



Center<sup>for</sup>  
Native Education

---

# Early College in Indian Country “Meeting the Dropout Crisis Head on”

May 30, 2008

## The Early College High School Initiative (ECHSI)

---

*In the beginning*, the ECHSI was launched by the Gates Foundation in 2002 as a network of 13 intermediaries who are funded to support the development of early college schools.

Jobs for the Future (JFF) is a super-intermediary and provides technical assistance to the 13 national intermediaries.

All 13 intermediaries support the start-up of early college schools.

Early college schools

- are small, autonomous schools of 400 or fewer students,
- serve students underrepresented in higher education,
- include or do outreach to middle grades,
- offer two years of college credit so students earn an AA degree,
- emphasize the new “3Rs” - rigor, relevance, and relationships,
- attain the goals of HS graduation, college attendance and completion.

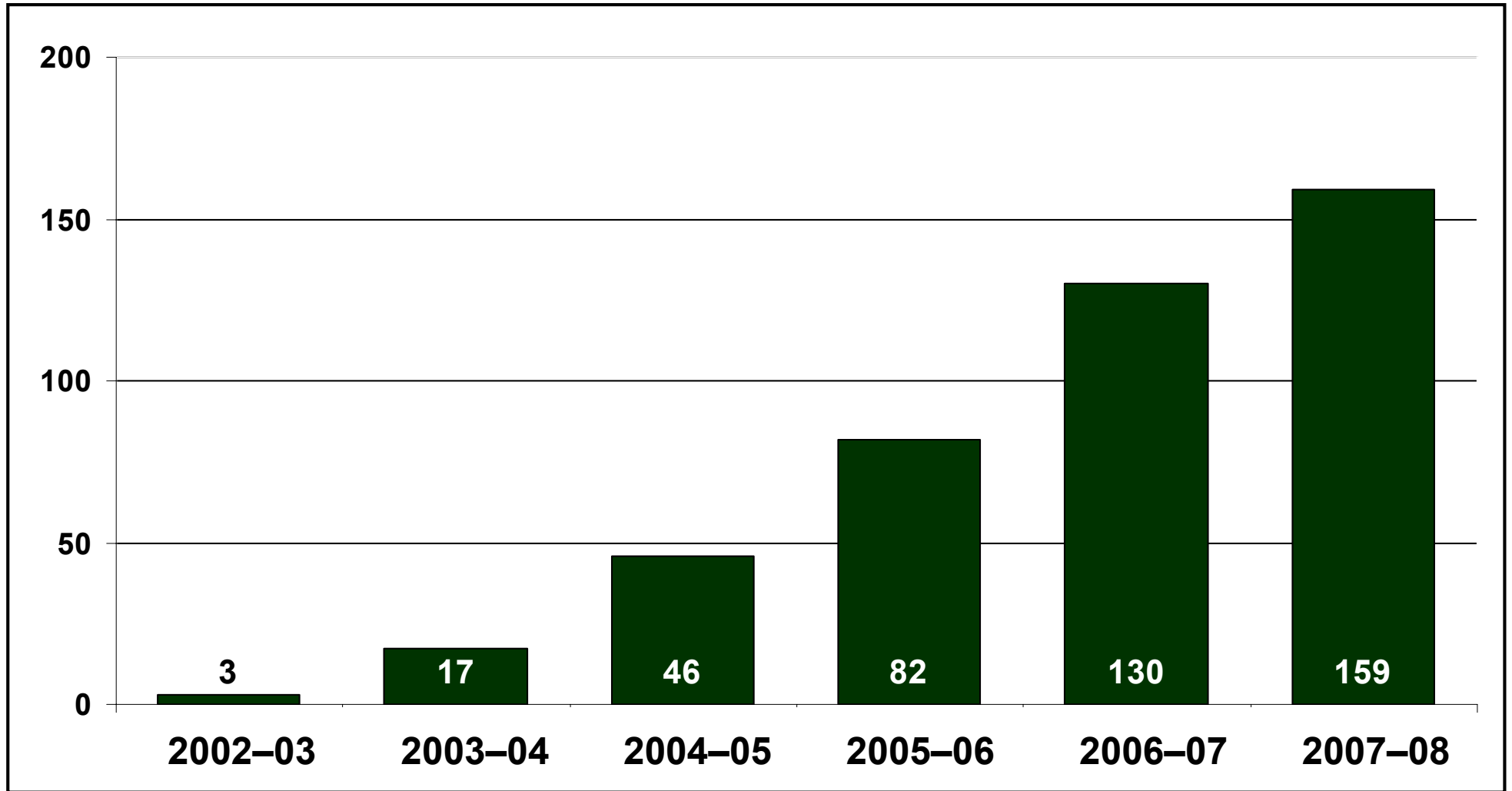
# The 13 ECHS Intermediaries & 160 ECS

---

Center for Native Education	10 schools
City University of New York	6 schools
Communities Foundation of Texas	11 schools
Foundation for California Community Colleges	19 schools
Board of Regents of University System of Georgia	6 schools
KnowledgeWorks Foundation	8 schools
Middle College National Consortium	17 schools
National Council of LaRaza	10 schools
North Carolina New Schools Project	42 schools
Portland Community College's Gateway to College	12 schools
SECME, Inc.	2 schools
Utah Partnership for Education	6 schools
Woodrow Wilson National Fellowship Program	11 schools

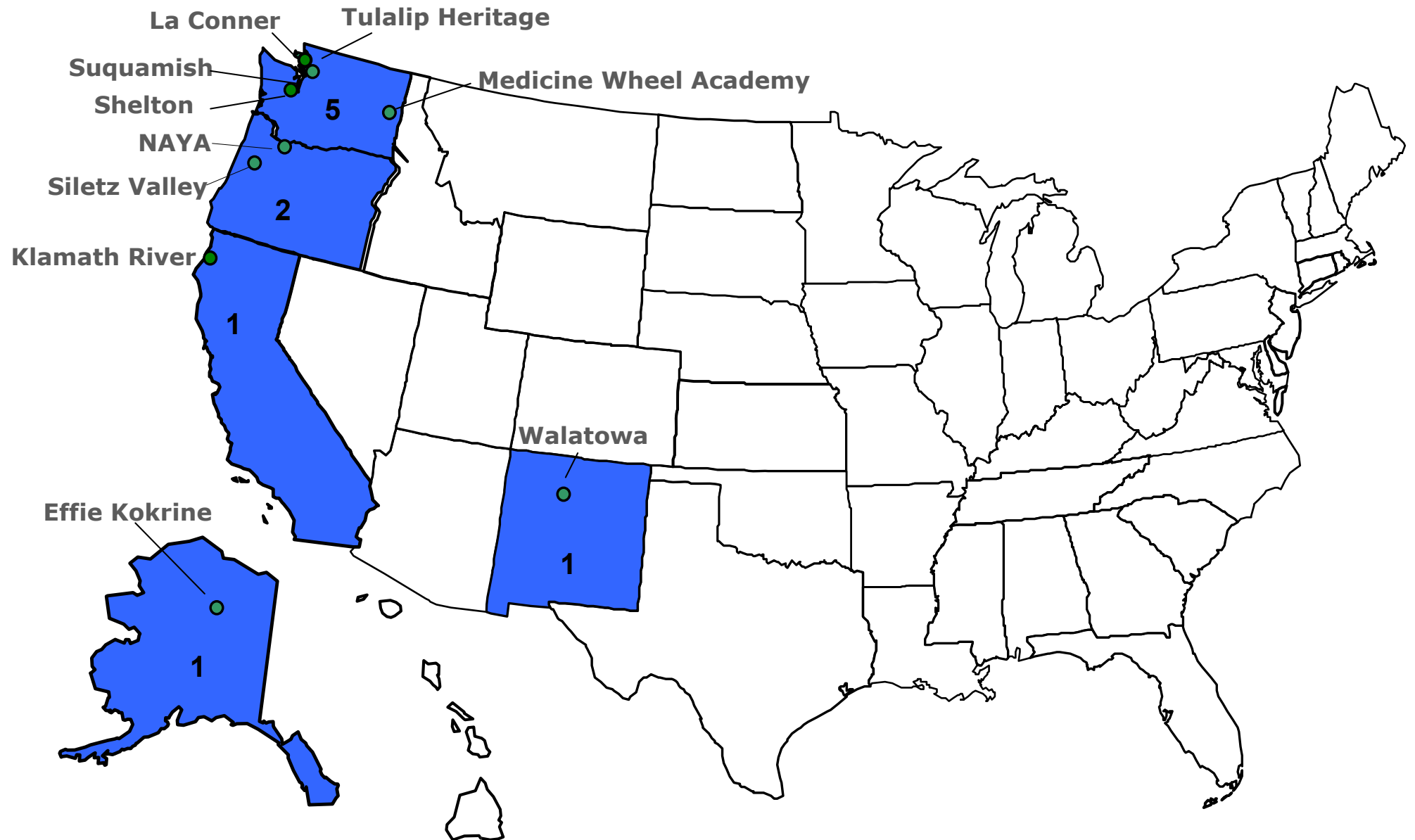
# Growth of Early College High Schools Nationally

