



JOBS FOR THE FUTURE

**Early College Designs:
Program Description and Scaling Plan**

**Submitted to the
Social Impact Exchange**

Revised November 2011

**Jobs for the Future, Inc.
88 Broad Street
Boston, MA 02110
www.jff.org**

Early College Designs: Program Description and Scaling Plan

Early College High School Designs are an exceptional approach to increasing college readiness and success of high-need students. By increasing the effectiveness of teachers and the capacity of school systems to propel low-income students and students of color to college success, the expansion of schools and districts that adopt an Early College Design will dramatically increase the number of high-need students who graduate from high school college-ready and with the academic and financial head start of significant college credits. And at about \$100 per additional student enrolled at an Early College, the model is highly cost-efficient to expand and replicate.

Jobs for the Future, which has led the development and implementation of Early College Designs since 2002, is pleased to submit this program description and scaling plan to the Social Impact Exchange in connection with our nomination by the Bill & Melinda Gates Foundation to the Exchange's Investment Center.

1. The Need to Raise Student Achievement

Each year, approximately 1.3 million students do not graduate from high school.¹

Failing to complete high school is not only a problem for students and their families and communities, but for the country as a whole. Nearly 44 percent of out-of-school youth under the age of 24 are jobless, and the unemployment rate of Americans over the age of 25 who did not complete high school is more than three times that of college graduates. Each American who does not complete high school contributes about \$60,000 less in federal and state income taxes, and if the drop out rate were cut in half, the nation could save \$45 billion dollars each year.²

Young people from middle- to upper-class backgrounds are almost five times more likely to earn a two-year or four-year college degree than those from low-income families³.

In the US today, fewer than 75% of young people earn a high school diploma⁴, and just 35% earn a postsecondary degree. However, even these bleak statistics do not tell the whole story: significant educational inequities persist in our schools based upon race, ethnicity, and household income. The high school graduation rate among students of color is as much as twenty-five percentage points below that of their white peers; only about 50% of African American, Hispanic, and low-income students graduate from school on time. In addition, of those students who enroll in college, only about half earn a diploma within six years. For low-income students, the college completion rate drops to 25%⁵.

America's low college graduation rates threaten our economic competitiveness.

In the 21st century, earning a high school diploma alone will no longer be enough for students to become college and career ready. However, the United States now ranks 12th among 36 developed

¹ Diplomas Count 2010: Graduating by the Number: Putting Data to Work for Student Success, special issue, Education Week 29, no. 34 (2010).

² The Center for Benefit-Cost Studies in Education, Teachers College, Columbia University, 2007.

³ Advisory Committee on Student Financial Assistance, 2001.

⁴ The National Center for Education Statistics, 2010.

⁵ "Spotlight on Poverty and Opportunity," http://www.spotlightonpoverty.org/education_and_poverty.aspx. 2011.

nations in college graduation rates, when only a generation ago, the US ranked 1st. Over the last 30 years, the average industrialized country has increased postsecondary attainment by about 75%, which is more than double the increase in postsecondary attainment for Americans. As the global economy becomes a knowledge-based one, the low postsecondary attainment rates in the United States put Americans at a severe disadvantage when compared to other industrialized nations with ever-increasing college completion rates. This risk has caused President Obama to ask every American to “commit to at least one year or more of higher education or career training” in order for the American economy to remain internationally competitive and utilize the talents of each American.

The adoption of Common Core standards will necessitate stronger connections between high schools and postsecondary institutions in policy and practice.

Forty-three states have adopted the Common Core standards, which are national education standards that provide a consistent, clear understanding of what students are expected to learn in public schools. These new standards are designed to be relevant to the real world and focus on preparing students for postsecondary success⁷. The implementation of common college-ready standards across states in order to increase students’ 21st century skill attainment will lead to a huge shift from current high school standards and assessment systems. Currently, high schools focus on preparing students for 10th grade level “exit” exams rather than emphasizing the critical thinking, analysis, and communication skills students will need to become college- and career-ready. Because the current system is increasingly inadequate, schools and districts need strategies to raise student achievement to college-ready levels of proficiency in order to meet new common core standards. Tighter connections in practice and policy between the end of high school and the first year of college should inform and support these college-ready strategies.

2. An Effective Solution: Early College Designs

Challenge, not remediation, can make the most difference for those young people who are least likely to attend college and for whom society has had low aspirations for academic achievement or attainment, and accordingly, an accelerated academic program can dramatically raise postsecondary attainment rates of low-income students.

The Model

Early College schools are schools that partner with a local postsecondary institution to develop an innovative, challenging curriculum and implement supports for both students and faculty to offer underserved students the opportunity to earn college credit while in high school. Early College schools are based on a radical concept: *challenge, not remediation*, will motivate educationally underserved young people to complete high school in significantly higher numbers. An *accelerated* program of study – one that combines substantial college-level work while earning a high school diploma – not only will motivate greater numbers of students to excel in high school, but will graduate them “college-ready,” prepared for the rigors of postsecondary education.

The model, while flexible to meet local circumstances and best serve the local student population, features the following pioneering, universal elements wherever implemented:

⁶ The College Board, 2010.

⁷ From the Common Core Standards Initiative, <http://www.corestandards.org/>, 2010.

- **The completion by high school students of at least 12 college credits by graduation**, with the possibility of earning a high school diploma **and** up to an Associate’s degree within four to five years of starting ninth grade.
- An explicit focus on ensuring the **success of low-income and other underrepresented students** (i.e. English language learners, first-generation college goers, and students of color).
- A **rigorous, untracked academic program** that prepares all students for college-level coursework by grade 11 or 12.
- A culture of continuous instructional improvement led by school-based coaches and teacher leaders.
- Strong **postsecondary partnerships** that contribute to the development of an integrated curriculum featuring college courses taught by college faculty.
- Significant **exposure to the culture and norms of college** to demystify the process of applying to, attending, and succeeding in college.
- **Student-centered environments** that are structured to promote personalization, close relationships between students and teachers, and explicit instruction on successful academic and social college behaviors.

