Early College in Indian Country
“Meeting the Dropout Crisis Head on”
May 30, 2008
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

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

Source: JFF 2008 Portrait in Numbers
Growth of Early College High Schools Nationally

Source: JFF 2008 Portrait in Numbers
2007-08 CNE’s
Early Colleges for Native Youth Locations

Medicine Wheel Academy
Tulalip Heritage
Suquamish
Shelton
NAYA
Siletz Valley
Klamath River
La Conner
Walatowa
Effie Kokrine

1
1
2
5
Nationally, What Is an Early College?

**Locations of Schools**
- Freestanding: 24%
- Shares a Campus with another Secondary School: 10%
- On a Postsecondary Campus: 61%
- Reservation: 3%

**Types of Schools**
- District Schools: 73%
- Charter Schools: 23%
- Freestanding: 24%

Source: JFF 2008 Portrait in Numbers
How Do ECHSI Schools Vary in the Grades They Serve?

**Grade Levels Served**

- **High School into college**: 40% (Grades 9-12)
- **Middle College Early College**: 39% (Grades 9-13)
- **Middle School into College**: 13% (Grades 6 or 7-12)
- **Gateway to College**: 8%
- **Ungraded**: 1%
- **Other**: 1%

Source: JFF 2008 Portrait in Numbers
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.

Source: JFF 2008 Portrait in Numbers
Who Do CNE Sites Serve?

Racial Categories 2007/08

- Non-Native: 46%
- Native: 54%

F&R Lunch 2006/07

- Ferndale: 45%
- Klamath River: 80%
- La Conner: No Data
- Medicine Wheel: 88%
- Shelton: 59%
- Siletz Valley: 76%
- Tulalip Heritage: 76%
- Wellpinit: 70%
- EC Average: 66%

Source: JFF SIS 2007-2008 School Year Data Tables from Effie Kokrine, NAYA, KRECR, Shelton, Tulalip, LaConner, MWA, Siletz Valley, and Walatowa
How Are ECHSI Students Doing Nationally?

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

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

Sources: JFF 2008 Portrait in Numbers

This information is confidential and was prepared by The Bridgespan Group solely for the use of our client; it is not to be relied on by any 3rd party without The Bridgespan Group’s prior written consent.
CNE Site Goals & Results

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum: 10% - 30%</td>
<td>100%</td>
<td>100% at all 8 sites</td>
</tr>
<tr>
<td>Note, U.S. average = 46% per NCES (2005) Status and Trends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance: 75% - 80%</td>
<td>91%</td>
<td>63% exceeded goal @ 93-95%: EKCS, KRECR, SVECA</td>
</tr>
<tr>
<td>Note, U.S. average = 94%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drop-out: 46%</td>
<td>10%</td>
<td>63% exceeded goal @ 0%: KRECR, MWA, Shelton, Tulalip</td>
</tr>
<tr>
<td>Test Scores: &lt; 50%</td>
<td>80%</td>
<td>50% exceeded goal @ 81%-100% MWA; SVECA</td>
</tr>
<tr>
<td>HS Graduation: 51%</td>
<td>90%</td>
<td>88% exceeded goal @91%-100%: LaConner, MWA, Shelton, Tulalip, SVECA</td>
</tr>
<tr>
<td>Few High Achieving Schools</td>
<td>Network of 16+ schools</td>
<td>On their way!</td>
</tr>
<tr>
<td>Some Postsecondary: 23%</td>
<td>100%</td>
<td>About 50% EC students dual-enrolled MWA, Tulalip, KRECR, Shelton</td>
</tr>
<tr>
<td>BA Degree: 8% - 11%</td>
<td>45%</td>
<td>TBD</td>
</tr>
<tr>
<td>Note, U.S. average = 24%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
High School College Preparatory Curriculum for Native Students: Early Colleges vs. National Average

National Average Source: NCES, 2005
2006/07 Pre & Post Drop-Out Rates

Source: CNE Site Reports
WA & CA State Report Card Data
Early College for Native Youth Attendance 2006-07

Ferndale  La Conner  Tulalip Heritage  Wellpinit  Shelton  Medicine Wheel  National Average  EC Average
93%  93%  92%  88%  88%  65%  90.26%

EC Source: CNE Site Reports
National Average Source: NCES, 2005
2006/2007

Pre-EC & Post-EC State Writing Test Averages

Source: CNE Site Reports
WA & CA State Report Card Data

Dr. Linda Campbell, 206-268-4137
Pre-EC & Post-EC State Reading Test Averages

2006/2007

Sources: CNE Site Reports
WA & CA State Report Card Data

Dr. Linda Campbell, 206-268-4137
2006/2007

Pre-EC & Post-EC State Math Test Averages

Pre Early College Average

Post Early College Average

29%

65%

Source: CNE Site Reports
WA & CA State Report Card Data
2006/2007
Range of College Credits per Student at Early Colleges for Native Youth

Source: CNE Site Reports

Dr. Linda Campbell, 206-268-4137
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

CNE Site Reports 2003-2007
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

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

CNE RFP

This information is confidential and was prepared by The Bridgespan Group solely for the use of our client; it is not to be relied on by any 3rd party without The Bridgespan Group’s prior written consent.
ECs Are Created and Sustained by an LEA, PSE Institution & Community