---



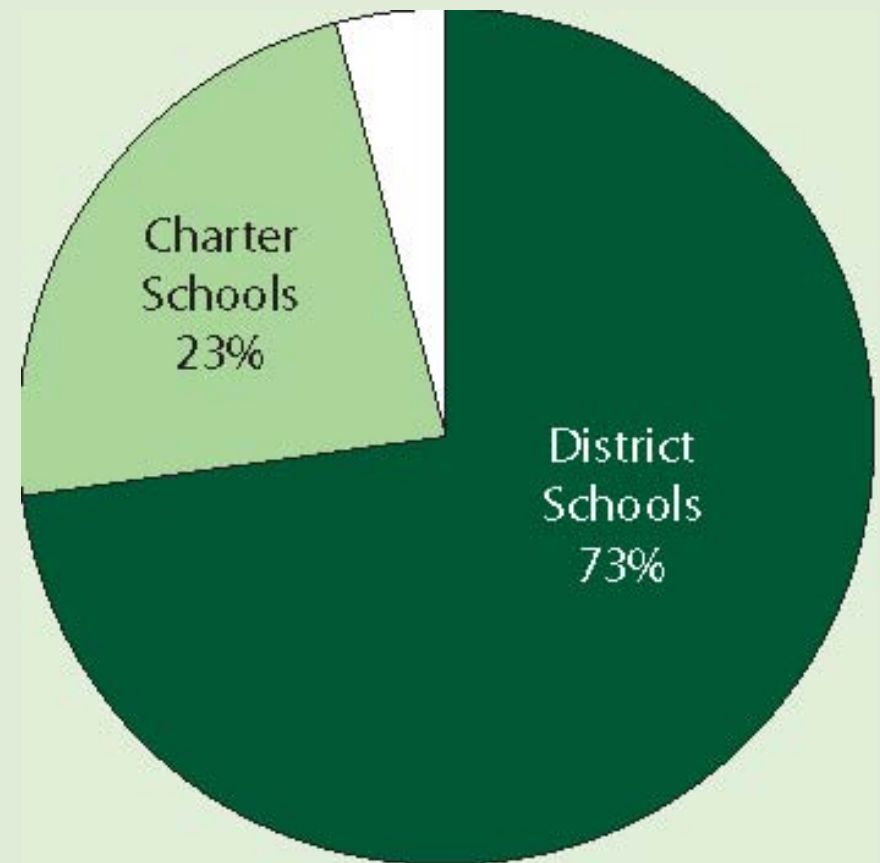
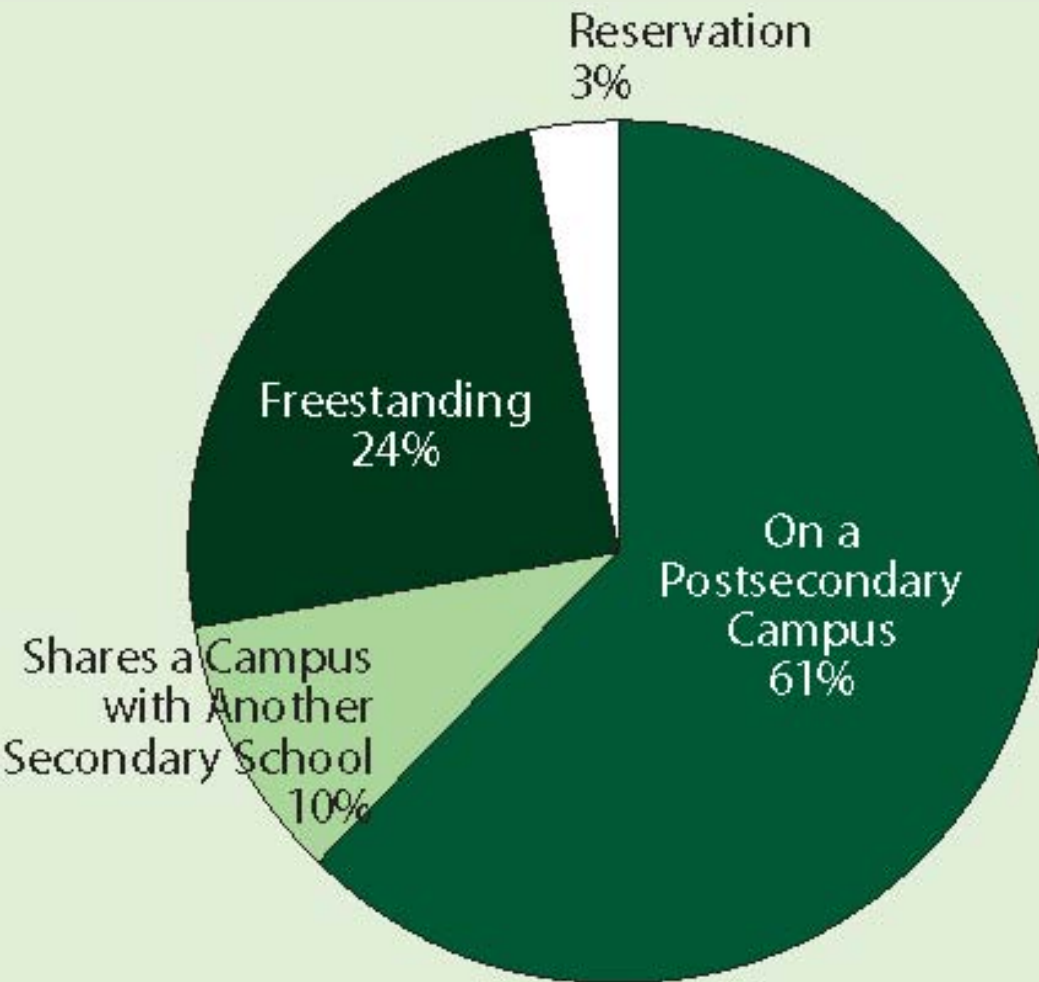
## Early Colleges for Native Youth Locations

---



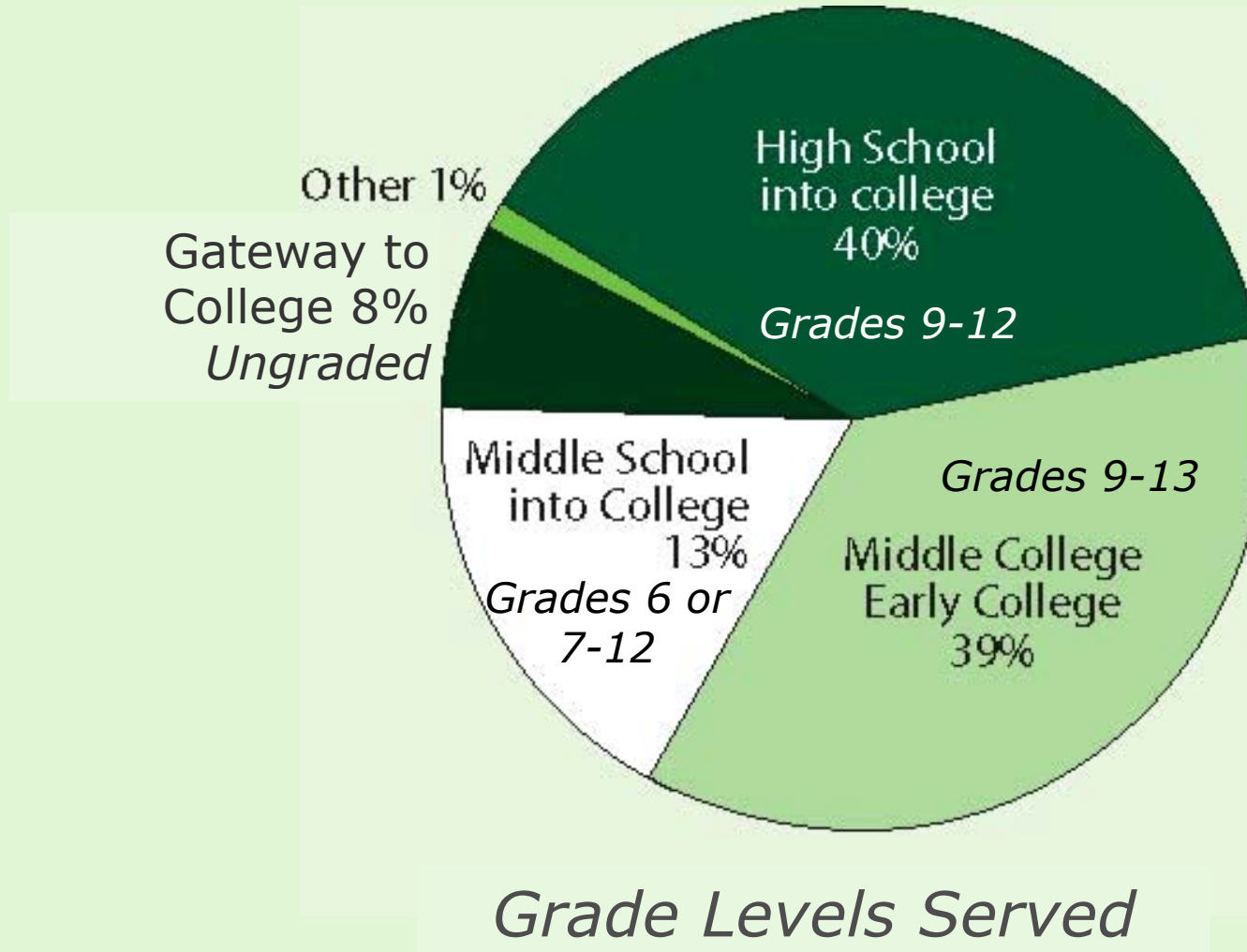
# Nationally, What Is an Early College?