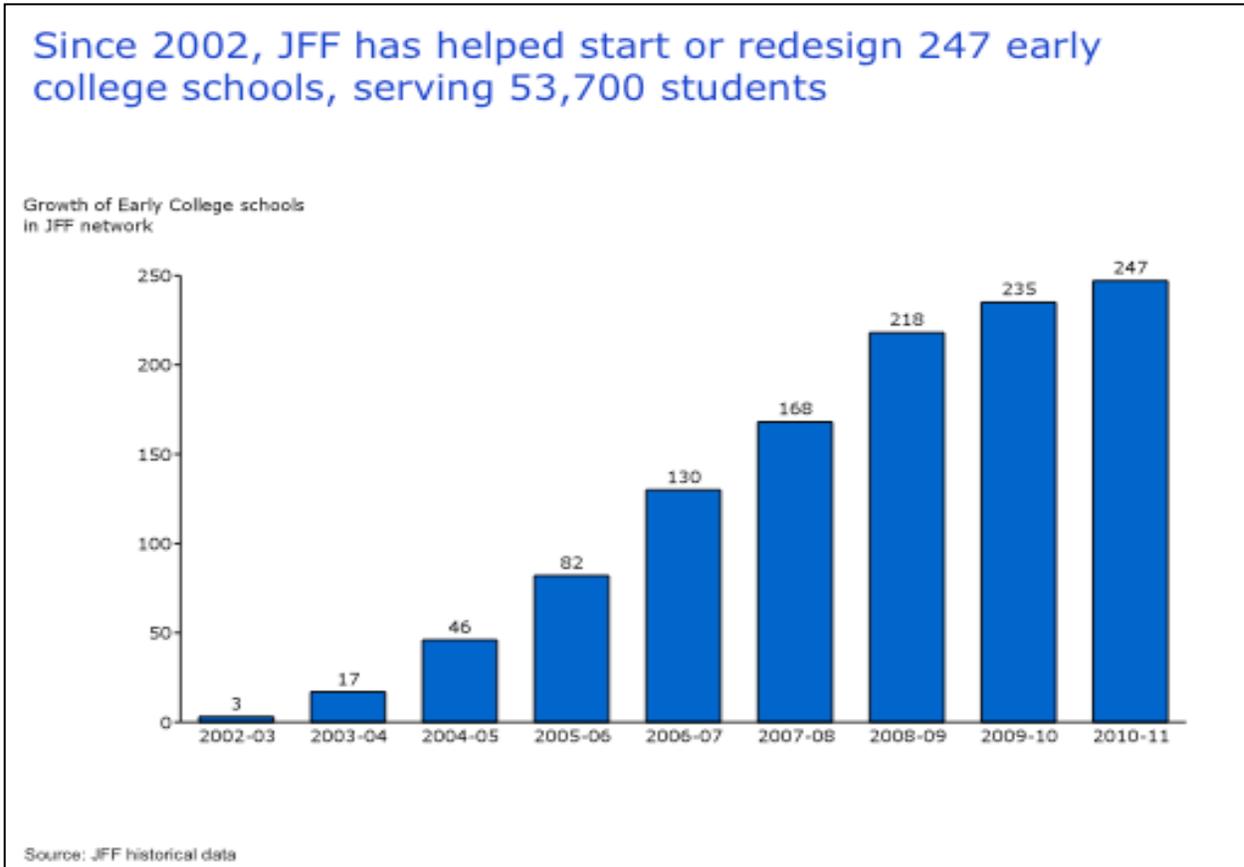
At the core of the model is that every student is expected to enroll in college courses while still in high school (known as “dual enrollment”), and the schools support them in doing so. This expectation—that most students, not just advanced ones, can succeed in a challenging pathway leading to significant, transferable college credit while in high school—distinguishes the Early College movement from other education transformation efforts.

Significant financial savings embedded in the design—both to individuals and to society—make Early College Designs a worthwhile investment. College courses are offered at no cost to students, so that with the challenge of undertaking college course work comes the opportunity to save time and money in earning a postsecondary degree. In addition, once Early Colleges are established, they can operate at a comparable cost per student as a district’s current expenditures on its secondary school students under policy conditions found in many states. Therefore, the model not only saves students and their families from having to pay the steep costs of postsecondary education, but it also is a more efficient use of taxpayer dollars.

History and Evolution

JFF’s Early College initiative brings together features of two former school reform initiatives: the development of middle college high schools and the small schools movement. In the 1970’s, middle college high schools were established on college campuses with support from the Ford Foundation. These high schools formed partnerships with the colleges on whose campuses they were located and encouraged students to continue their education by exposing them to a college-going culture. The small schools movement was a reform initiative that established small, student-centered schools in dense urban areas with the goal of improving student outcomes utilizing strategies such as smaller classes and more comprehensive student supports. Early College Designs adopt the key, evidence-based practices of each of these movements—forming postsecondary partnerships and maintaining a student-centered school environment—and combine them with other strategies to ensure student success.

The first schools adopting an Early College Design were formed in 2002 with primary support from the Bill & Melinda Gates Foundation and additional funding from the Carnegie Corporation of New York, the Ford Foundation, the W.K. Kellogg Foundation and local philanthropies. Since 2002, **the number of Early College schools established and number of students attending them has grown dramatically.** Currently, there are almost 250 Early College High Schools in 24 states and the District of Columbia serving over 50,000 students. Along with this expansion, the Early College initiative has evolved from establishing individual small schools to adapting the design for larger high schools and developing entire districts that adopt an Early College Design, providing extensive educational opportunities to each student in the public education system.



3. The Social Impact of Early College High Schools

“Being at this school and in this environment of constant support made me realize that no matter who you are, or where you come from, you have the potential to fulfill your dreams.”

