



# Helping GEAR UP Students Earn College Credit in High School

2015 NCCEP/GEAR UP Capacity Building Workshop



# Purpose of the Session

- Explore how GEAR UP programs can utilize a wide range of opportunities to help high school students earn college credit to promote postsecondary enrollment, persistence, and success
- Discuss and learn from experts on how to leverage credit-bearing opportunities in your GEAR UP program
- Discuss how to best guide and support students as they earn college credit in high school
- Create an interactive forum to discuss, plan, and replicate effective practices



# Session Structure

- Panel Presentation and Discussion *(85 minutes)*
  - Explore promising policies and practices
  - Draw implications to inform local program design and implementation
  - Q & A session to delve deeper into lessons learned
- Break *(10 minutes)*
- Team and Table Exercise *(55 minutes)*
  - Revisiting goals & objectives
  - Diagnosing challenges and brainstorming solutions
  - Sharing expertise, insight, and advice



# Rhonda Epper

Executive Director, Colorado GEAR UP and Chief Student & Academic Affairs Officer, Colorado Department of Higher Education, Denver, CO



# Colorado GEAR UP – (brief statistics)

- GEAR UP Round 1 awarded in 1999. Currently in Round 3, awarded in 2011.
- Round 2
  - Upon graduation from high school, 88% of students were fully Pell-eligible.
  - \$2.6 million in scholarships have been disbursed to 672 students since 2011.
  - GU2 scholars are attending 74 different institutions both in and outside Colorado at two-year, four-year, and vocational/technical institutions.
- Round 3
  - 4,130 students currently being served in 17 high schools and 19 middle schools.
  - 61.87% Hispanic or Latino, 22.13% White, 9.64% Black or African American, 1.09% American Indian or Alaska Native Asian, and .64% Native Hawaiian or Pacific Islander.



## Results: (from Round 2)

- 87% of Colorado GEAR UP students graduated from high school compared to a statewide graduation rate of 72%.
- 84% enrolled in college the fall after high school graduation compared to a statewide enrollment rate of 67%.
- 81% persisted through their first year of college compared to a statewide average retention rate of 70%.
- 69 % were “on track to graduate” (24 cumulative credits at end of year 1) compared to 44% statewide.



# Colorado GEAR UP: College Credit programs

## Concurrent Enrollment

- Since 2009, GU students generated 2,830 course enrollments.
- 86% of courses were completed with a C or better.
- Of students participating in concurrent enrollment, the average number of classes completed by senior year = 5 (15 credits)
- For 2014-15:
  - 16 high schools participating
  - 1071 course enrollments
  - Over 800 students participating
- Program structure
  - We offer schools assistance with testing, placement, course selection, registration, tutoring, classroom support, and in some cases funding.



# Colorado GEAR UP: College Credit programs

## College Level Exam Program (CLEP)

- Round 2 - 505 students participated in World Language exams.
- Round 3 - CLEP testing just started this year.
  - Fall 2014, 182 students tested in 12 schools.
  - 168 (94%) scored high enough to earn at least 3 college credits.
  - 137 (75%) scored high enough to earn 10 credits.
  - Plan to test 100 more students in the spring.
  - Statewide PLA policy in development.
- Program structure
  - Advisors certified by College Board
  - Pre-screening
  - GU funds the cost of the test at \$80/student
  - Work with local college for transcribing





# Colorado GEAR UP: College Credit programs

## Early Remediation

- Started a pilot with remedial math in 2011.
- By May 2015, 462 students will have graduated with remedial work completed, and ready for college level work.
- For 2014-15:
  - 11 high schools and 4 middle schools participating
  - 877 students participating in remedial math courses
  - Began a small pilot in remedial reading/English courses
- Program structure
  - Partner with Adams State University, using ALEKS software
  - Courses are self-paced and online
  - High school and college instructors both oversee work
  - Will be changing to a new model next year (EdReady)