*Locations of Schools*



*Types of Schools*

# How Do ECHSI Schools Vary in the Grades They Serve?



*Grade Levels Served*

# Who Are the Students the ECHSI Serves?

## Who do early college high schools serve?

**Early college schools are committed to serving students under-represented in higher education.**

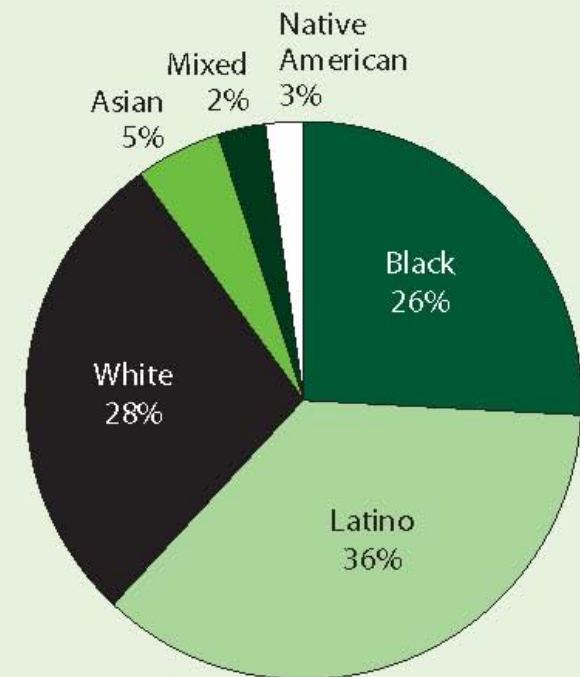
**72 percent** of early college high school students are students of color.

**60 percent** of early college students report eligibility for free or reduced lunch—a conservative estimate of the number of students from low-income families.

**More than a third** of early college high schools receive Title 1 funding.

**12 schools** are designed specifically to serve students who previously dropped out of traditional high schools or were at risk of dropping out.

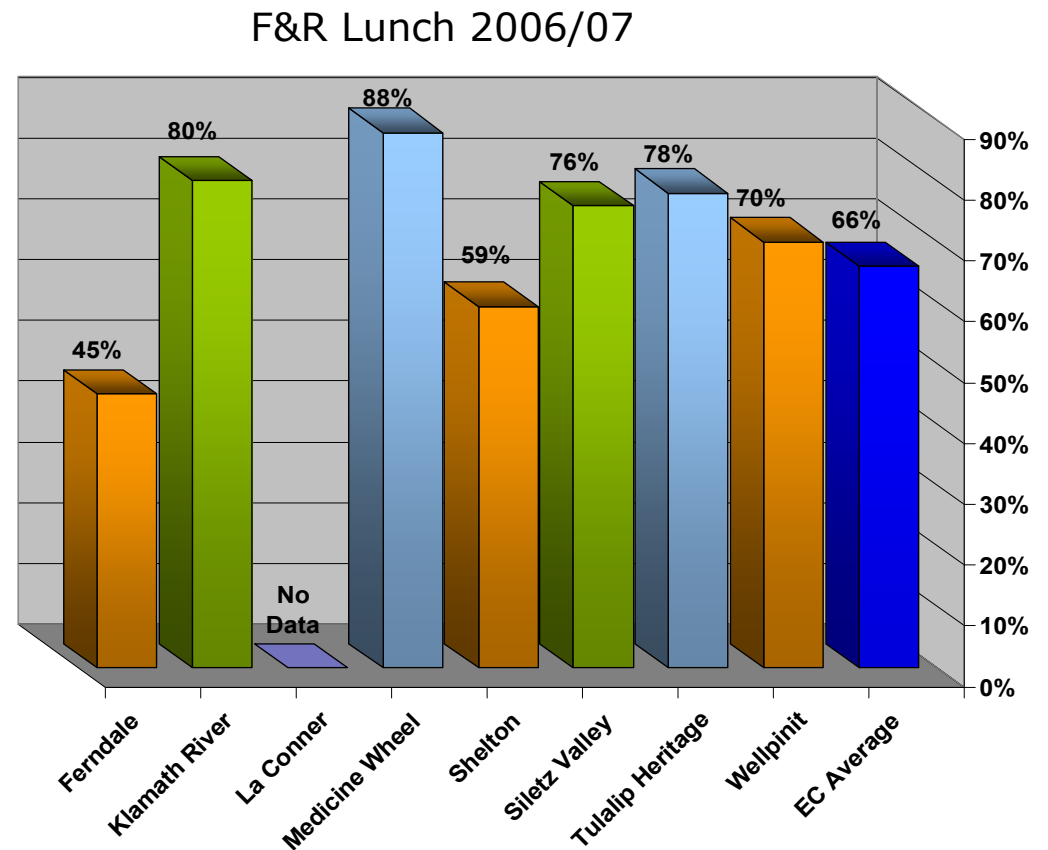
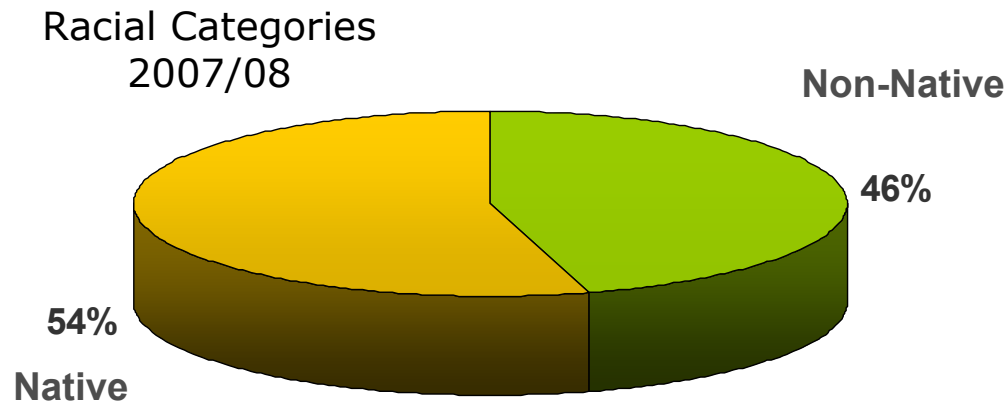
**10 schools** are designed specifically to serve Native youth and are located in the communities where Native students live.