– Lauren Merrell, student, Toledo Early College High School, Ohio

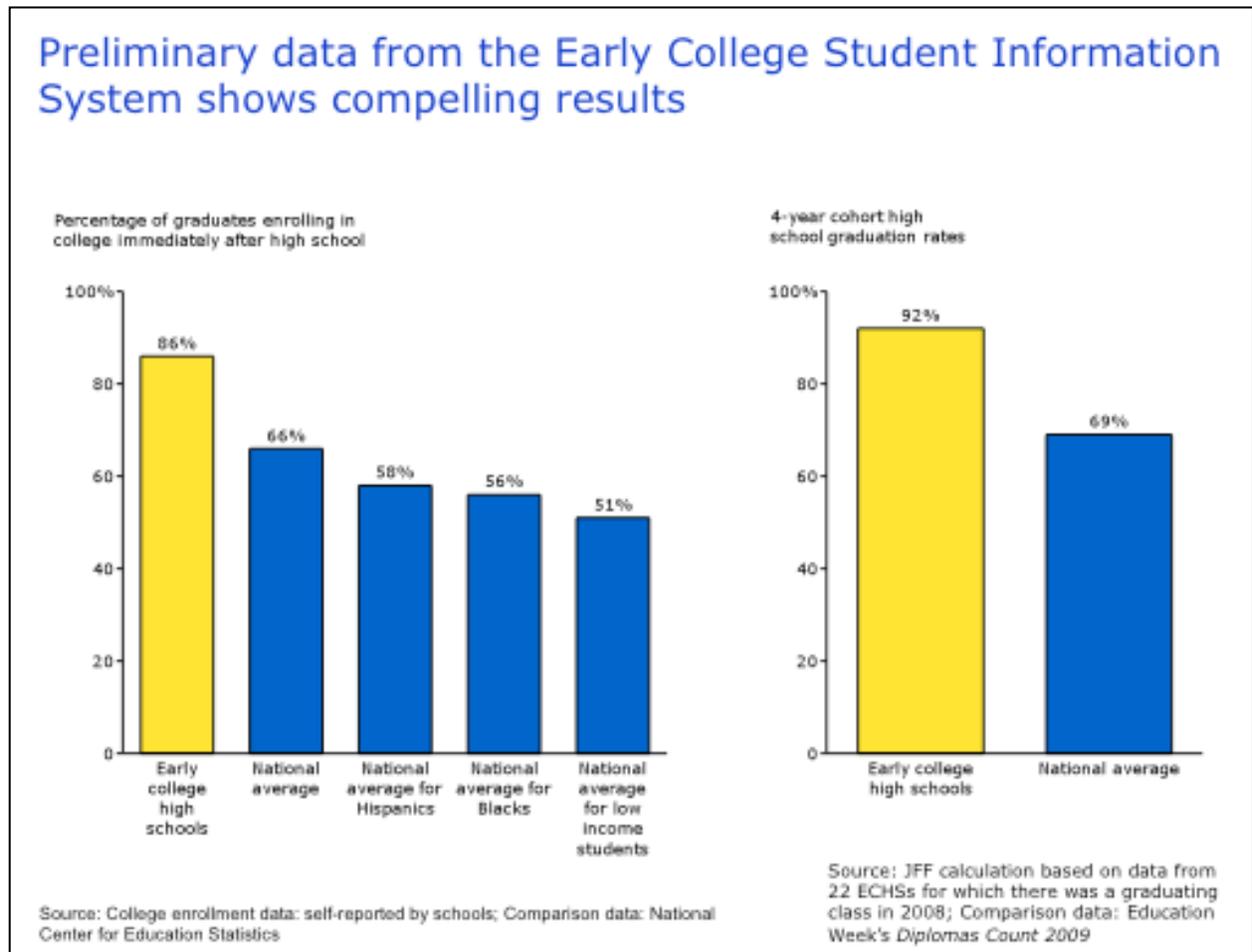
The improved outcomes for students attending Early College schools are palpable. Early College students report more rigorous and relevant instruction, higher expectations, more positive relationships with teachers, and increased levels of academic and social supports than their peers who do not attend early colleges.

Early College Student Information System Data

JFF’s Student Information System (SIS) tracks key, longitudinal student- and school-level indicators

from nearly 200 Early College High Schools. Specific results drawn from an analysis of data from the SIS show that Early College students are achieving milestones toward college completion at rates that far surpass national averages.

- **Early College students fare better than national averages in high school graduation rates.** Using the federal definition, the four-year graduation rate for Early College schools for 2008 was approximately 92 percent. Due to inconsistent data gathering across states, it is difficult to arrive at a comparative rate nationally, but *Education Week's* "Diplomas Count 2009" identified a national rate at 69 percent.



- **Early College graduates achieve higher college-going rates than their peers.** Approximately 86 percent of Early College graduates nationally in 2009 went on to some form of postsecondary education in the fall of that year. According to the National Center for Education Statistics, about 66 percent of all high school graduates nationally enrolled in college immediately after high school in 2006, the most recent year available. Compared with national averages, a higher percentage of Early College students are students of color and from low-income families—which makes these college-going rates even more noteworthy.
- **78 percent of Early College graduates earned college credits.** Accumulation of college credits while in high school indicates that students are gaining concrete knowledge about what it takes to succeed in postsecondary education. In light of research documenting the positive

relationship between dual enrollment and college performance, the completion of college courses by Early College students places them in good stead for success in college.⁸

- **37 percent** of graduates at Early Colleges open for four or more years earned more than one year of college credits while still in high school. **22 percent** of graduates at Early Colleges open for four or more years earned two years of college credit or an Associate’s degree.

Making these results more exciting impressive is that Early Colleges serve mainly students from populations historically underrepresented in higher education, such as first generation college-goers, students of color, and low-income students. For the 2008-09 school year, 74% of students were students of color, 56% were eligible for free or reduced lunch, and 10% were English language learners.

Experimental and Quasi-Experimental Evaluation Data

The Early College Design’s significant impact on student achievement is further supported by two rigorous research studies, one examining the impact of Early College implementation in North Carolina and the other in Texas. The ongoing research being conducted plans to examine students’ college-going outcomes. Although the students are currently still in high school, the initial outcomes – most notably the completion of college preparatory math courses – are positively correlated with college enrollment and success in the research literature.

In 2006, with funding from the Institute of Education Sciences, the SERVE Center at the University of North Carolina at Greensboro began a rigorous experimental study with random assignment to compare results for students who were randomly selected from a pool of applicants to attend an Early College in North Carolina with students who were not selected.^{9 10}

Early statistically significant results from the SERVE study show that the Early College Design is increasing the likelihood that students are prepared for college and are on-track for high school graduation.¹¹ The results also show that the Early College Design positively impacts students’ school experiences, including their relationships with their teachers, and the level of expectation.¹²

- **Early College students are enrolling and progressing in key college preparatory courses at a higher rate compared to control group students.** As indicated in the chart below, by the end of ninth grade, 83% of Early College students had completed at least one college preparatory math course, such as Algebra 1, compared with only 67% of control group

⁸ E.g., see Swanson, Joni L. 2008. *An Analysis of the Impact of High School Dual Enrollment Course Participation on Post-Secondary Academic Success, Persistence and Degree Completion*. Iowa City, IA: Univ. of Iowa; and Karp, Melinda et al. 2007. *The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States*. Louisville, KY: National Research Center for Career and Technical Education.