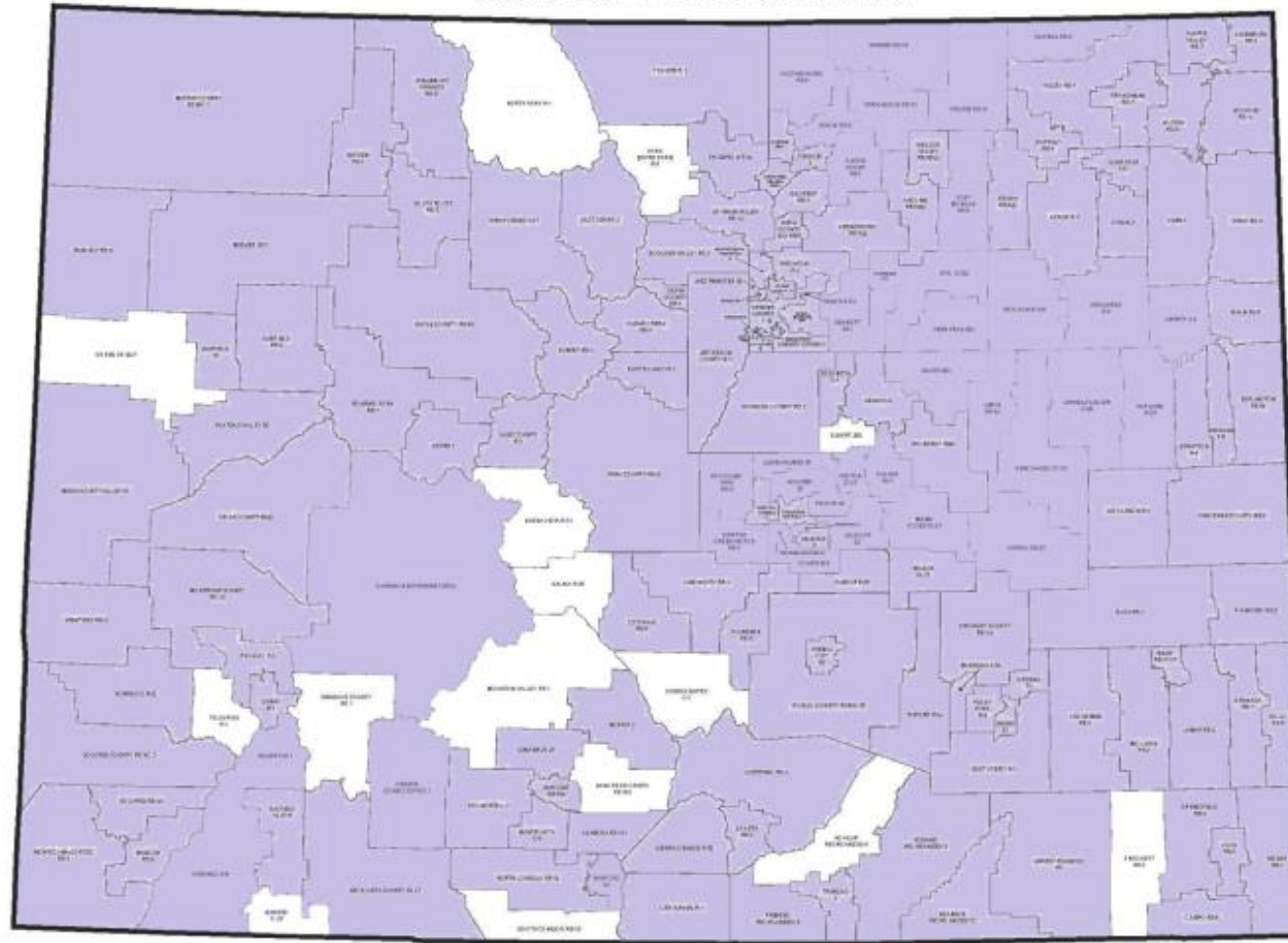


# Statewide Concurrent Enrollment Participation, Growth, and Outcomes

- Colorado CE Annual Report, 2012-13 School Year



Colorado School District Map  
Concurrent Enrollment Participating Districts 2012-13



Prepared for the Colorado Department of Education (CDE) Special Services Unit, May 2007