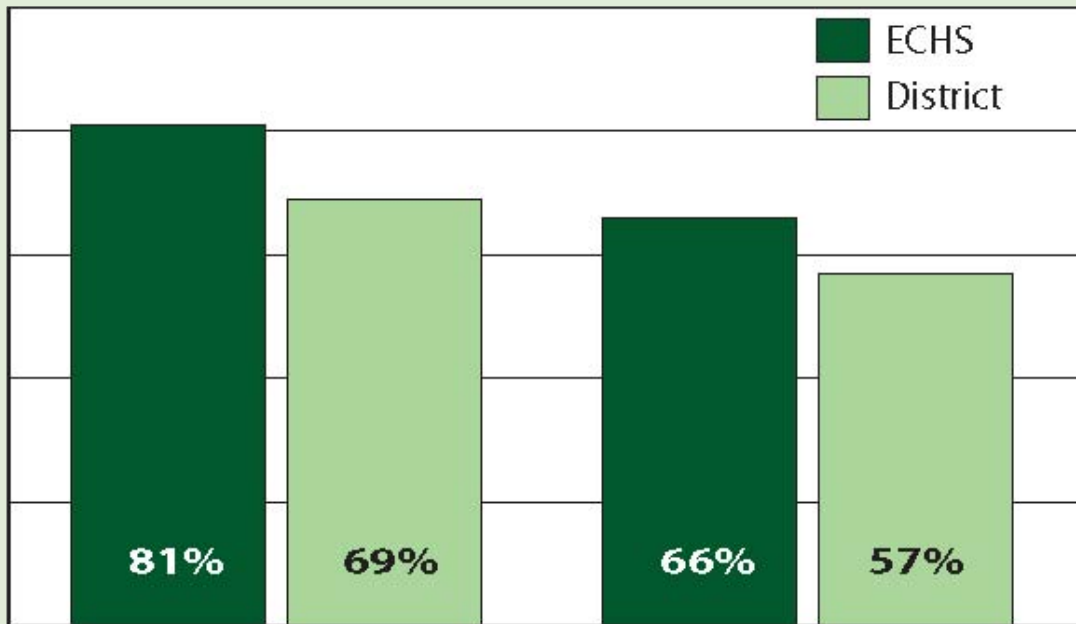
**Race and Ethnicity of  
Early College High School Students**



# Who Do CNE Sites Serve?



# How Are ECHSI Students Doing Nationally?



ECHS vs district students scoring proficient or above on state ELA/ Reading and Math tests in 2005/06 at 43 ECs with student data

Additionally, in 2007,

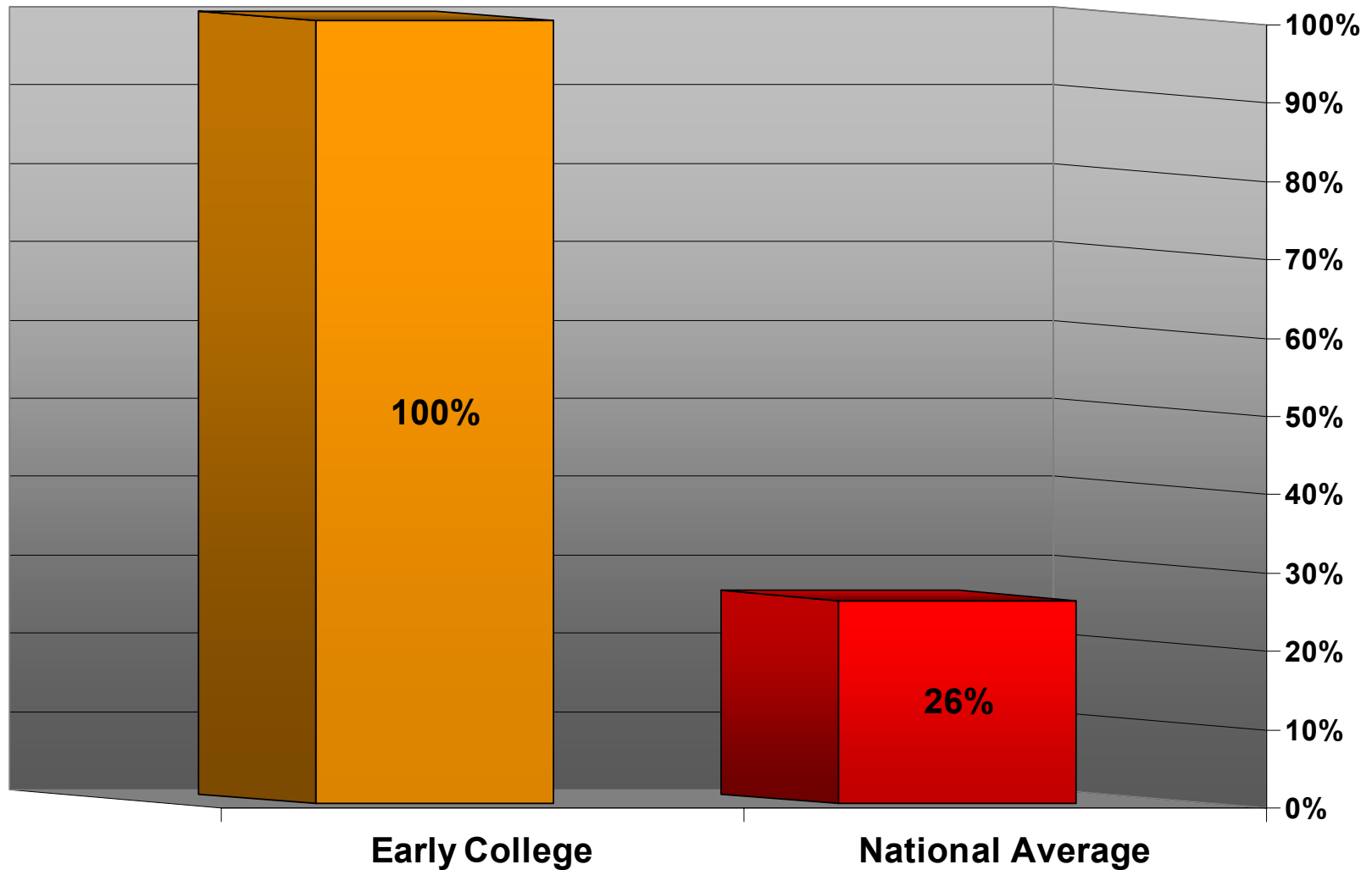
- 94% attendance rates at ECHSs
- 900 EC students graduated,
- 85% had 1/2 -2 yrs college credit,
- 60% accepted at 4 year universities