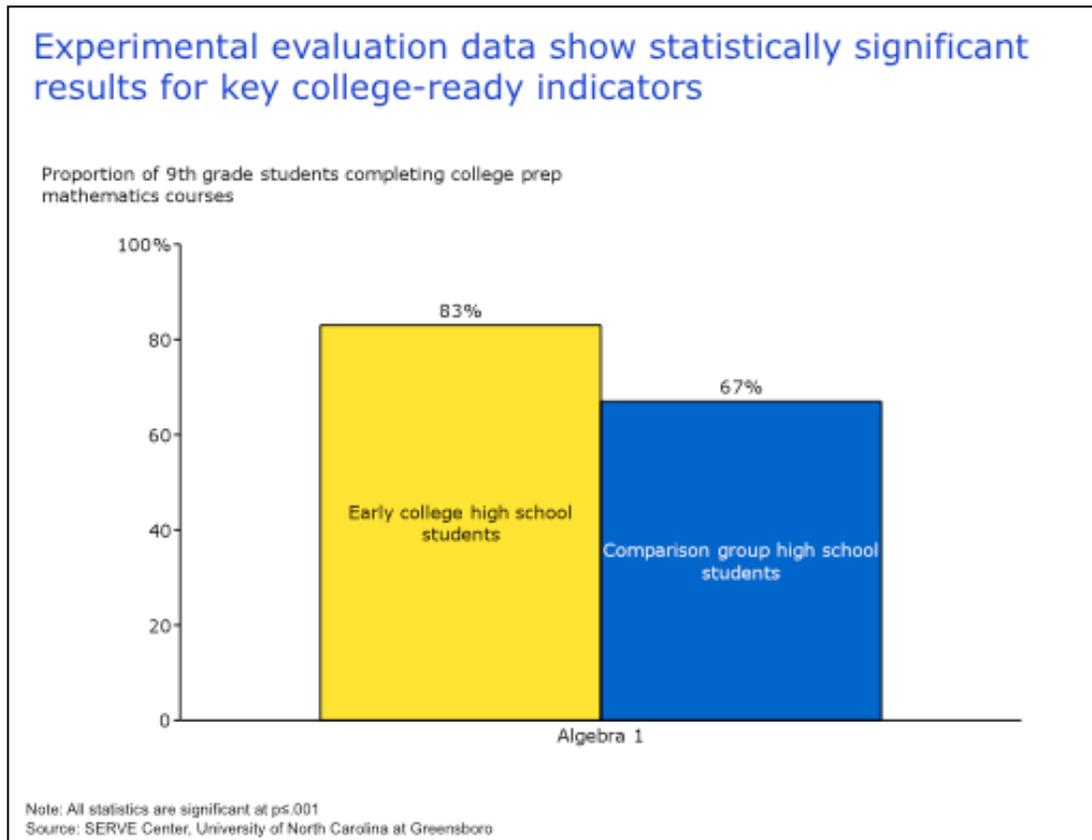
⁹ Edmunds, J.A., Bernstein, L. Unlu, F., Glennie, E., Willse, J., Arshavsky, N., Yamaguchi, R. and Dallas, A. (2010). *Expanding the College Pipeline: Early Results from an Experimental Study of the Impact of the Early College High School Model*. Paper presented at the American Educational Research Association Annual Meeting.

¹⁰ Edmunds, J.A., Bernstien, L., Unlu, F., Glennie, E., Arshavsky, N., Smith, A. (2011). *Keeping Students in School: Impact of a High School Reform Model on Students’ Enrollment and Progression in School*.

¹¹ Edmunds, J.A. (2010). *A Better 9th Grade: Early Results from an Experimental Study of the Early College High School Model*. SERVE Center, University of North Carolina, Greensboro.

¹² Edmunds, J.A., Willse, J, Dallas, A., Arshavsky, N., Glennie, E., and Unlu, F. (2010). “Rigor, Relevance and Relationships: The Impact of the Early College High School Model on Students’ Experiences and Attitudes.” Paper presented at the American Educational Research Association Annual Meeting in Denver, CO.

students. When the impact was adjusted for demographic differences between the two groups and site-level effects, the estimated impact was 8 percentile points ($p < .05$).



- **The Early College Design appears to be closing the performance gap for students of color.** There is less than a 1% gap in Algebra 1 and English 1 course progression rates between minority and non-minority Early College ninth-graders compared to a more than 8.5% gap in the control group.
- **Early College students report more rigorous and relevant instruction, higher expectations, more positive relationships with teachers, and increased levels of academic and social supports than control group students ($p < .05$).** According to Cohen's criteria, the effect sizes associated with these differences are moderate to large: Relationships +.40; Rigorous instruction +.51; Relevant instruction +.51; Academic expectations +.70; Academic and social support +1.07.
- **Early College students had better attendance and a much lower rate of suspensions than control students.** When adjusted for existing differences and site-level effects, Early College students missed 1.2 fewer days of school per year ($p < .02$) and had a suspension rate of 13 percentile points lower ($p < .001$).

The Texas-based study is an SRI International (SRI) quasi-experimental evaluation that is designed to analyze the effect of Early College on ninth- and 10th-grade outcomes including attendance,

Texas Assessment of Knowledge and Skills (TAKS) scores, and measures of on track to graduate.¹³ The SRI study was designed to follow the first cohort of ninth-graders served by Early Colleges for up to seven years, and to follow successive cohorts of students in subsequent years of implementation.

Statistically significant results from the SRI study show that the Early College Design is improving student achievement and increasing the likelihood that students are prepared for college and are on-track for high school graduation:

- **Early College students outperformed their peers in comparison schools (p<.05).** Early College 10th-graders were two times more likely to pass TAKS in all four core subject areas than their peers in comparison schools and 2.2 times more likely to pass geometry or Algebra II, the next courses in the college prep math sequence. The effect sizes for these outcomes were moderate, according to Cohen's criteria, at .42 and .5 respectively. Compared to matched schools, Early College 10th-graders scored 26 points higher on TAKS mathematics and 25 points higher on TAKS social science (effect sizes were .14 and .15 respectively). Students in Early Colleges also have a higher likelihood of being promoted to 10th grade; according to the Cohen's criteria, the effect size for this outcome is large at .7.