## District Participation

**92% of districts and 75% of high schools participating in CE**

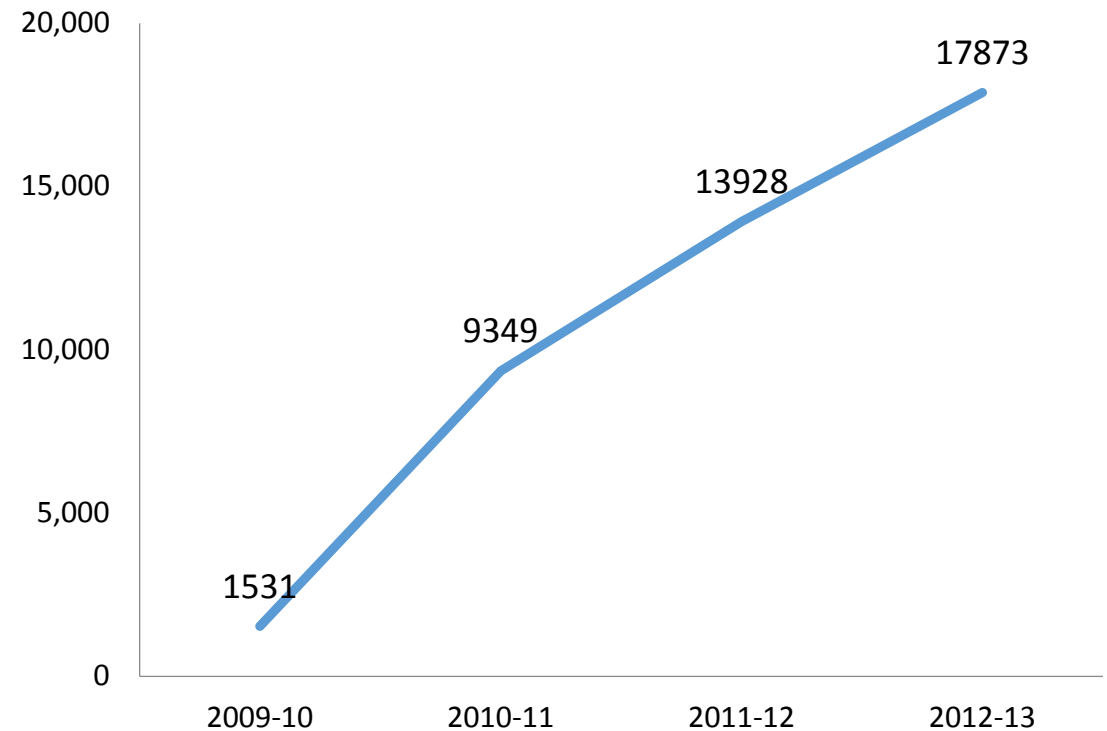


# Participation & Growth

- 26,900 students participated in dual enrollment programs
  - Concurrent or Dual Enrollment or ASCENT
  - Increase of 30% from previous year
  - Number of Hispanic students (CO's largest minority group) participating in CE increased by 37.3% from previous year.

