EARLY COLLEGE
HIGH SCHOOL PROGRAMS

Early College High School Program Basics

These schools provide interested students:

- High school diploma
- A two-year associate's degree
- Or approximately two year's worth of bachelor's degree credit.

Early College High School Pros

- **College Tuition Reduction** - Because these schools offer the ability to earn college credits, there's less money to spend later on for your degree.
- **Individual Coaching** - Many ECHS programs offer extra tutoring and guidance to ensure their students thrive.
- **Earn College Credits** - Students graduate with actual transferrable credit for no extra cost.

Early College High School Cons

- **Potential College Major Limitations** - ECHS programs are great for students who have a clear idea of what they want to pursue.
- **Limited Access** - Currently, there are 22 states which have zero available ECHS programs.
- **Credit Transfer Issues** - Make sure the colleges you apply to accept all your credits.

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Early College Programs:

A Guide to Early College and Dual Enrollment Programs Russ Olwell,2021-03-25 This is an accessible guide for school leaders and educators who seek to build support and expand effective early college and dual enrollment programs in their communities One of the first books to bring together research in a practical way this book is full of real stories critical insights from leaders teachers and students examples of what works and doesn t work and strategies to help students successfully make an important jump in their lives putting them on track to post secondary education and a career Whether you re starting a program from scratch or want to improve an existing dual enrollment and early college program this book will provide you with the research base tools and resources to understand where you and your students fit into the national landscape and provide guidance and inspiration on the journey to creating an effective program   A Guide to Early College and Dual Enrollment Programs Russell Olwell,2026-02-25 This accessible guide is for school leaders and higher education administrators who seek to develop and expand effective early college and dual enrollment programs in their communities One of the first books to bring together research in a practical way the 2nd edition of this invaluable resource is full of real stories critical insights from leaders teachers and students examples of what works and does not work and practical strategies to help students successfully make an important jump in their lives putting them on track to post secondary education and a career New to this fully revised edition are two new chapters one on the challenge of creating equitable early college dual enrollment programs and one on the role of Career Technical Education programs as well as additional information about concurrent enrollment and accreditation and new research throughout to strengthen program effectiveness Whether you are starting a program from scratch or want to improve an existing dual enrollment and early college program this book will provide you with the research base tools and resources to design a strong academic program build appropriate support for students create professional development for faculty and program staff and to think creatively about financial sustainability of these efforts ultimately providing guidance and inspiration on the journey to creating an effective program   **A Seven Year Analysis of Early College Programs in Ohio** Robert S. Haas,2012 Ohio s business political and education leaders believe increasing the number of Ohio citizens who have attained a post secondary degree will help Ohio improve its competitiveness in the national and global economy One cost effective way to improve the college degree attainment rate for recent high school graduates is early college programs which enable high school students to experience college level courses and earn college credit prior to high school graduation Students who earned college credit during high school graduated at a 17 9% higher rate than students who did not earn early college credit and also graduated in a shorter time Students who earned early college credit also achieved the important degree momentum point of earning at least 20 credits the first year of college at a higher rate than students who did not earn early college credit Just over 300 000 Ohio public college student enrollment records were studied for this retrospective analysis of fall term student enrollments