# CNE Site Goals & Results

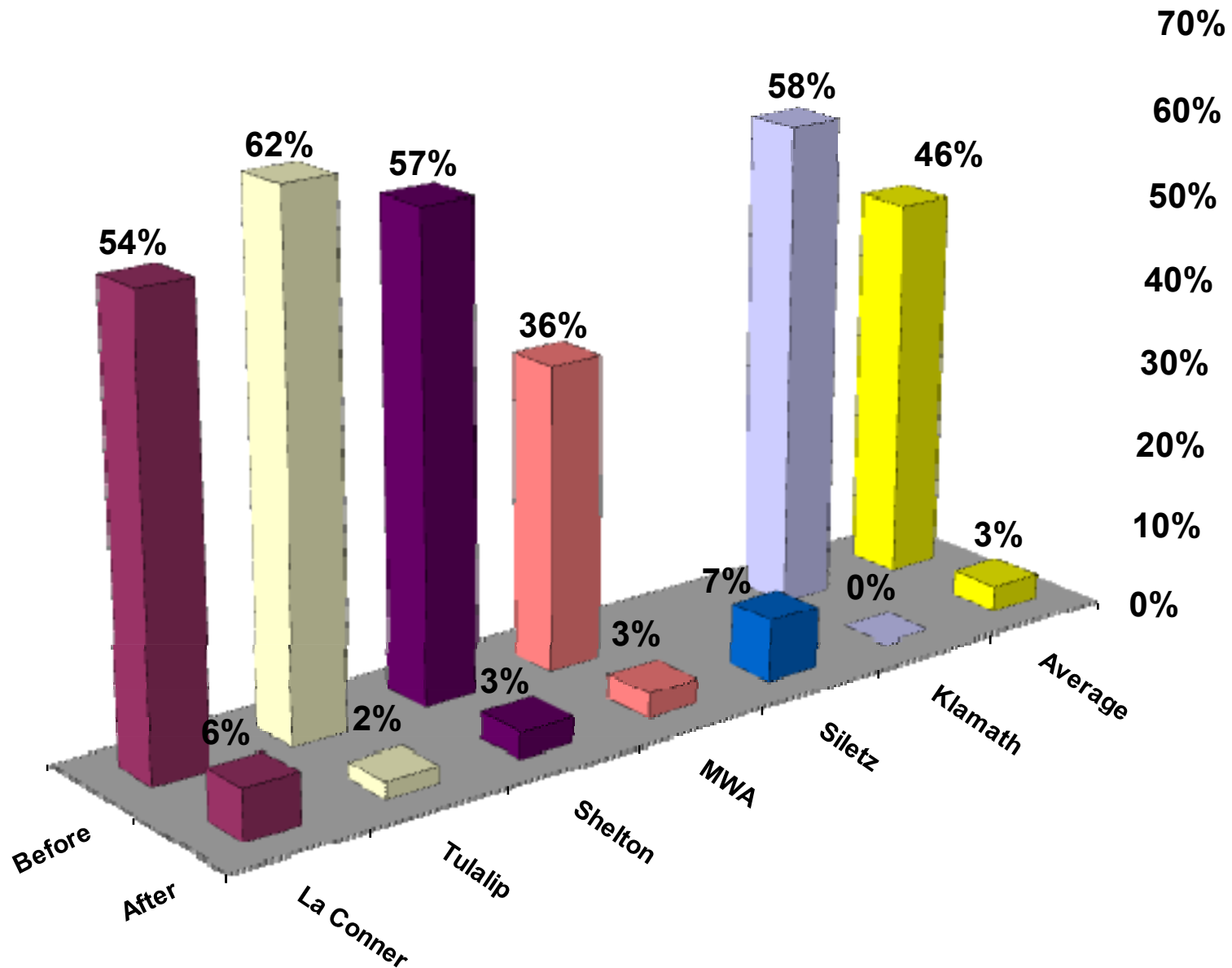
2005 National Indian Student Norms: NCES (2005) Status & Trends; Urban Institute (2004); U.S. Census (2000)	EC Goals by 2010	EC Site Results as of 06/07 (8 schools open)
<b>Core Curriculum:</b> <b>10% -30%</b> Note, U.S. average = 46% per NCES (2005) Status and Trends	<b>100%</b>	<b>100% at all 8 sites</b>
<b>Attendance:</b> <b>75% -80%</b> Note, U.S. average = 94%	<b>91%</b>	<b>63% exceeded goal @ 93-95%: EKCS, KRECR, SVECA</b>
<b>Drop-out:</b> <b>46%</b>	<b>10%</b>	<b>63% exceeded goal @ 0%: KRECR, MWA, Shelton, Tulalip</b>
<b>Test Scores:</b> <b>&lt; 50%</b>	<b>80%</b>	<b>50% exceeded goal @ 81%-100% MWA; SVECA</b>
<b>HS Graduation:</b> <b>51%</b> Note, U.S. average = 68% per Urban Institute (2004)	<b>90%</b>	<b>88% exceeded goal @91%-100%: LaConner, MWA, Shelton, Tulalip, SVECA</b>
<b>Few High Achieving Schools</b>	<b>Network of 16+ schools</b>	<b>On their way!</b>
<b>Some Postsecondary:</b> <b>23%</b>	<b>100%</b>	<b>About 50% EC students dual-enrolled MWA, Tulalip, KRECR, Shelton</b>
<b>BA Degree:</b> <b>8% - 11%</b> Note, U.S. average = 24%	<b>45%</b>	<b>TBD</b>