*Source: Annual Report On Concurrent Enrollment, 2012-2013*

## Concurrent Enrollment

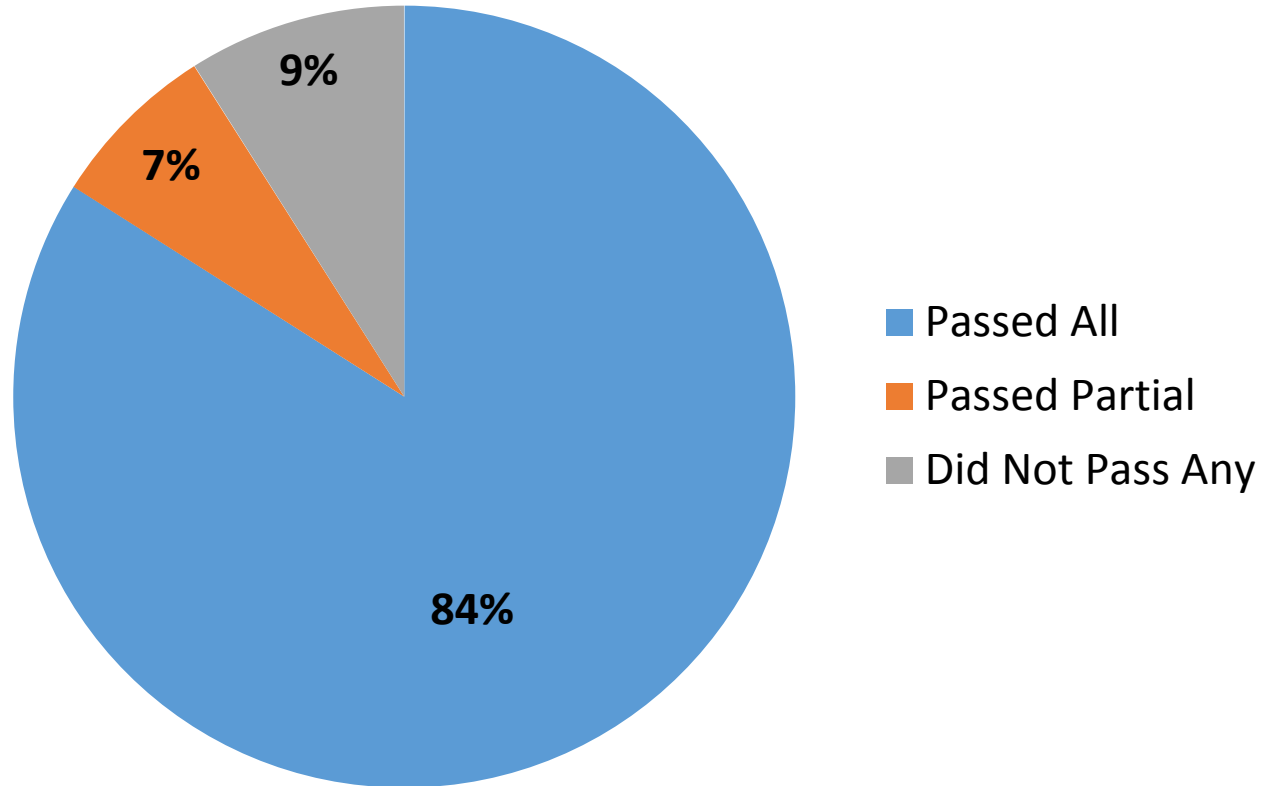


**Increase of nearly 30%**



# Program Outcomes

### Student Success Rates



84% of CE students passed all courses attempted

**7.9**  
Average number of hours attempted by concurrent enrollment students



# Program Outcomes for Dual Enrollment

## ***Enrollment in college fall after graduation***

82% compared to 52% of students not dually enrolled

## ***Cumulative credit hours first year of college***

36 credit hours vs. 26 credit hours for students not dually enrolled

## ***First year retention rates***

82.5% compared to 79.6% of students not dually enrolled

## ***First year college GPAs***

2.84 compared to 2.65 for students not dually enrolled

# Program Outcomes for Dual Enrollment Students



**Holding gender, income, race/ethnicity, and ACT scores constant :**

*Participation in dual enrollment is associated with a 22.9% increase in the likelihood of enrolling in college*

*Taking dual enrollment courses reduces the chance of needing remedial education in the first year of college by 10%*

# Colorado GEAR UP Success



## Since GEAR UP I in 1999. . .

- Nearly 12,000 students served.
- Over \$2,600,000 in scholarships awarded.
- Thousands of families impacted through benefits of postsecondary education: better jobs, higher earnings, healthier lifestyles, and civic engagement.
- GEAR UP is critical to helping the state achieve its Master Plan goals for:
  - 66% degree attainment
  - Closing the achievement gap





# Laurie Berryman

GEAR UP Manager and Director of GUIDE Program,  
Vermont State GEAR UP, Winooski, VT



# Flexible Pathways Initiative

- Expansion of statewide Dual Enrollment- First GU Grant supported an Intro to College Studies course and voucher system- state provided expansion to all High school students
- Early College Program
- Increased access to CTE- ICS courses offered on site and on campuses
- Personalized Learning Plans
- State of VT created Dual Enrollment Committee with stakeholders



# VT GEAR UP and Personalized Learning Plans

- Partnered with VT AOE and Naviance to provide access to Naviance to all Vermont schools
- Have first statewide license with Naviance – did cost share with AOE to purchase Naviance to provide program for \$1 per pupil
- Provide training and support to all GU schools
- Created PLPs within Naviance system for schools to meet AOE requirement of all students graduating with PLPs



# Dual Enrollment Timeline

- Personalized Learning Plans – November, 2015
- 20 VT colleges/universities participating
- 71 Secondary schools participating
- Increase in vouchers used by high school and tech center students from 1,194 to 1,910
- VSAC Stipends for books and transportation costs for eligible FRHL students



# VT Dual Enrollment Program: Students

- Vermont juniors and seniors are eligible for a total of two vouchers
- Students may take courses in the summers preceding their junior and senior year
- Students earn college credit and credit at their high school
- College courses are approved by high school principal or counselor/designee
- Students meet with college advisor and complete application, assessment, registration process
- <http://vtdualenrollment.org>