from 2004 2010 *The Impact of Early College Programs on Transitioning to 4-year Institutions* Tracie Hope Anderson Swilley,2020 Being college and or career ready is the standard set for high school graduates today in the United States High schools have the task of making certain that students possess the skills necessary to be prepared for college and or the workforce Specific measures are outlined to assess college and career readiness Dual enrollment programs allow students to be enrolled in college and high school at the same time Students are given the opportunity to experience college courses while still in the supportive environment of their high school and families This study depicts the transition to 4 year institutions of nine students from a rural school district who graduated with an associate degree as well as their high school diploma through a dual enrollment program Based on Tinto s 2017 Model of Student Motivation and Persistence the goal of the study is to understand the impact of degree granting dual enrollment programs following graduation on students completing their first year in a 4 year college Studies often show the benefits of dual enrollment programs and college entrance however little data were found to show how those dually enrolled students faired after completing 1 year of college Being prepared for college includes factors other than academics and this study strived to identify not only the academic but also the psychological emotional and social impacts for students as they seek completion of their 4 year degree **Early College High Schools** Jennifer Zinth,2016 An alarming convergence of factors diminishing percentages of high school graduates enrolling immediately in postsecondary education traditionally underserved students comprising a growing proportion of the overall U S school population and projections that more occupations in the future will need education beyond high school suggest that states will need to adopt new approaches to increase the number of American adults ready to enter tomorrow s workforce Early college high schools are one increasingly popular approach to raise the high school completion and postsecondary participation rates of traditionally underserved students and meet projected workforce needs This policy brief 1 Defines early college high schools 2 Clarifies how they differ from traditional dual enrollment programs 3 Provides recent research on the positive impact of early college high school participation on academic outcomes for traditionally underserved students and 4 Sets forth the model state policy components that provide the necessary supports to ensure program access quality and transferability of credit **A Case Study of an Early College High School** Yolanda M. Calhoun,2016 Nationwide there has been an enormous amount of attention paid to the importance of college readiness for high school students The Early College High School Program was created to address the problems of low college enrollment and students lack of preparation for college The targeted population includes low income youth English language learners first generation college goers students of color and other young people underrepresented in higher education In 2004 Educate Texas made a proposal to open 15 early college high schools in Texas According to the Texas Education Agency 44 new early college high schools opened during the 2014 15 school year Since its launch in 2002 some of the early college high schools surcease Participation in an early college high school program comes with benefits and challenges both of which

affect the success of students completing the program with a high school diploma and an associate s degree Despite the promise of Early College High Schools only 23 3 % of the graduates earned an associate s degree or technical certificate and 77% of the graduates attended some form of postsecondary education in 2010 The purpose of this study was to examine high school students perceptions regarding an early college high school Specifically this study explored students perceptions of the benefits and challenges experienced while attending an early college high school and the factors influencing program completion Strategies that are perceived to contribute to students success in remaining in the program and graduating with an associate s degree were also examined A purposeful sample of 28 students from one Early College High School in the Houston metropolitan area was selected to participate in this study to learn about their perceptions of that early college high school program Participants were 10th 12th grade students who were enrolled in the Early College High School during the 2015 2016 school year Three focus groups were conducted using semi structured interviews The qualitative data collected from the focus groups were transcribed and coded inductively into emerging themes Findings from this study indicate that there are benefits and challenges associated with participating in an early college high school These benefits include the relationships students build with their teachers and peers college preparation attending college at no cost and the head start experience to college life The challenges include the competitiveness among the students a strenuous workload the ability to be self driven and the struggle in maintaining a balanced life In addition to the benefits and challenges the students also identified factors that influenced their successful completion of the program such as family support and self determination The students never lost sight of the purpose of the program which was to earn an associate s degree During the process they remained steadfast and they redefined success as surviving four years of the ECHS program by earning college hours and a high school diploma Throughout it all their resilience prevailed leaving them feeling a sense of self accomplishment The findings may be used to inform school and district leaders about what early college high school programs offer as well as about the challenges This study also will contribute to the body of literature on the experiences of participants of early college high school programs   **High School/college Dual Enrollment Programs** United States. Congress. House. Committee on Education and Labor. Subcommittee on Early Childhood, Elementary, and Secondary Education,2009