Return on Investment

A preliminary analysis of return on investment for Early Colleges indicates substantial long-term benefits. As the Early College network was beginning to expand, JFF hired Augenblick, Palaich and Associates, Inc. (APA) to develop a financial analysis model with a focus on the return on investment in ECHS schools. As a part of the project, APA developed a model for analyzing Early College benefits and costs across K-12 and postsecondary education boundaries in California and New York.

As indicated in the graph below, the APA analysis found that the financial benefits to taxpayers investing in Early College Designs far outweigh the costs. When students finish high school college- and career-ready, they are more likely to graduate from college, increasing their earning potential and contributions to the economy over the course of their lifetimes.

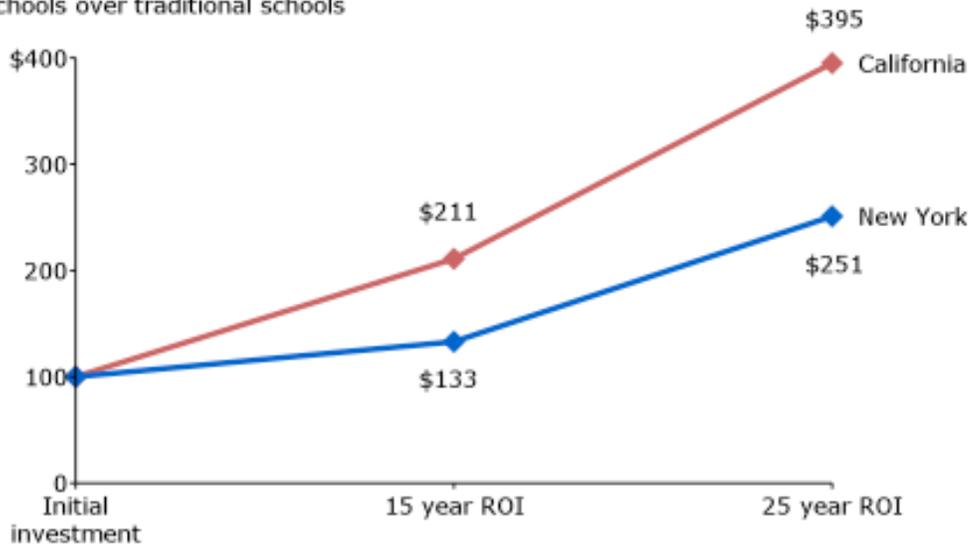
If Early College students reach high school and college progression milestones at greater rates than students from other schools, the analysis concluded that state investments would yield \$133 to \$211 more for every \$100 dollars invested in Early College schools than traditional high schools over the course of 15 years, and \$251 to \$395 more over the course of 25 years.¹⁴ Since the time that modeling was completed, Early College graduates are thus far completing key milestones at rates surpassing APA's estimates, suggesting that these benefits are indeed being realized.

¹³ SRI International. *Evaluation of the Texas High School Project: First comprehensive annual report*. Austin, TX: Texas Education Agency. May 2010.

¹⁴ Augenblick, Palaich and Associates, Inc., "Return on Investment in Early College High Schools," July 2006.

An investment of \$100 in early college high schools yields a return of up to 400% more than traditional high schools in terms of students' earnings potential

Incremental benefit to states of early college high schools over traditional schools



Note: Return on investment to the state is calculated in terms of students' increased earnings based on level of educational attainment; ROI is expressed in terms of incremental benefit of the early college model over a traditional high school
Source: APA, Inc. analysis "Return on Investment in Early College High Schools", July 2006

4. Readiness for Further Scale

The Early College model, developed, implemented, and refined during the past nine years, is now poised to move from an initial level of scale to wide adoption across districts and states to achieve greater impact. Readiness for scale is demonstrated by several factors – a scalable and cost-effective model, a common data system, demand for expansion, and JFF's organizational capacity to expand the model's reach.

Validated, Replicable, and Cost-Effective Model. The Early College model is replicable and has been demonstrated to increase attainment of high school diplomas and college credits by low-income and underserved students. The model is cost-effective and sustainable – expansion costs amount to only about a 1% increase in per-year, per-student expenses; and once fully established, Early Colleges operate at no additional cost to districts in states with supportive policy conditions.

Services to Scale Implementation. JFF has developed a set of complementary services that ensure that Early College expansion and replication occurs at high quality and with fidelity to the model, and that high quality scaling is sustainable. These services include:

- Up-front **design consultation** and technical assistance to school development organizations and districts on implementation of core model elements. Such consultation addresses: Instructional program design; defining roles and responsibilities of the district, college

partner(s), and community/business partners and engaging key partners; curriculum development; data sharing and analysis; and budget analysis and development.

- Delivery of a comprehensive **professional development** program – a three-year sequence of instructional leadership, design, and coaching trainings and support services that drive the implementation of a college-ready academic program, including on-line and hybrid delivery. Professional development is delivered to district and school leaders, teachers, and state- and district-level school development organizations, helping these practitioners and leaders implement and sustain a coherent instructional framework designed to prepare all students, regardless of their incoming skill level, for college-level work.
- **State-level technical assistance** to ensure resources and policies that support local implementation. JFF provides guidance and facilitation in putting together a state planning team representing critical stakeholder groups; works with the state school development organization to establish non-negotiable expectations for schools that receive start up funding to ensure high quality implementation; and develops implementation milestones, performance management tools, policy research, and site visit protocols.

Common Data System. For the Early College initiative, JFF created a Student Information System (SIS) to capture and analyze school data and produce standardized reports for schools on key student- and school-level indicators including college enrollment and persistence post graduation. Using the SIS, JFF helps states, districts, and individual schools implement a data plan and dashboard in relation to key performance benchmarks, in order to track student progress and school performance at the secondary and postsecondary level and to inform improvements.