# Preparing students for Dual Enrollment with Introduction to College Studies



- Introduction to College Studies (ICS)
  - Free, pre-college course offered by Community College of Vermont (CCV) Funded by Vermont Gear Up
  - Prepare students to transition successfully to DE coursework
  - Focus on study skills, time management, college and career exploration , personal financial literacy and financial aid
  - Over 1200 high school students enroll each year
    - 2/3 of those students are First Generation
    - 78% of the students who completed ICS between 2008-2011 enrolled in college



# VT Early College Program

- VT seniors can complete final year of high school at a college, tuition free
- Students have to be enrolled at the college full time
- Student responsible for application fees and textbooks
- Eligible for entry into degree programs
- Student graduates with diploma from home high school
- 6 Partnering Colleges



# Aaron J. Mitchell

GEAR UP Coordinator, Peñasco Independent Schools,  
Peñasco, NM





# Peñasco RISE Initiative

A **R**igorous, **I**ndividualized **S**econdary **E**xperience

RISE was created to increase school enrollment, graduation rates, post-secondary enrollment, and graduate employability.



# Targeted Outcomes

- 90% completion rate for participants in RISE dual enrollment (DE).
- Increase high school graduation rate by 8% over 4 years.
- 60% of 10<sup>th</sup>-12<sup>th</sup> grade students participating in RISE dual enrollment.
- Increase school enrollment by 10% over 4 years.
- 90% of graduating RISE DE students enroll in a post-secondary school.
- 75% of RISE DE cohort 4 will earn an Associate's or certificate.



# Program Overview, Design

- High school schedule changed to a block schedule.
- 10<sup>th</sup> -12<sup>th</sup> grade students apply and are accepted based on GPA, behavior, and COMPASS scores.
- RISE DE students attend NNMU on MWF taking 9-12 credits.
- Junior year, students choose an Avenue (health, wildfire science, or liberal arts – this list will grow with the program).



# Program Overview, Implementation

- Students leave PHS by bus at 8 am and return at 3 pm
- For most students, classes begin at 9 and continue until 2 with a lunch break.
- Our school cafeteria packs lunch which is served in a small multipurpose room at the university.
- Students are accompanied by an on-site coordinator and an educational assistant
- Challenges: block schedule, balancing classes between RISE and non-RISE students, class capacity, NNMU's MW schedule.



# Program Overview, Financing

- RISE design and oversight is paid through GEAR UP as part of Program Coordinator salary.
- RISE on-site coordinator and assistant are paid through a grant from the state.
- Tuition is paid through New Mexico's dual enrollment agreements.
- Textbooks and transportation are paid through operational funds with a portion reimbursed by the state.
- Fees are currently paid by the ECHS state grant, but will likely be paid by the families of students in the future.



# Student support systems

- All 9<sup>th</sup> grade students take a Success 101 course to define goals, passions, ambitions, and hone college-readiness.
- Students have either the on-site coordinator or program coordinator at the college site along with an assistant.
- Students have access to college's tutoring centers and library.
- GEAR UP funds are available to hire tutors in specific subject areas.



# Outcomes and lessons learned

- Fall 2014 Semester: 37 students carrying average of 10 credits, average GPA: 3.6 – completion percentage = 100%
- Fall 2014 Semester: 84% of eligible students are participating, 42% of 10-12 grade HS population
- Lessons learned:
  - Relationships with the university and students are essential to success
  - Even the best laid plans go awry – be flexible!
  - Time spent on designing and implementing systems is returned 10 fold
  - We are very fortunate to have the support in New Mexico to make this possible, but if it can happen in New Mexico, it can happen in your state!



# Questions & Answers





# Working Exercise

- Either by yourself or with your teammates, spend **15 minutes** addressing the following exercise:
  1. Describe the specific goals or objectives you want to address with your college credit initiative
  2. Identify the 3 most critical issues, challenges, or barriers to successful implementation of your college credit initiative
  3. Brainstorm and identify potential opportunities or solutions to your top 3 issues



# Working Exercise

- For the next **40 minutes** or so, introduce your self to your tablemates and get feedback on the top issues you identified and the solutions you're considering
  - What are the common issues, challenges, or barriers?
  - What are the solutions out there that can be applied to those issues?
  - What lessons learned or advice from others can be applied to your local program?