Findings From the Early College High School Initiative ,2007 This research brief on the Early College High School Initiative ECHSI examines lessons learned and best practices gleaned from an evaluation specific to the ECHSI Early College High School Initiative 2003 2005 Evaluation Report These findings help inform those interested in developing or implementing dual enrollment programs as a strategy to accelerate learning and help bridge transitions after graduation Early College High Schools ECHS are developing partnerships curricula and schedules necessary to offer college credits to high school students This report finds that Early College High Schools enrolled students who are representative of populations traditionally underserved in higher education Adequate funding remains an issue critical to the long term

sustainability of early college high schools resolving this long term resource issue remains the top priority on the minds of ECHS leaders and advocating for friendly dual enrollment policies at various levels of government clearly will be needed for some time if the option of taking college level courses is available to an increasing number of students Lists of additional resources and examples of state programs are included Contains 2 endnotes This publication was produced by the National High School Center **A "Jump Start" on College** Abell Foundation,2007 The Abell Foundation commissioned this study to examine the potential of dual college enrollment and similar learning options for students enrolled in Baltimore City Public School System BCPSS high schools What is the potential of dual enrollment as a strategy to improve high school completion rates ease the transition to college for lower achieving students decrease the need for college remediation and improve college graduation rates Dual enrollment permits high school students to earn transferable college credits before graduation from high school Multiple research studies have identified five strong predictors of college attendance and completion particularly for minority and low income students academic preparation social support access to information parental involvement and knowledge about college and financial aid This report focuses primarily on the first two elements academics and social support However all five elements should be considered vital to any college transition initiative This report provides a primer on dual enrollment early college access college transition and similar programs as practiced in Maryland and throughout the country It concludes by recommending approaches that can help more youth not just high achievers make a successful transition to college Appended are 1 State Policies on Dual Enrollment 2 Early College Access Program Comparison 3 BCPSS Participation in Advanced Placement Program 1994 2006 by number of AP exams taken number of students taking exams and 4 2006 Dual Enrollment in BCPSS High Schools Contains 33 sources and 36 footnotes

College Students in the United States Kristen A. Renn,Robert D. Reason,2023-07-03 In this book the authors bring together in one place essential information about college students in the US in the 21st century Synthesizing existing research and theory they present an introduction to studying student characteristics college choice and enrollment patterns institutional types and environments student learning persistence and outcomes of college Substantially revised and updated this new edition addresses contemporary and anticipated student demographics and enrollment patterns a wide variety of campus environments such as residential commuter online hybrid and a range of outcomes including learning development and achievement The book is organized around Alexander Astin s Inputs Environment Outputs I E O framework Student demographics college preparation and enrollment patterns are the inputs Transition to college and campus environments are the substance of the environment The outputs are student development learning and retention persistence completion The authors build on this foundation by providing relevant contemporary information and analysis of students environments and outcomes They also provide strategies for readers to project forward in anticipation of higher education trends in a world where understanding college students in the United States is an ongoing project By consolidating foundational and new

research and theory on college students their experiences and college outcomes in the US the book provides knowledge to inform policies programs curriculum and practice As a starting point for those who seek a foundational understanding of the diversity of students and institutions in the US the book includes discussion points learning activities and further resources for exploring the topics in each chapter *Educational Challenges at Minority Serving Institutions* Marybeth Gasman,Andrés Castro Samayoa,William Boland,Paola Esmieu,2017-12-06 Minority Serving Institutions MSIs are responsible for educating 20 percent of the nation s college students and nearly 40 percent of the nation s students of color This growing group of institutions is essential to higher education and moving toward a more equitable society This important book focuses on the challenges faced by MSIs within the larger higher education context and provides practical solutions to address these challenges From performance based funding to issues of being dually designated MSIs to articulation agreements with community colleges to college readiness the authors tackle the most important topics in higher education by exploring these varied topics through the lens of MSIs **Early College Programs** Robert Hydrisko,2002-01-01 Early College Programs for High School Students *Effective Strategies for Accelerated Learning* United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions,2014 **Smoothing the Path** Jobs for the Future, Boston, MA.,2006 Smoothing the Path describes successful state level strategies and policy lessons that have been learned in four states during the development of schools that integrate secondary and postsecondary education Statewide efforts in the multi year Early College High School Initiative which began in Ohio and Utah in 2002 and in Texas and Georgia in 2004 show how the barriers are being addressed Because implementing early college high schools requires coordination between secondary and postsecondary education policies the cases also expose the systemic misalignment that must be addressed to improve the transition from high school to and through postsecondary education independent of early college high schools themselves In other words the fledgling early college high school movement points to challenges states face in building more robust dual enrollment programs expanding Advanced Placement opportunities and promoting other approaches that integrate high school and college work The case studies in Smoothing the Path present the first steps in a long term agenda to align and integrate grades 9 through 14 so that students can move more seamlessly into postsecondary education Two case studies look at changes in fiscal policy to support early college high schools two address improvements in alignment across high school and college Smoothing the Path also summarizes the advice the intermediaries would give to future early college high school developers 1 Gain early support from key state leaders and stakeholders 2 Coordinate P 16 education policies with the development of early college high schools and 3 Make the case for financing integrated courses of study Appendices include policies and regulations relating to early college high schools for Georgia Ohio Texas and Utah Contains 12 endnotes Bridging the High School-College Gap Gerald S. Edmonds,Tiffany M. Squires,2016-06-30 Concurrent enrollment programs offer high achieving high school students the opportunity to take college credit bearing courses taught by college