Demand for Expansion. States and districts are under pressure to graduate more low-income students from high school and ensure that they complete college. Early College Designs meet both criteria: they are a proven strategy for improving high school graduation rates and strong predictors of college completion. Specific evidence of demand includes:

- **High interest across the states where Early College Designs have gained significant traction.** With sufficient funding for start-up, installation and refinement of the model, sponsoring school districts in states such as North Carolina, Texas, California, and Georgia would increase the number of students served by an Early College Design by 25,000, either through expanding enrollments or launching new Early Colleges. Additionally, if sufficient resources for start-up and installation were available, at least 10 school districts across the four states have committed to creating “wall to wall” Early College districts, converting one or more existing high schools to an Early College, so that all secondary students in the district would attend an Early College.
- **New states are investing in the startup of Early College schools.** JFF is providing technical assistance and advising on policies in Massachusetts and Kentucky to help ensure the schools start strongly and lay the groundwork for future growth. JFF expects to be engaged in Early College expansion efforts in at least one other new state.
- **There is support at the federal level for Early College schools.** The United States Secretary of Education in March of 2011 released guidance to governors about “Smart Ideas to Increase Educational Productivity and Student Achievement.” Among his recommendations was that states “support Early College High Schools and dual enrollment

opportunities” because it “saves time and money for the student, the high school, and the college – while also increasing student achievement and access to accelerated course work.” Instituting an Early College Design is also a recommended activity for districts receiving federal School Improvement Grants.

Organizational and Management Capacity. JFF has a 25-year track record implementing complex multi-site, multi-year initiatives that drive educational innovation and expand effective education strategies. JFF is recognized nationally as creating and expanding educational innovations designed to prepare underrepresented and high-need students for college success.

In the decade since Early College was launched, JFF has led the expansion of Early College Designs to scale an innovative solution that addresses a number of challenges facing our nation’s education system. Not only have the number of Early College schools grown to nearly 250, two districts have adopted an “Early College for all” strategy, offering every student in the district the opportunity to earn a postsecondary credential while completing a high school diploma. This expansion to date of Early College Designs reflects JFF’s capacity to provide effective design and policy consultation to states and districts interested in early college implementation, as well as high quality professional development services to districts and schools adopting the Early College model.

JFF brings strong management and deep experience to the Early College scaling effort. JFF’s President and CEO, **Marlene Seltzer**, will oversee this work. She is a nationally recognized expert on systemic reforms in secondary and postsecondary education and in workforce development. As chief executive of JFF, Ms. Seltzer has led JFF’s growth from an \$8 million organization in 2004 to the \$30+ million organization it is today, greatly increasing JFF’s national impact through expanded technical assistance and field building capacity. Vice President **Joel Vargas** directs the work of JFF’s Early College team, including design and professional development services to state and district stakeholders. Since joining JFF in 2002, Dr. Vargas has designed and implemented a research and state policy agenda for implementing Early College Designs; created policy frameworks, tools, and model legislation; and provided technical assistance to state task forces on high school reform. Associate Vice President **LaVonne Sheffield** oversees JFF’s design and partnership services to Early College districts and schools. Dr. Sheffield’s comprehensive experience as a district superintendent in Illinois and Louisiana and as Chief Accountability Officer in Philadelphia provide her with deep knowledge of successful strategies for achieving widespread district reform.

JFF also brings strong implementation partners to support scaling in each state. In every case, JFF partners with state-level school development organizations with significant capacity-building and professional development expertise that provide technical assistance to local districts and schools. In Texas, for example, JFF provides design consultation, professional development, and state-level technical assistance to the Texas High School Project and the 93 new or redesigned Early College schools it has opened to date, which now serve 30,000 high need students. As another example, in Georgia we have partnered with the University System of Georgia, which has launched Early College schools in 11 districts across the state over the past five years.

5. Scaling Strategy

Capitalizing on a set of proven JFF replication services, our scaling strategy is designed to leverage existing and emerging state and district-level partnerships. Through this approach, JFF will achieve immediate impact, scaling implementation of Early College Designs in states that are closest to a tipping point for accelerated expansion and thereby boosting college readiness and success rates

among underserved students. We aim to triple Early College enrollments – from just over 50,000 students enrolled today in almost 250 schools to 150,000 students in close to 400 schools by 2017. Based on projected rates of college readiness and persistence, this five-year expansion will continually yield approximately 35,000 Early College graduates per year, nearly 25,000 of whom will continue their education and complete an Associate’s degree, Bachelor’s degree, or postsecondary certificate. JFF has a two-pronged scaling strategy with the following expected impacts:

1. Accelerate Early College expansion in states where policies and a critical mass of schools provide a favorable climate and firm roots for growth.

North Carolina, Texas, California and Georgia have many favorable policy conditions and the greatest number of early college startups nationally at 152 schools. Each state has a school development organization – a public-private partnership that is critical to model scale-up and sustainability. A number of schools and districts have Early College schools that are still growing, and receipt of JFF’s professional development services for remaining years of enrollment growth will ensure that teachers and school leaders sustain a college-ready culture supported by a state school development organization. There are also districts with experience and others with the desire to adopt a district-wide strategy – Early College for all high school students – that need resources to start up and expand their efforts, including those in rural locations that plan to adopt on-line technology platforms as a means of reaching more students. Finally, there are sizeable community college systems in these states that have large dual enrollment programs that could be used as vehicles for expanding Early College Designs.

For these reasons, the conditions for expansion are ripe, and our strategies are designed to capitalize on unique opportunities in these states. JFF and its partners will implement this component of the scaling strategy as described below:

Accelerating Expansion in Current Early College States (North Carolina, Texas, Georgia, and California)		
<ul style="list-style-type: none"> Existing schools develop to maturity at full enrollment: new students = 28,000 School districts adopt Early College Designs in all high schools: new students = 42,000 Broad access colleges create Early College pathways for 25 percent of future entering freshmen: new students = 7,500 <p style="text-align: center;">Total Impact = 77,500 new students</p>		
JFF will...	State-level School Development Organizations will...	Schools, Districts, or Colleges will...
Provide consultation and technical assistance Implement professional development services Promote technology platforms and training of teacher-leaders Develop design principles, milestones, and data and performance management tools	Select sites for expansion Broker district-college partnerships Attract and leverage matching funds Ensure fidelity to school design principles. Build a sustainable training program Coordinate and convene schools and district network Define student performance standards Perform R&D for future expansion	Identify and assign high school and college staff Design curriculum Inform parents and the community about Early College Coordinate calendar and other operations between school(s) and college(s) Design academic and social support services Share and use student performance data to improve practice

2. Provide technical assistance and policy support to states that, encouraged by the success of leading states, are making *new investments* to initiate Early College Designs.