# High School College Preparatory Curriculum for Native Students: Early Colleges vs. National Average

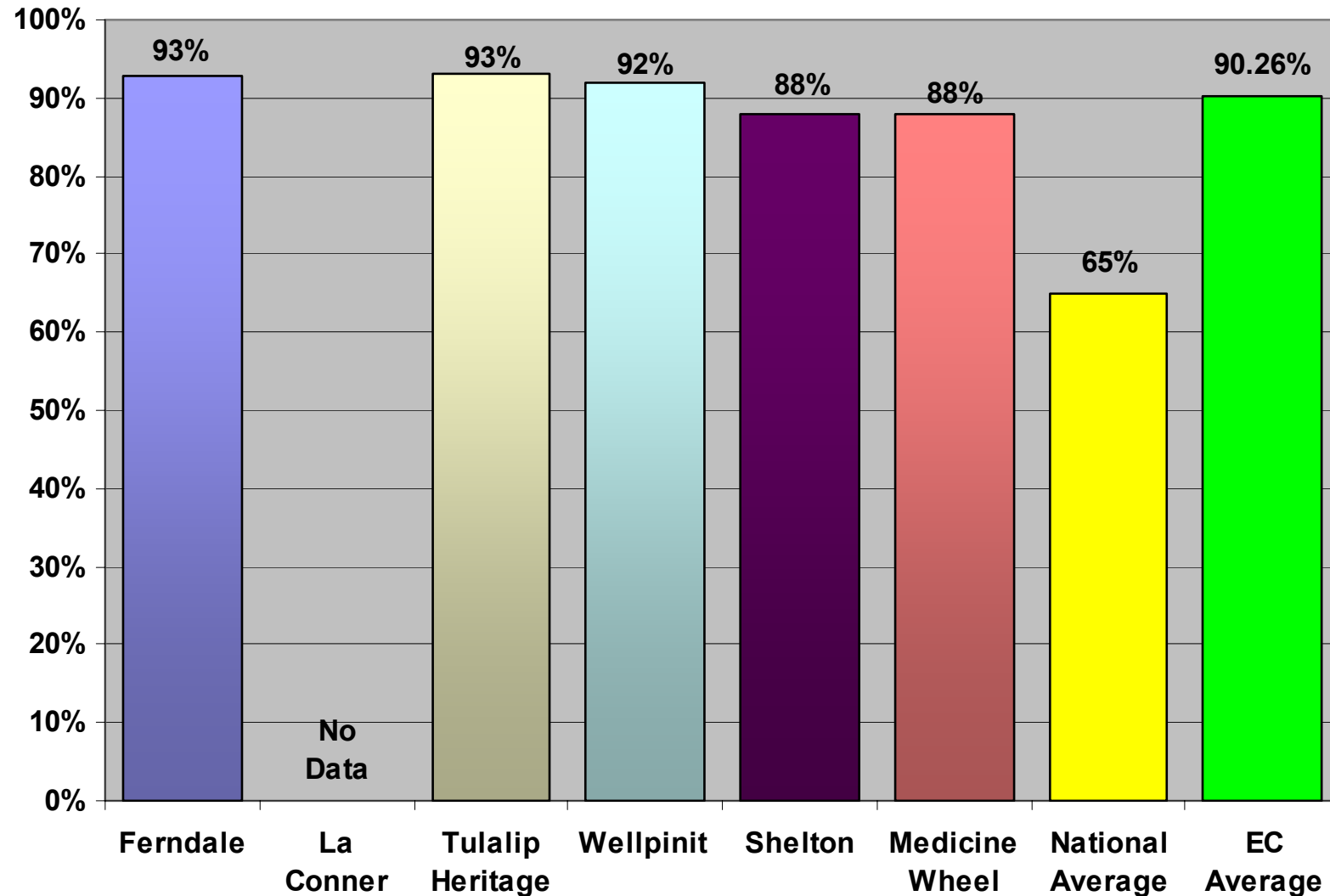
---



# 2006/07 Pre & Post Drop-Out Rates

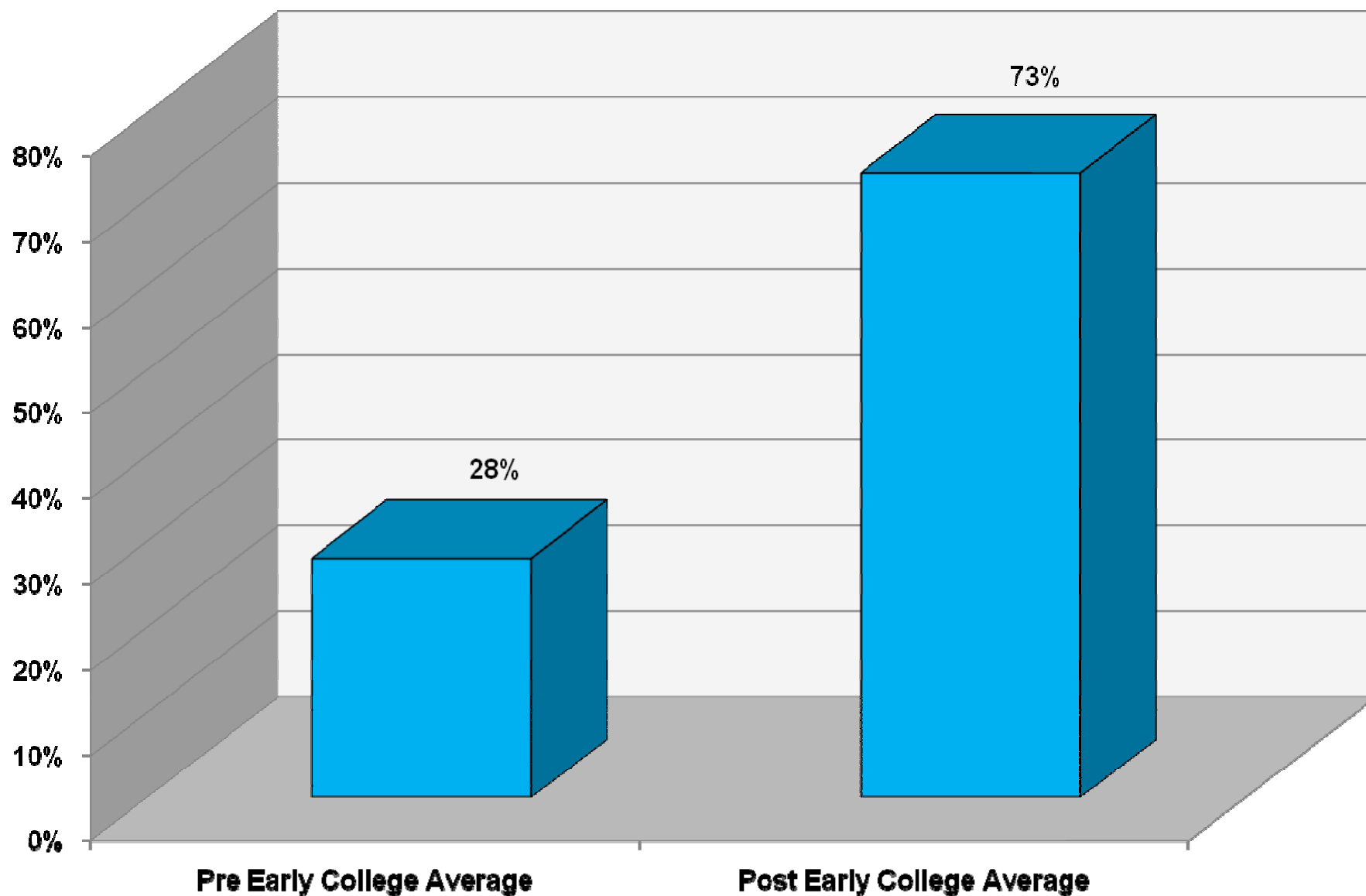


# Early College for Native Youth Attendance 2006-07



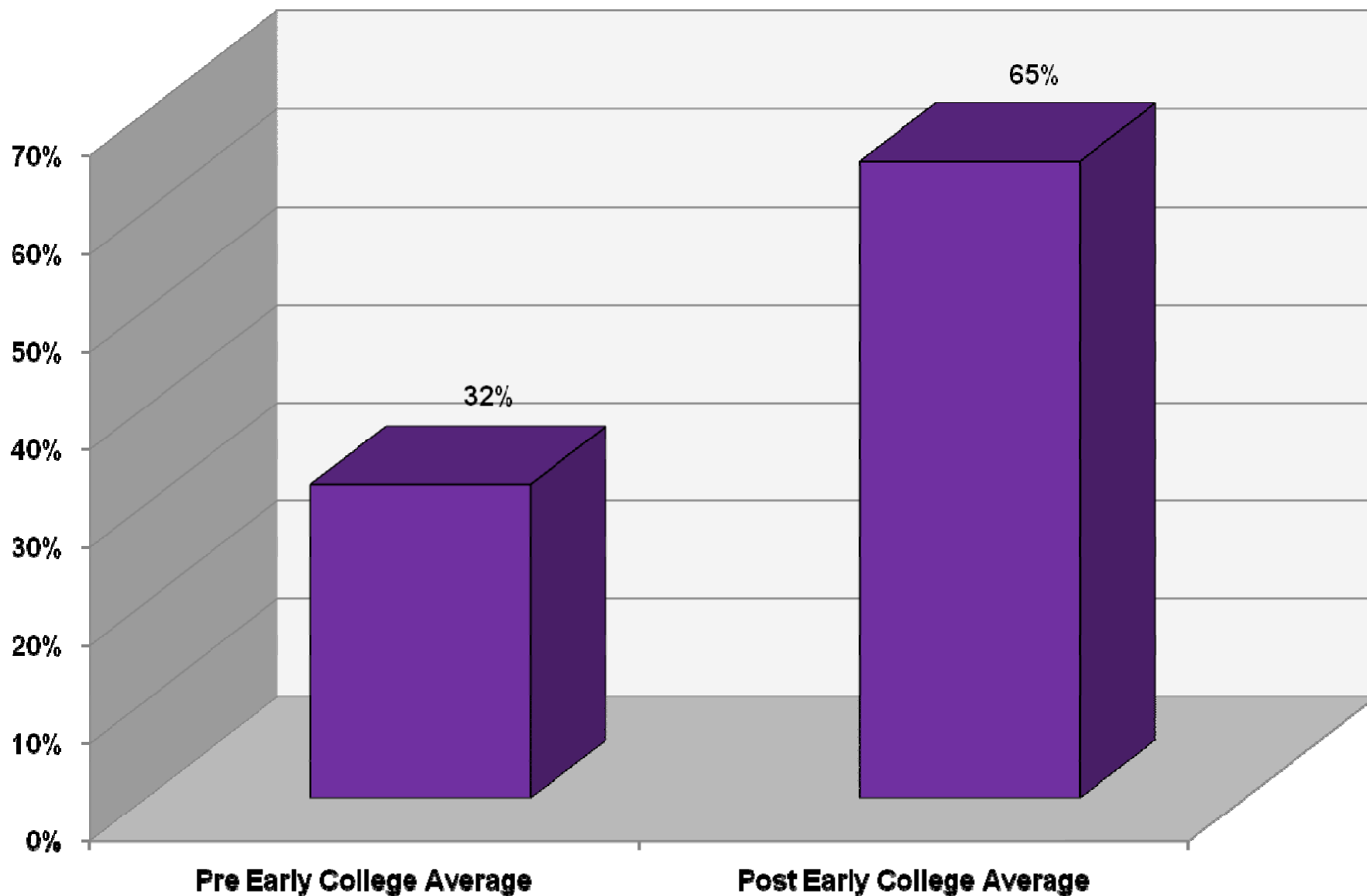
2006/2007

# Pre-EC & Post-EC State Writing Test Averages



2006/2007

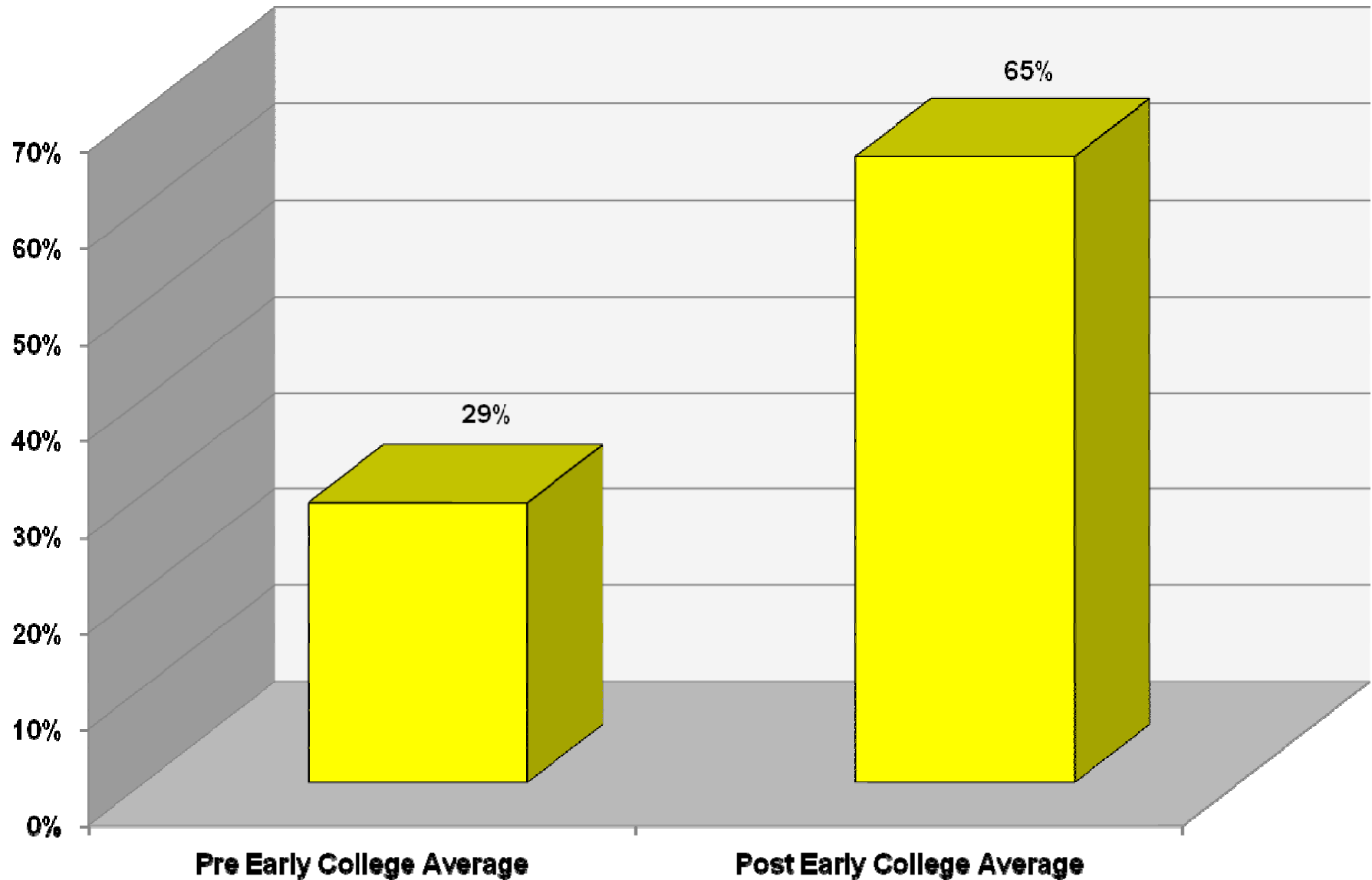
# Pre-EC & Post-EC State Reading Test Averages