approved high school teachers This low cost scalable model brings accelerated coursework to urban suburban and rural students In this book scholars explore the function of concurrent enrollment programs in addressing the gap between high school preparation and readiness for the academic and social demands of college Experts in the education field map out the foundation for programs offering concurrent enrollment courses including best practices and necessary elements for a sustainable viable program that contributes to student success in higher education Providing research based evidence of the overwhelming benefits of such partnerships between high schools and colleges this book is a vital tool for all educators considering adopting a concurrent enrollment program   *Practices Utilized in Selected Texas Early College High Schools to Promote Academic Success* Andrew B. Lofters,2011 Early college high schools are programs created by collaborations between secondary public education and institutions of higher education to address the challenge of increasing the number of traditionally underserved students i e minorities low socioeconomic status and first generation to college in institutions of higher education Students in early college high schools are able to graduate from the school with a high school diploma and an associate s degree or 60 hours of transferrable college credit Jobs for the Future 2007 The institutional strategies utilized in these collaborative initiatives that pursue as a main goal promotion of high school and higher education student retention and success should be investigated so that other educational settings may adopt these practices to further enhance educational opportunities for all students A more in depth understanding of how early college high schools contribute to the success of students who are traditionally underserved in the United States education system is needed It is imperative to identify specific evidence based effective institutional strategies that early college high schools utilize that contribute to student success and retention in order to determine common trends and practices that are utilized by these institutions based on evidence from the available data This study utilized a mixed methods design using both quantitative and qualitative research methods to determine which effective retention and success strategies are common to selected Texas early college high schools Quantitative analysis was used to determine if there is a statistically significant difference between the selected early college high schools and other traditional high schools within their districts regarding academic achievement on state assessments retention and college course completion rates The qualitative analysis aspect of the study was implemented through the use of anonymous surveys administered to students student focus groups and reviews of institutional documents of selected early college high schools This qualitative data was analyzed to determine the common strategies and practices that are utilized to promote retention academic achievement on state assessments and college course completion rates on the selected campuses   **Learning in a Time of Division** R. Martin Reardon,Jack Leonard,2025-12-04 In Learning in a Time of Division educators share the ways in which their practice has enshrined viable ideas about how to bridge divisions and facilitate learning thereby contributing to reuniting a polarized world   Early College High School: Closing the Latino Achievement Gap Kristen Ann Beall,2016 Early College High School Closing the Latino Achievement Gap by Kristen Ann

