PRESENTED BY
EARLY COLLEGE: DUAL ENROLLMENT PRACTICES FOR UNDERSERVED YOUTH

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Building a Future That Works

Vision

A society in which economic advancement is attainable for all.

Mission

JFF is building a society in which everyone has access to the skills, resources, and credentials needed to achieve economic advancement.

To reach that goal, we accelerate the alignment, transformation, and reimaginations of the American workforce and education systems.
## What We Do

<table>
<thead>
<tr>
<th>Design</th>
<th>Scale</th>
<th>Influence</th>
<th>Invest</th>
</tr>
</thead>
<tbody>
<tr>
<td>We work with stakeholders from across the ecosystem to bring evidence-based models and innovative solutions to life.</td>
<td>We curate solutions that have the potential to grow, and leverage our national networks of leaders to drive change in systems and distribute tools, resources, and strategies.</td>
<td>We shape policy that strengthens the labor market at the federal, state, and local levels and drive the conversation for education, workforce, and industry leaders nationwide.</td>
<td>We invest capital and re-grant resources to incubate new solutions, accelerate innovation, and drive impact.</td>
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</tbody>
</table>
EARLY COLLEGE
HIGH SCHOOL INITIATIVE

280 schools
32 states
80,000 students annually
1 in every 3 high school graduates earns an associate’s degree
WHAT’S DIFFERENT?

EARLY COLLEGE SCHOOLS

Whole School

Integrated, Organized, Transferrable Course of Study Leading to AA

Target Low-Income Youth at No Cost to Their Families

Comprehensive Supports

Shared Responsibility by High School & College Partners
THE MOVEMENT

EARLY COLLEGE DESIGNS

Small schools
Districtwide
Grade 9-14+ Career Pathways
Regional College as Catalyst
**Race and Ethnicity of Early College Students**

- White: 27%
- Latino: 41%
- Black: 22.5%
- Mixed Race/Other: 3%
- Native American: 2%
- Asian: 4.5%

**Family Income of Early College Students**

- 39% are from higher-income families or have no income reported
- 61% are from low-income families

*JFF*
How Did Early College High Schools Affect Students’ Postsecondary Outcomes?

Early College students were significantly more likely than control students to enroll in college and earn a college degree within six years after expected high school graduation.

**POSTSECONDARY ENROLLMENT RATES**

- More than **THREE IN FIVE**
  - Early College students: 64%
  - Control students: 23%
  - Early College students enrolled in college by the end of high school

- More than **FOUR IN FIVE**
  - Early College students: 84%
  - Control students: 77%
  - Early College students enrolled in college within six years after high school

**POSTSECONDARY COMPLETION RATES**

- More than **TWO IN FIVE**
  - Early College students: 45%
  - Control students: 34%
  - Early College students completed a college degree within six years after high school

- More than **ONE IN FIVE**
  - Early College students: 21%
  - Control students: 11%
  - Early College students completed a bachelor’s degree within four years after high school

Note: The study participants entered Early College admissions lotteries between 2005-06 and 2007-08. The Early College students were randomly offered admission and the control students were not offered admission.

# The Long-Lasting Impact of Early College

**Longitudinal Data from North Carolina**

## Postsecondary Credentials

**Attainment Eight Years After 9th Grade**

<table>
<thead>
<tr>
<th>Credential</th>
<th>Early College Graduates</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any postsecondary credential</td>
<td>37%</td>
<td>22%</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>28%</td>
<td>9%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>18%</td>
<td>13%</td>
</tr>
</tbody>
</table>

THE LONG-LASTING IMPACT OF EARLY COLLEGE
Longitudinal Data from North Carolina

College Credits
Average Number Earned by End of 12th Grade

- Early College Students
- Control Group

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>22</td>
</tr>
<tr>
<td>Early College Students</td>
<td>3</td>
</tr>
<tr>
<td>Control Group</td>
<td></td>
</tr>
<tr>
<td>Underrepresented minority</td>
<td>16</td>
</tr>
<tr>
<td>Early College Students</td>
<td>2</td>
</tr>
<tr>
<td>Control Group</td>
<td></td>
</tr>
<tr>
<td>First generation</td>
<td>18</td>
</tr>
<tr>
<td>Early College Students</td>
<td>2</td>
</tr>
<tr>
<td>Control Group</td>
<td></td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>18</td>
</tr>
<tr>
<td>Early College Students</td>
<td>2</td>
</tr>
<tr>
<td>Control Group</td>
<td></td>
</tr>
<tr>
<td>Underprepared</td>
<td>11</td>
</tr>
<tr>
<td>Early College Students</td>
<td>1</td>
</tr>
<tr>
<td>Control Group</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4. Lower Bound, Midpoint, and Upper Bound Estimates of Yearly Cost Differences Between Early College and Traditional High Schools

Note. Dollars are inflation adjusted using the consumer price index to represent 2017 dollars.

**Figure 7. Comparison of Average and Conservative Estimates of Cost and Benefits of Early College**

**Note.** Dollars are inflation adjusted using the consumer price index to represent 2017 dollars. The NPV is the difference between benefits and cost. The ratio represents the benefits divided by cost. The dark blue portion of the bars is the portion of benefits that are above and beyond the cost. Therefore, the dark blue portion represents the NPV.
POLICIES MATTER

Equity Goal & Public Reporting
Program Integrity & Credit Transfer
Finance
Course Access & Availability
Instructor Capacity
Navigational Supports