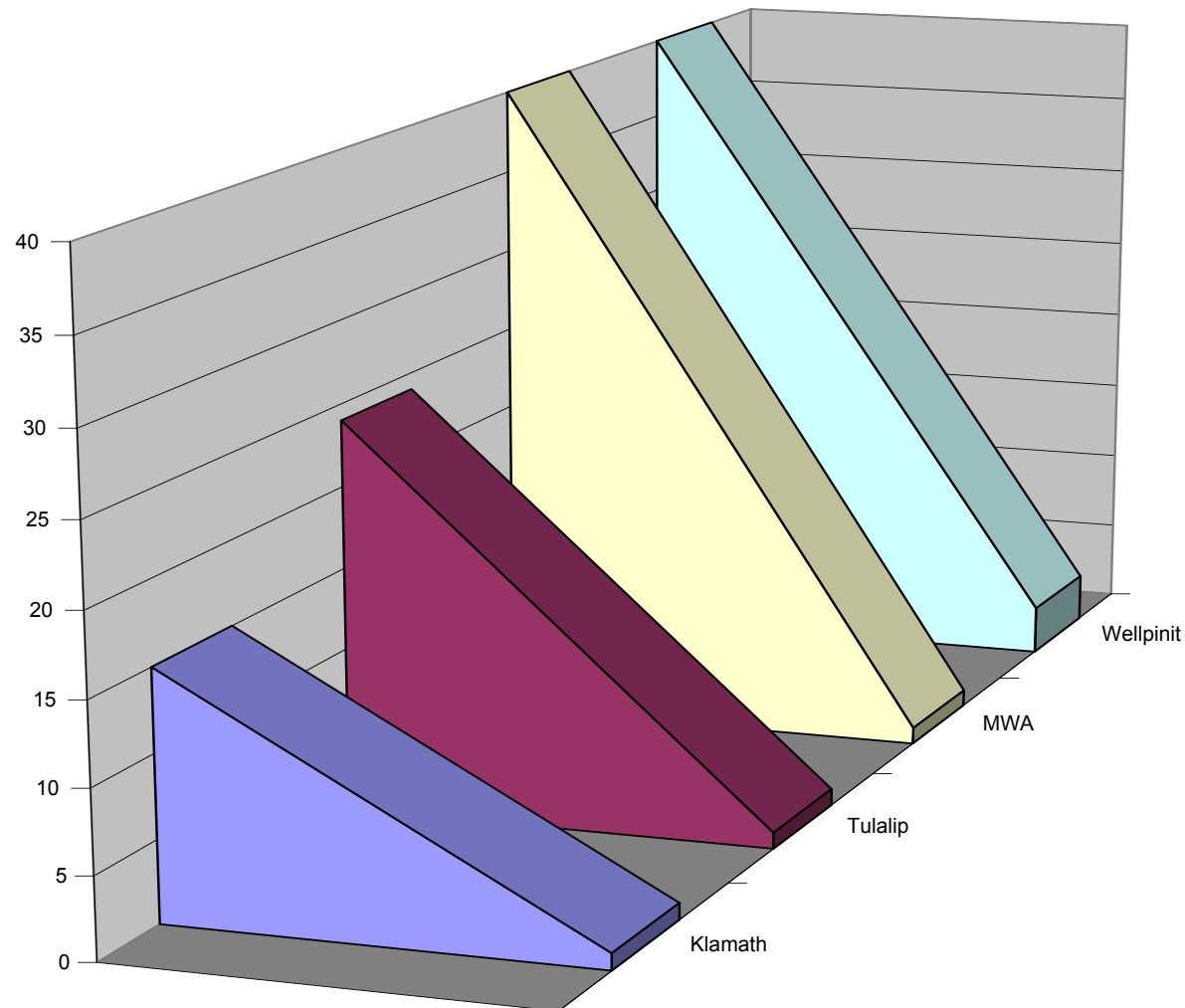
2006/2007

# Pre-EC & Post-EC State Math Test Averages



2006/2007

# Range of College Credits per Student at Early Colleges for Native Youth



# A Great Start but Challenges Exist

---

Unify the ECHSI Movement Nationally

Serve the Intended Students

Provide Adequate Student Supports

Offer Rigorous Instruction

Instill College-Going Cultures at ECs

Deepen Higher Education Partnerships

Consider the Location of ECs

Sustain the ECHSs

# Core Principles as of May, 2008

---

1. *Early college schools serve students who are underrepresented in higher education.*
2. *Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are responsible for student success.*
3. *Early college schools, their community and higher education partners jointly develop an integrated plan so all students earn one to two years of transferable college credit.*
4. *Early college schools engage all students in a comprehensive support system that develops academic and social skills necessary for college completion.*
5. *Early college schools and their community and higher education partners work with their intermediaries to create conditions and advocate for supportive policies to advance the early college movement.*

# EC Students Are Underrepresented in Higher Education

CNE Student Descriptors	National Student Descriptors
CNE schools recruit minimally 50% Native students PLUS →	Low-income, racial and ethnic minorities, first generation college-goers, English language learners
CNE schools serve some adult community members PLUS →	Drop-outs, struggling learners, those with poor attendance, are overage and undercredited
CNE schools have open-admissions policies PLUS →	Student admission is not based on prior academic performance

## ECs Are Created and Sustained by an LEA, PSE Institution & Community

CNE Descriptors	National Descriptors
RFP, grantee contracts & budgets specify leadership team of tribal, college & school liaisons PLUS →	MOUs insure EC students access college courses, facilities and supports
RFP and supplemental grants structure the roles of all three partners	Partners plan and implement the school
Partners promote college-going culture and provide student supports	Partners promote college-going culture and provide student supports
Partners sustain the early college school	Partners sustain the early college school

# Cultural Components at 8 CNE Sites


Early College Site	NA/AN School Leader and/or Teachers	NA/AN Perspectives in Class Content	Teachers Co-Plan Lessons with Tribal Members	Teachers' Pedagogy Reflects NA/AN Values	Tribe Trains Teachers and/or Members Teach	NA/AN Language is Taught at School	Students Complete Tribal Projects	Site Has Cultural Standards	School Uses NA/AN Calendar	Tribe Has Formal Cultural Content Approval Process
Effie Kokrine	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Klamath	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LaConner	✓	✓	✓	✓	✓	✓	✓			✓
MWA	✓	✓	✓	✓	✓	✓	✓			
Shelton	✓	✓	✓	✓	✓		✓			
Siletz	✓	✓	✓	✓	✓	✓				
Tulalip	✓	✓	✓	✓	✓		✓			
NAYA	✓	✓	✓	✓	✓					✓
Suquamish	✓	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Wawatowa	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
<b>Percent of EC's</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>63%</b>	<b>75%</b>	<b>25%</b>	<b>25%</b>	<b>38%</b>

# Postsecondary Support for CNE Sites

Student Direct Services	Programmatic Support	Financial Support
Recruit and register EC students	Assign personnel as EC liaisons	Award EC students full scholarships
Orient students to campus	Serve on EC committees	Reduce or waive tuition
Dedicate facilities to EC	Advocate for EC on campus	Reduce or waive fees
Offer academic support services	Approve EC teachers as adjuncts	Pay personnel for EC services
Transport students to college	Approve EC courses	Reduce class size numbers
Provide tutors for EC students	Offer EC-related professional development	Pay faculty to teach on site
Assign a Native student coordinator	Mentor EC teachers	Stabilize college text costs
Award students ID cards	Co-develop new syllabi	
	Address policy-related issues	



