WW Early College Network partnerships have high aspirations for their students. Reducing the achievement gap means that the outcomes for students in WW Early Colleges should mirror outcomes for the most affluent students in the nation. With these high aspirations in mind, the network's high school graduation and college-going outcomes can be compared with national averages for students from families in the top income quartile, which are:

- 93% high school graduation rate
- 81% college going rate
- 73% four-year college graduation rate (by age 24)

The WW Early College Network graduation rate of 93% exactly matches the benchmark aspiration (see chart below), and the average percent of students with plans for college after graduation (84%) is 3 percentage points higher than the benchmark aspiration

of 81%. Although the network-wide averages are right on target, a few schools are falling short. These aspirational goals may guide school improvement plans as all schools continue to meet the needs of their students.

NEXT STEPS

The snapshot of student demographics and outcomes presented here suggests that the WW Early College Network continues to make substantial improvements. In future convenings and network activities, the WW Early College Network will explore the implications of these outcomes, along with other indicators of progress and success, on the challenges still facing the early college initiative. "If we have learned anything over the last six years," reflected Rob Baird, "it is that our future success will only emerge from the collaborative work of our network--the very fruitful exchange among our early college sites."

• Benchmark Aspirations, WW Early College Class of 2008

Educational Pipeline	Graduate High School**	Go to College (2 yr or 4 yr)***	4 Year College Acceptance Rate
National Benchmark: Bottom Income Quartile*	69.0%	40.0%	--
National Benchmark: Middle Income Quartiles*	86.0%	65.0%	--
National Benchmark: Top Income Quartile*	93.0%	81.0%	--
WW Early College Network Average (FRL=62%)	93.0%	84.3%	69.1%
Early College 1 (FRL=67%)	100.0%	100.0%	100.0%
Early College 2 (FRL=44%)	97.1%	92.5%	90.0%
Early College 3 (FRL=27%)	96.3%	79.0%^	85.0%
Early College 4 (FRL=65%)	95.0%	83.6%	76.7%
Early College 5 (FRL=62%)	94.1%	79.4%	58.8%
Early College 6 (FRL=84%)	87.9%	77.6%	44.8%
Early College 7 (FRL=80%)	87.9%	81.0%	47.0%
Early College 8 (FRL=78%)	85.7%	90.5%	81.0%
Number Meeting Benchmark	5/8	5/8	--

*Source: The Pell Institute for the Study of Opportunity in Higher Education, 2007, www.pellinstitute.org

**WW EC data calculated as % of 12th graders that graduate as of July 2008; does not include summer grads

*** WW EC data calculated as plan to go to college as of July 2008

*FRL= Free/Reduced Lunch program

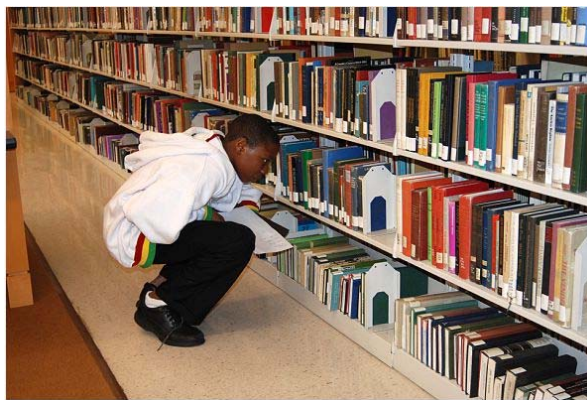
^ 2007; data from 2008 not yet available

• PROMISING PRACTICES

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A STAR student searches for print sources in the stacks of the Brooklyn College library for his University Library-based Research Project. Photo by Rachel Axinn.