Such work has already begun in Massachusetts and Kentucky, and we anticipate at least one other state (e.g., New York, Maine, Ohio) will initiate such efforts. These states have a small number of Early College schools that have been started by local partnerships, but because of federal stimulus funding or a commissioner’s or governor’s initiative, they have now elevated Early College Designs to be an integral part of a state strategy to raise college readiness and success rates. The strategy in these states will be to use JFF’s experience and resources to help them accelerate the implementation of best practices by new schools – providing the benefit the lessons learned by veteran schools and states. To lay a foundation for sustainability and growth, JFF will help the state identify partnerships and policies at the state level to carry out the functions that state school development organizations do in Texas, North Carolina, and California. These strong anchor schools, partnerships, and policies will pave the way in three to five years for a number of districts to adopt an Early College Design district wide.

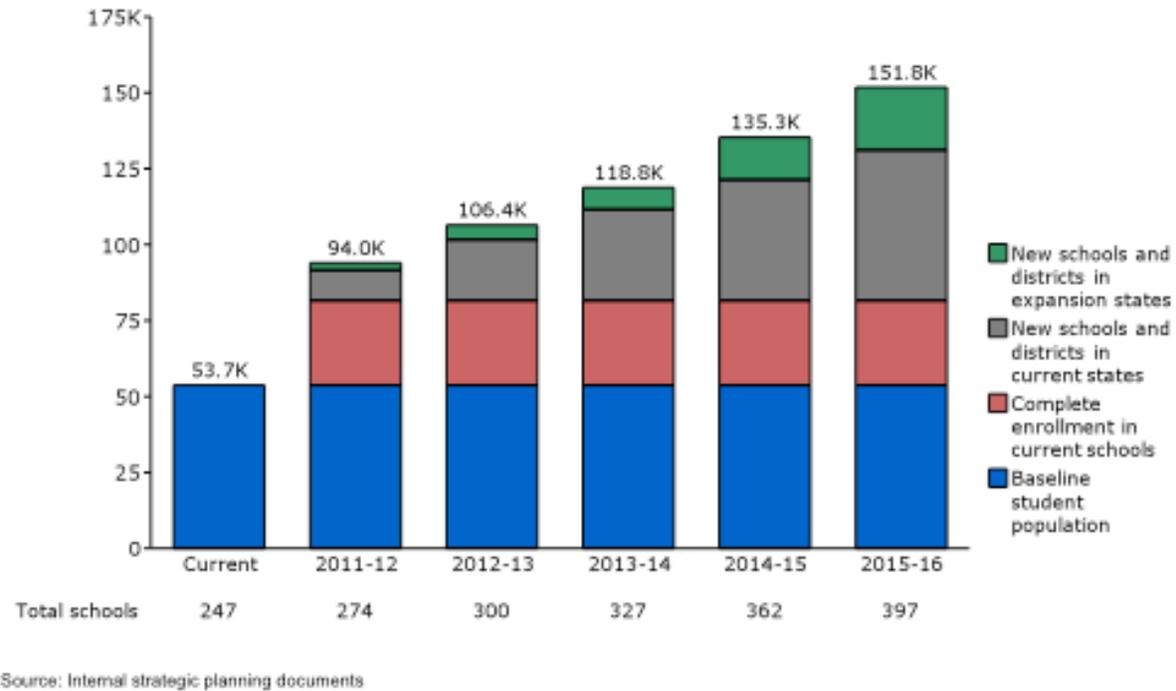
To expand Early College Designs in states making new investments, JFF and its partners will implement this component of the scaling strategy as described below:

<p align="center">Expansion in States Making New Investments in Early College</p> <ul style="list-style-type: none"> • New schools demonstrate positive results and anchor future expansion: new students = 7,200 • Build partnerships and policies that will spur broader adoption by school districts: new students = 13,500 <p align="center">Total Impact = 20,700 new students</p>		
JFF will...	State-level School Development Organizations will...	Schools, Districts, or Colleges will...
<p>Form and facilitate a state planning team of stakeholders</p> <p>Develop RFP, designation, and waiver processes</p> <p>Identify and facilitate partnerships to start & scale new schools</p> <p>Provide consultation and technical assistance</p> <p>Implement professional development services</p> <p>Develop design principles, milestones, and data and performance management tools</p>	<p>Be identified and created through partnerships with the state within three years.</p> <p>After year three, they will perform functions such as those described for school development organizations in Texas, North Carolina, California, and Georgia.</p>	<p>Identify and assign high school and college staff</p> <p>Design curriculum</p> <p>Inform parents and the community about Early College</p> <p>Coordinate calendar and other operations between school(s) and college(s)</p> <p>Design academic and social support services</p> <p>Share and use student performance data to improve practice</p>

As shown in the table below, the total impact will be to increase annual enrollment at Early Colleges by 98,000 students within five years, through expanding enrollment in schools in current states, and launching new Early College schools and districts in both current and expansion states.

By increasing enrollment in current schools, and launching new schools in current and expansion states, enrollment levels increase by 98,000 students over five years

New students reached through early college expansion strategy



6. Capital Requirements

Early College Scaling Costs

Jobs for the Future, with its state and local partners, expects to spend \$40.3 million over five years to implement the Early College scaling strategy. The full cost of the five-year Early College expansion effort includes:

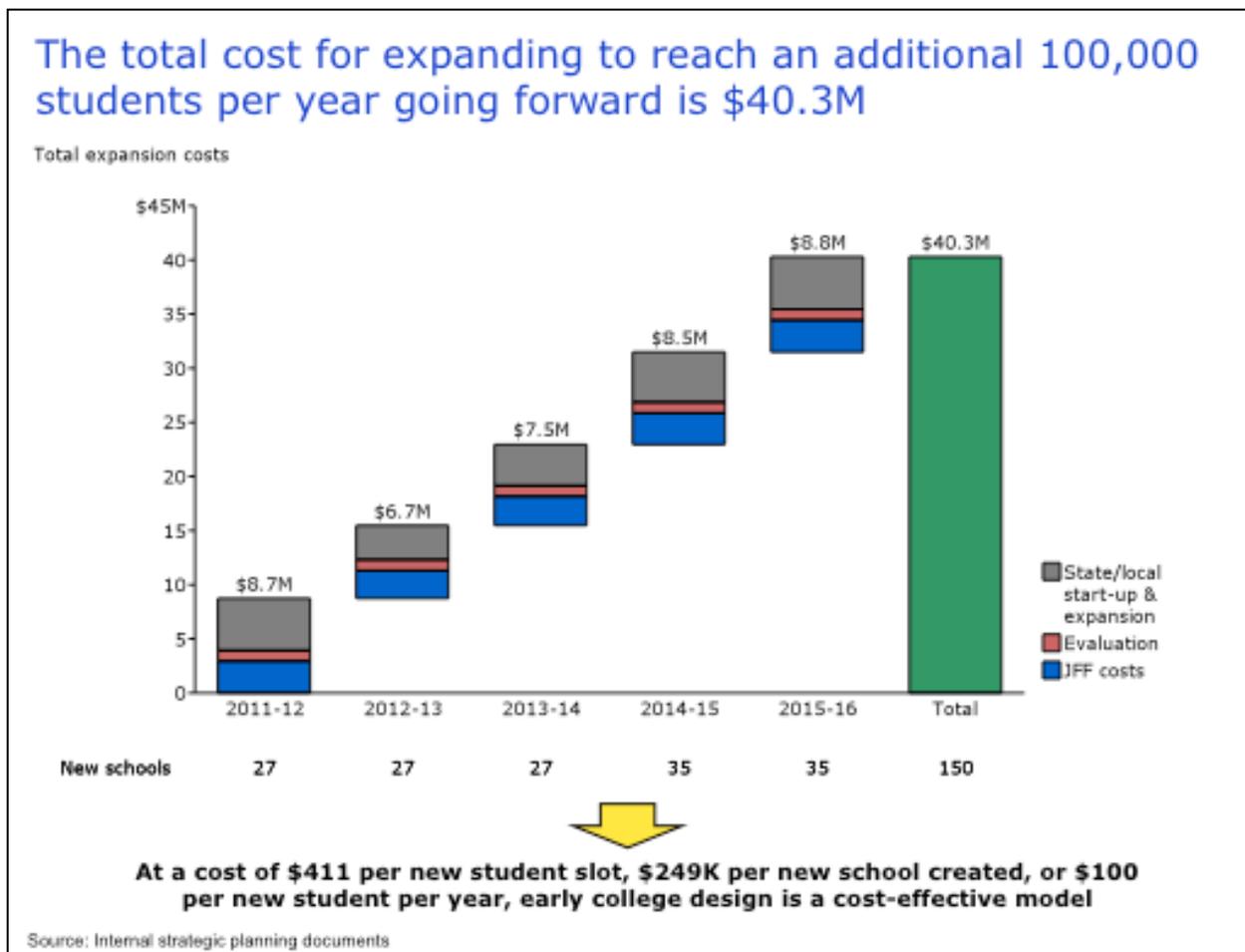
- JFF expenses for national replication and network services, including the design, technical assistance and professional development services to install and expand the Early College model in districts and schools while building state and local capacity for sustaining high quality implementation (\$14 million over five years);
- State and local partner expenses for expansion of existing Early Colleges and start-up of new ones, including: Training for state-level school development organizations, district staff, and school staff; district and school level project management; partnership development; professional development expenses; and school-based instructional coaches (\$21.3 million over five years); and

- Evaluation expenses, to implement a rigorous third-party study of Early College implementation and outcomes, including longitudinal tracking of students into postsecondary education (\$4 million over five years).

By the end of the expansion period, these investments will triple annual enrollment levels in Early Colleges from the current 53,700 to almost 152,000 each year, while increasing the number of Early College schools from the current 247 to almost 400. With the total costs we have projected, this translates into:

- \$411 per new student “slot” at an Early College (either an existing Early College expanding to full capacity or a newly established Early College), divided over the five-year expansion period;
- \$249,000 per new school created, divided over the five-year expansion period;
- Roughly \$100 per year per additional student who can be enrolled at an Early College school, or when compared to the national average per-pupil spending level of approximately \$10,000 per year, about a 1% marginal additional cost per student.

By these measures, the Early College model is a cost effective design to expand and replicate.



Cost Assumptions

JFF, state/local partner, and evaluation expenses have been calculated on the basis of:

- An intensive three-year engagement model that JFF has successfully used with state and local partners to design and launch new Early Colleges. This model assumes: 1) higher costs in the “start-up” year, with lower costs in the “sustaining” years two and three as implementation unfolds; 2) lower costs for JFF in years two and three as compared to year one, reflecting a more intensive design, technical assistance, and professional development role for JFF in the start-up year; and 3) a higher share of the “sustaining” year costs borne by state-level school development organizations and local district staff, reflecting a shift in responsibility to state and local partners for school implementation and quality assurance. Accordingly, the engagement model reflects an intentional strategy to transfer knowledge and build capacity for Early College implementation to state and local partners, to ensure sustainability of the model at a school beyond JFF’s three-year engagement. (Five-year cost for launching new Early Colleges: \$23.6 million in JFF and state/local partner costs.)
- A more streamlined engagement model to provide design, technical assistance, and professional development services to existing Early Colleges that are increasing their enrollments to full capacity. These costs will be concentrated in year one of the expansion period. (\$2.7 million in JFF and state/local partner costs.)
- JFF fixed costs for national project staff, including replication management, state-level consultation and policy assistance, model tools and development, instructional design (including on-line), data systems, and evaluation management. (\$10 million in JFF Costs over five years).
- Evaluation costs projected at \$800,000 per year. As Early College implementation is scaled in multiple states and districts, a rigorous third-party evaluation will yield valuable data on student outcomes – including graduation and college success rates – as well as the effectiveness of implementation strategies. Evaluation data is central to demonstrating impact of Early College Designs, continuous improvement of model, and long-term engagement of state and district stakeholders.

Funding Expectations

JFF and its current state and local partners plan to raise \$20.3 million of the total five-year expansion cost from national foundations that have supported the Early College effort to date, including the Bill & Melinda Gates Foundation, and regional and local foundations that are expected to target their resources to the states and districts in their geographic areas of interest.

JFF plans to raise the remaining \$20 million from private philanthropists, who have to date not been approached to fund Early College implementation and expansion, representing a 1:1 match by new funders to resources from Early College’s traditional funders. Together, resources from new and traditional investors will create a pool of scaling capital that will enable JFF to dramatically expand the model’s reach and impact in new and existing Early College states. As a validated model, with a high return on investment through increased graduation rates and college readiness, and with a cost-effective expansion model, Early College makes a compelling case for significant new philanthropic investment.