<table>
<thead>
<tr>
<th>CNE Descriptors</th>
<th>National Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFP, grantee contracts &amp; budgets specify leadership team of tribal, college &amp; school liaisons PLUS</td>
<td>MOUs insure EC students access college courses, facilities and supports</td>
</tr>
<tr>
<td>RFP and supplemental grants structure the roles of all three partners</td>
<td>Partners plan and implement the school</td>
</tr>
<tr>
<td>Partners promote college-going culture and provide student supports</td>
<td>Partners promote college-going culture and provide student supports</td>
</tr>
<tr>
<td>Partners sustain the early college school</td>
<td>Partners sustain the early college school</td>
</tr>
</tbody>
</table>

CNE Site Reports 2003-2007

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## Cultural Components at 8 CNE Sites

<table>
<thead>
<tr>
<th>Early College Site</th>
<th>NA/AN School Leader and/or Teachers</th>
<th>NA/AN Perspectives in Class Content</th>
<th>Teachers Co-Plan Lessons with Tribal Members</th>
<th>Teachers’ Pedagogy Reflects NA/AN Values</th>
<th>Tribe Trains Teachers and/or Members Teach</th>
<th>NA/AN Language is Taught at School</th>
<th>Students Complete Tribal Projects</th>
<th>Site Has Cultural Standards</th>
<th>School Uses NA/AN Calendar</th>
<th>Tribe Has Formal Cultural Content Approval Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effie Kokrine</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Klamath</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>LaConner</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>MWA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Shelton</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Siletz</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tulalip</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>NAYA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Suquamish</td>
<td>✓</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Walatowa</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Percent of EC’s</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>63%</strong></td>
<td><strong>75%</strong></td>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
<td><strong>38%</strong></td>
<td><strong>Source: EC Site Reports</strong></td>
</tr>
</tbody>
</table>
# Postsecondary Support for CNE Sites

<table>
<thead>
<tr>
<th>Student Direct Services</th>
<th>Programmatic Support</th>
<th>Financial Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit and register EC students</td>
<td>Assign personnel as EC liaisons</td>
<td>Award EC students full scholarships</td>
</tr>
<tr>
<td>Orient students to campus</td>
<td>Serve on EC committees</td>
<td>Reduce or waive tuition</td>
</tr>
<tr>
<td>Dedicate facilities to EC</td>
<td>Advocate for EC on campus</td>
<td>Reduce or waive fees</td>
</tr>
<tr>
<td>Offer academic support services</td>
<td>Approve EC teachers as adjuncts</td>
<td>Pay personnel for EC services</td>
</tr>
<tr>
<td>Transport students to college</td>
<td>Approve EC courses</td>
<td>Reduce class size numbers</td>
</tr>
<tr>
<td>Provide tutors for EC students</td>
<td>Offer EC-related professional development</td>
<td>Pay faculty to teach on site</td>
</tr>
<tr>
<td>Assign a Native student coordinator</td>
<td>Mentor EC teachers</td>
<td>Stabilize college text costs</td>
</tr>
<tr>
<td>Award students ID cards</td>
<td>Co-develop new syllabi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Address policy-related issues</td>
<td></td>
</tr>
</tbody>
</table>
### Core Principle 3

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

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

**Sources:** AIR & SRI (2008) 2003-2007 ECHSI Evaluation  
CNE Site Reports 2003-2007
## Recommended CNE Course Schedule

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

*Bold equals transferable college credit*
<table>
<thead>
<tr>
<th>CNE Descriptors</th>
<th>National Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal, PSE, and EC site partners have specified roles and responsibilities</td>
<td>EC sites provide academic and social supports through college graduation</td>
</tr>
<tr>
<td>Same as above</td>
<td>EC partners have clearly defined roles to support students through college</td>
</tr>
<tr>
<td>Same as above</td>
<td>EC sites address barriers inside and outside of school</td>
</tr>
</tbody>
</table>

CNE (2007) RFP, Contracts & Supplemental Grants
CNE Student Supports Menu

**Bold = Required**
**Non-bold = Strongly recommended**

**School**
- Pre-ECHS prep class
- Student cohorts
  - Group advisories
  - Individual counseling
- "Hand-off" graduates to college
- Study and thinking skills emphasis
- Attendance initiatives
- After school support
- Personalized academic planning

**Tribe**
- Community members present in school as leaders, teachers, mentors, counselors or tutors
- In-person check-in tied to college scholarship
- Alumni gatherings
- Orient districts and schools to student population
- Talking Circle or Elder-led school processes
- Family support and community meetings

**College**
- College orientation and preparation
- College enrollment support
  - Coordinator for Native college students
- Support with college applications
- "Pod" model of college student cohorts
  - (Pods created from Early College cohorts)
- Early College alumni offer support to students

- Orient districts and schools to student population
- Talking Circle or Elder-led school processes
- Family support and community meetings

- Support with college applications
- "Pod" model of college student cohorts
  - (Pods created from Early College cohorts)
- Early College alumni offer support to students
**Core Principle 5**

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

<table>
<thead>
<tr>
<th>EC sites and partners collect and share data at the local, state, and national levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC sites and partners have communications plans to promote the movement.</td>
</tr>
<tr>
<td>EC sites and partners influence local, state, and national policies.</td>
</tr>
<tr>
<td>EC sites and partners prepare teachers and leaders to meet the mission of the EC movement.</td>
</tr>
</tbody>
</table>
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.”