[Ensuring College Success: Scaffolding Experiences for Students and Faculty in an Early College School](#) by Anne Newton, Jobs for the Future and Kristen Vogt, the Woodrow Wilson Foundation

The partnership between [Brooklyn College and Science, Technology and Research \(STAR\) Early College School](#) demonstrates how students benefit when colleges and high schools work together. STAR and its partners carefully designed a transition plan which gradually introduces students to college-going experiences and the demands of college coursework while providing a wide variety of supports tailored to individual needs. Each component of the plan was created through college and high school faculty collaboration, fostered by formal and informal organizational structures of the partnership. Ensuring College Success is a joint publication of Jobs for the Future and the Woodrow Wilson National Fellowship Foundation.

The report is available [online](#); hard copies are available [by request](#).

- **NEWS and NOTES**



Natassija Jordan, a rising 10th grader at CAL Prep (UC Berkeley partner) and Student Body President, has amassed over 24 college credits. As a 6th grader Natassija spoke at CAL Prep's dedication ceremony about personally "setting the

world on fire;" she spoke again at this year's award celebration describing the strong sense of peer support in CAL Prep's pilot class of 2011 and the impact her entire class will have on their communities. Photo by Peg Skorpinski.

- Reminder: September 19 is the submission deadline for projects that were encouraged to submit full proposals for the grant, *Addressing Key ECHS Research Topics and Implementation Challenges*.
- WW, in consultation with an advisory group of WW Early College Network members, is now planning the agenda for the WW Early College Network convening scheduled for October 23-24 in Princeton. The conference theme will focus on using data and supporting students. Registration information for the convening will be available in mid- to late-September.
- [Southwest Early College Campus](#)--a partnership between University of Missouri Kansas City, Kansas City Missouri School District, Prep-KC, the Kansas City Area Life Sciences Institute, and WW--opens this fall with 6th and 9th graders (growing to a 6-12 school over the next four years). About 90 incoming 9th graders attended the inaugural Summer Scholars Academy at UMKC July 13-18 for academic enrichment, team building, fun, and the opportunity to earn their first college credit. [Read more](#).
- Aurora Ponce, a rising senior at [Wallis Annenberg High School \(CSU Los Angeles partner\)](#), was selected as a candidate by Congressional Representative Becerra's office and served as a Congressional Page in Washington DC this past June.

● RESOURCES

- [The Early College High School Initiative: 2003-2007 Evaluation Report](#), prepared by the American Institutes for Research and SRI International in May 2008 for the Bill & Melinda Gates Foundation, reports on early outcomes, the relationship between structural characteristics of schools and student outcomes, school community and culture, college and high school academic experiences, and sustainability of individual schools and the national ECHSI.
- [CS1 for an Early College Program](#) by Chaya Gurwitz and Ted Raphan of Brooklyn College was published in the conference proceedings of the 2008 International Conference on Frontiers in Education: Computer Science and Computer Engineering held in Las Vegas this July. The paper describes the design of an introductory computer science course for STAR early college students, a two semester course that integrates high school math and science topics and offers labs, supplemental instruction, and other supports to help students succeed.
- Free college-going brochures from the U.S. Department of Education are available in English and Spanish. To order, visit the U.S. Department of Education website.
 - [Know How 2 Go: College Doesn't Just Happen](#)

- [College Preparation Checklist](#)
- [Do You Need Money For College?](#)

- [Early & Often: Designing a Comprehensive System of Financial Aid Information](#) is a report of the Advisory Committee on Student Financial Assistance that was released in July 2008. The report details a comprehensive framework of aid information for students in middle and high school, a set of ten guidelines to tailor delivery to a target population, and a series of unit plans for use in curriculum development.

- The Excelencia in Education report by Deborah A. Santiago, [Modeling Hispanic-Serving Institutions \(HSIs\): Campus Practices That Work for Latino Students](#), describes the practices and guiding principles at HSIs that promote Latino student learning and achievement. The June 2008 report profiles 12 colleges in California, New York, and Texas that are working to increase Latino student success, including California State University Los Angeles, a WW Early College Network member.

[Link to Data & Dialogue Resources and Archive](#)