# EC Schools, Community and PSE Partners Develop Integrated Academic Plans with 1 to 2 Years of College

CNE Descriptors	National Descriptors
Tribal outcomes or values are included in academic plans PLUS 	Partners align HS and PSE requirements into an academic plan
Students earn one to two years of college credit in core disciplines	Students earn one and preferably two years of college credit in core disciplines
Students have post-high school plans for continuing college after HS	Processes are in place (e.g. graduation plans, articulation agreements) so students earn a BA degree
Each student has a personalized academic plan	

# Recommended CNE Course Schedule

Subjects	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	13 <sup>th</sup> Grade
<b>English</b>	College Prep LA	College Prep LA	College English 98	<b>College English (5)</b>	<b>College NA Literature (5)</b>
<b>Mathematics</b>	Algebra I or Geometry	Algebra II or Geometry	Trigonometry or Pre-Calculus	<b>College Math (5)</b>	<b>College Math (5)</b>
<b>Social Sciences</b>	Humanities	World History	US History	<b>College NA Govt. or History (5)</b>	<b>College Social Science (5)</b>
<b>Science</b>	Earth Science	Biology	Physical or Biological Science	<b>College Natural Sciences (5)</b>	<b>College Science (5)</b>
<b>Arts</b>	Art, Music, Drama, or Crafts		<b>College NA Arts (2)</b>		
<b>Health/Fitness</b>	Fitness	<b>NA Fitness (2)</b>	Health	<b>NA Fitness (2)</b>	
<b>World Language</b>			<b>Native or World Language (5)</b>	<b>Native or World Language (10)</b>	<b>Native or World Language (15)</b>
<b>Electives</b>	Word Processing	Careers	<b>College Study Skills (2)</b>	<b>College Computer Skills (2)</b>	<b>College electives (10)</b>
<b>Advisory</b>	Advisory 9 & Community Service	Advisory 10 & Community Service	Advisory 11 & Community Service	Advisory 12 & Community Service	Advisory 13 & Community Service
<b>College Credits</b>		<b>2 credits</b>	<b>9 credits</b>	<b>34 credits</b>	<b>45 credits</b>

*\* Bold equals transferable college credit*

# EC Schools Engage All Students in a Comprehensive Support System

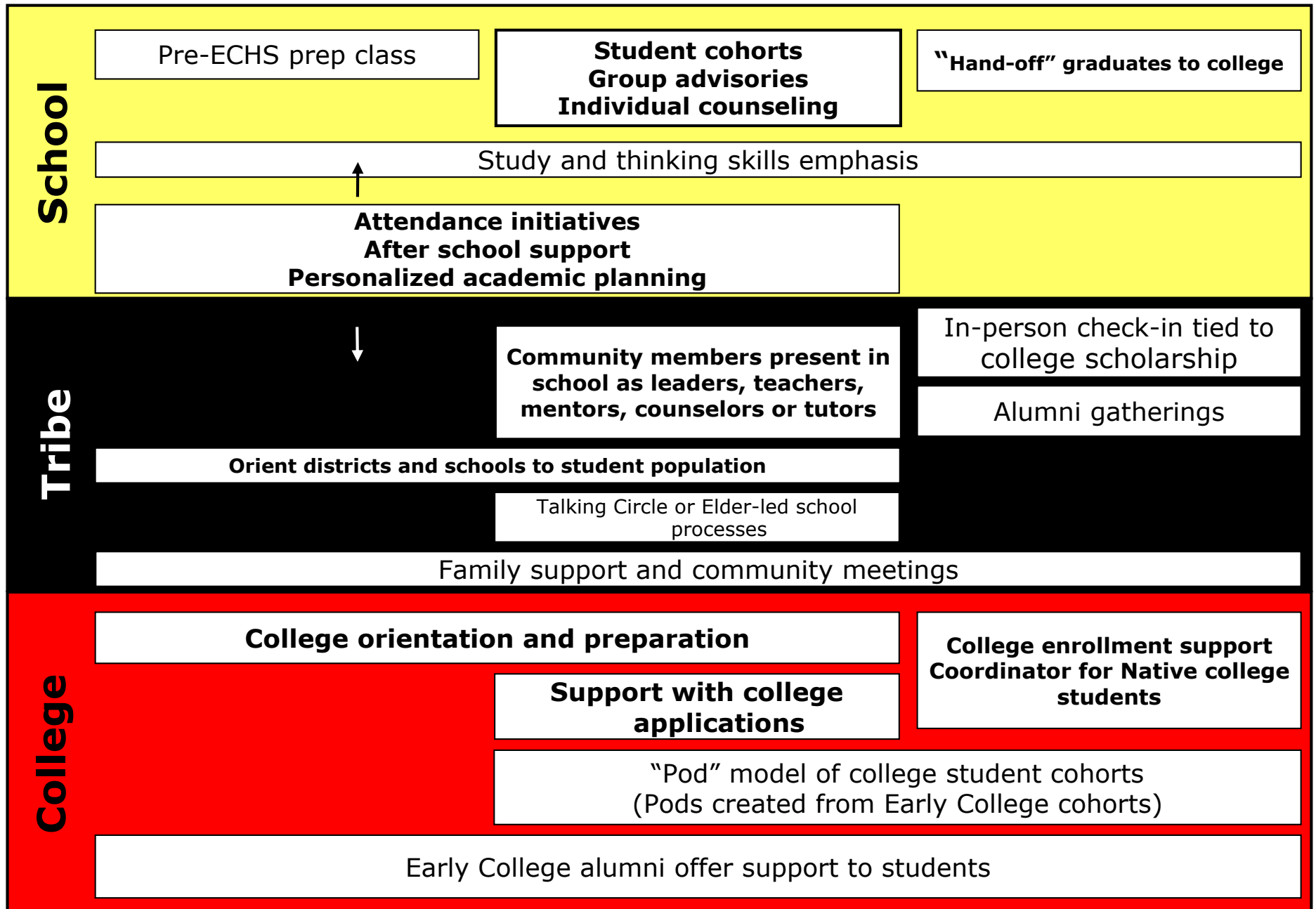
---

CNE Descriptors	National Descriptors
Tribal, PSE, and EC site partners have specified roles and responsibilities	EC sites provide academic and social supports through college graduation
Same as above	EC partners have clearly defined roles to support students through college
Same as above	EC sites address barriers inside and outside of school

# CNE Student Supports Menu

**Bold = Required**

Non-bold = Strongly recommended



# EC Sites, PSE & Communities Work with Intermediaries for Conditions and Policies that Support the EC Movement

---

EC sites and partners collect and share data at the local, state, and national levels.

EC sites and partners have communications plans to promote the movement.

EC sites and partners influence local, state, and national policies.

EC sites and partners prepare teachers and leaders to meet the mission of the EC movement.

# Topics for Reflection

---

1. Recruiting Underrepresented and Underperforming Students
2. Locating EC in a High School or on a College Campus
3. Having University as Opposed to Community College Partners
4. Specifying Tribal Outcomes or Values for Each EC
5. Offering Grades 7-16 Student Supports
6. EC Schools Serving as Political Institutions Supporting a National Movement

# In a Single Generation

---

By 2025,  
there will be  
121 early colleges  
serving 42,000 Native youth  
and such schools  
will transform  
Indian education

*FOREVER*

# Praise for Early Colleges for Native Youth

---

**The Office of Indian Education** in September, 2006 featured EC as a significant intervention *"to change the way in which students respond to high schools, especially Native American students."*

**The Council of Chief State School Officers** (May, 2006) said the EC model *"raises expectations for students while the incorporation of culturally relevant materials addresses concerns regarding academics and cultural responsiveness, and it is yielding results."*

**President Clinton's former Director of Native American Programs at the Dept. of Agriculture** described EC in November, 2006, as *"the first college prep schools in Indian Country. ECs are the most important K-12 innovation for Native students, ever."*

**Pacific Northwest tribal chairperson** said in 2006 *"early college students have the unique opportunity to better their own lives and help the communities they live in."*

**InsideHigherEd.com** (October, 2007) in an article called Early (Encouraging) Data on Early Colleges said that CNE's network *"demonstrates the kinds of statistics that are exciting to educators."*

**The National Indian Education Association in its 2008 Legislative Summit Brief** cited Early Colleges for Native Youth as an exemplar for promoting Native student graduation and described the schools as *"true community institutions."*