Beall Doctor of Education University of California Los Angeles 2016 Professor Christina A Christie Chair The population of United States Latino students is growing at a rapid rate but their academic achievement lags behind white and Asian students This issue has significant consequences for the nation s economy as the job market continues to demand more education and better skills Early College High School programs have the potential to improve educational outcomes for underserved students by combining comprehensive high school curricula with supported postsecondary dual enrollment opportunities Through a combination of student focus groups staff interviews observations and document review this qualitative study explored how secondary and postsecondary institutions can work together to create comprehensive dual enrollment programs that lead to increased academic achievement for Latino students The study relied on the social cognitive career framework and Early College High School programs theory of change to identify critical cultural and structural supports that resonate specifically with Latino students The research focused on 12th grade Latino students and staff at two Early College High Schools in Central California Findings revealed that Early College High School programs embrace a robust core curriculum serving to remediate academic skills while also preparing students for rigorous postsecondary coursework Programmatic structures collaboratively respond to student needs while providing supported postsecondary experiences encouraging improved self efficacy changed outcome expectations and expanded personal goals Multilayered teacher supports also resonate with Latino students in Early College High School programs as illustrated by program wide college going cultures that include high expectations and trusted relationships Finally Early College High Schools support highly enculturated families fostering increased levels of college knowledge and engagement The findings show that Early College High School programs can offer Latino students a pathway for postsecondary access and improved levels of academic achievement *Building America's Skilled Technical Workforce* National Academies of Sciences, Engineering, and Medicine,National Academy of Engineering,Division of Behavioral and Social Sciences and Education,Policy and Global Affairs,Board on Science Education,Board on Higher Education and Workforce,Board on Science, Technology, and Economic Policy,Committee on the Supply Chain for Middle-Skill Jobs: Education, Training, and Certification Pathways,2017-05-04 Skilled technical occupations defined as occupations that require a high level of knowledge in a technical domain but do not require a bachelor s degree for entry are a key component of the U S economy In response to globalization and advances in science and technology American firms are demanding workers with greater proficiency in literacy and numeracy as well as strong interpersonal technical and problem solving skills However employer surveys and industry and government reports have raised concerns that the nation may not have an adequate supply of skilled technical workers to achieve its competitiveness and economic growth objectives In response to the broader need for policy information and advice Building America s Skilled Technical Workforce examines the coverage effectiveness flexibility and coordination of the policies and various programs that prepare Americans for skilled technical jobs This report provides

action oriented recommendations for improving the American system of technical education training and certification

   Accelerating College Readiness Cecilia Le,Jill Frankfort,2011 More than 200 early college high schools serving 50 000 students have opened across the United States since 2002 and they are achieving results Eighty six percent of early college graduates enroll in college immediately after high school compared with two thirds of high school graduates nationwide Of the 3 000 early college graduates in 2009 a quarter had earned two full years of college credit or an Associate s degree Half of all states have at least one early college but North Carolina leads the nation with 71 early colleges each located on the campus of a partnering higher education institution In 2004 North Carolina launched a statewide early college initiative as a strategy for preparing students for the education needed in a post manufacturing knowledge economy Students typically graduate in four or five years earning up to two years of college credit and compressing the time to a postsecondary degree With the support of the North Carolina New Schools Project a public private organization that develops innovative high schools North Carolina now has the most early colleges of any state and substantial data about what works In 2010 the North Carolina New Schools Project named five early colleges as Innovators based on their highly effective strategies to prepare all students for postsecondary education Three of the Innovators Anson County Early College Buncombe County Early College and Davidson County Early College are among the state s first early colleges and offer five years of lessons in preparing high school students for college rigor The other two Innovator schools Vance County Early College and Warren Early College opened in the 2008 school year and offer emerging examples of practices that accelerate the academic progress of all students In spring 2010 the North Carolina New Schools Project invited these five schools to share their practices at the Best Practices Institute a conference designed to help spread highly effective practices among North Carolina early colleges This report incorporates and expands on the strategies and lessons shared there with specific examples of how these college readiness approaches are implemented in the schools on a daily basis Contains 2 footnotes

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