

## Proposal Outline for Proposed CHUH/JCU Early College Program

### I. **What is Early College?**

Early College is an approach to secondary education reform based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early College High Schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and up to the first two years of college. The schools eliminate the stark transition between high school and college. Since 2002, the partner organizations of the *Early College High School Initiative* have started or redesigned over 240 schools serving more than 75,000 students in 28 states and the District of Columbia. In Ohio, the following colleges and universities partner with local school districts in supporting an Early College High School:

- University of Akron (2007)
- Columbus State Community College (2005)
- University of Dayton (2003)
- Cuyahoga Community College (2008)
- Ohio State University (2007)
- Ohio Dominican University (2007)
- Lorain County Community College (2004)
- University of Toledo (2005)
- Youngstown State University (2004)
- Lake Erie College (2011)

More information on the Early College initiative can be found at the following link:

<http://www.earlycolleges.org/>.

### II. **Cleveland Heights-University Heights Project**

The superintendent and deputy superintendent of the Cleveland Heights-University Heights City School District approached Mark Storz in Spring 2011 regarding the potential for the University to partner with the district to develop an Early College High School (ECHS). District administrators met with John Day, Jeanne Colleran, and Mark Storz in May 2011 to provide an overview of a potential collaboration. This was viewed by the district as a natural extension of the already existing partnership between the district and the Department of Education and Allied Studies. There was agreement among John, Jeanne, and Mark that this was worth exploring. In October 2011, Lauren Bowen and Mark Storz visited Metro Early College in Columbus along with administrators from CHUH.

Following this visit, Mark and Lauren began to meet with various department chairs, departments, and administrators to explain the project, gather faculty feedback, and gauge faculty interest and support. As of March 2, Mark and Lauren have met individually with 9 department chairs and 5 departments in CAS. The remaining Arts and Sciences chairs have been contacted for a meeting after spring break. In addition to the department visits, the chair of Faculty Council, VP for Enrollment, VP for Student Affairs, Legal Counsel, Executive VP, and the Manager of Regulatory Affairs and Risk Management have also consulted. We can state that all of the individuals and departments have been supportive of the concept. They have highlighted benefits to both the University and school communities. Questions

have been raised as to some of the obstacles to the successful implementation of such a program at JCU. These questions are represented below in point VI.

CHUH is in the process of implementing a Transformation Model across the district beginning in 2010 and reaching full implementation in 2016. The ECHS is part of that process. The implementation plan for the ECHS includes enrollment of the first cohort of 9<sup>th</sup> graders in fall 2012 with the first potential students qualifying for transient admission to JCU in fall 2014. A memorandum of understanding would be signed after CHUH and JCU faculty and administrators work to create the ECHS. After exploring various models of ECHS around the country, CHUH is looking to the Metro ECHS in partnership with Ohio State University as the model for their district.

### III. **Metro Early College High School/Ohio State University Partnership**

Metro ECHS opened in the fall of 2006. Designed as a 'small school' it has the capacity to enroll 400 students. Key elements of the school program:

- Students are selected by lottery to attend the school. In 2010-2011, 15% had identified special needs; 30% are eligible for free and reduced lunch; and close to 67% come from urban areas.
- There is the potential for students to complete all of their core high school requirements by the end of sophomore year and to attend OSU for their junior and senior year with the potential of earning two years of college credit. Presently about 27% of students achieve this goal.
- Students must demonstrate mastery in all of their core courses. Mastery is defined as receiving the equivalent of a grade of A determined by scores on the OGT and ACT in the content area along with performance-based assessments created by the high school teachers. The time it takes for students to reach mastery is flexible. A student might repeat parts or entire courses. A handful of students graduate without taking college coursework.
- Teachers 'backward plan' assessments for their students to reflect the skills, dispositions, and knowledge necessary to meet college general education requirements and succeed in general education courses.
- Interdisciplinary projects called 'design challenges' drive the high school-level curriculum. Partnerships with local government and the business, academic, and service communities are highly visible in the curriculum choices (content, context, and audiences for school work) and in student opportunities for internships and research.
- 'Learning Centers' provide opportunity for Metro and OSU faculty to work together. Each learning center is housed by a community partner that hosts Metro students in cohort groups for a bridge year that blends preparation for college and enrollment in college courses. The high school teacher assigned to a learning center coordinates a coherent, yearlong program that includes both high school and college courses and culminates in individual capstone research with an OSU faculty member. Teachers leading the learning centers accompany their students to all their college courses at the learning center.
- In order to a Metro student to take courses on the OSU campus they must (1)demonstrate mastery of core subjects; (2)successfully complete the learning center experience; (3)successfully complete a Gateway experience; and (4)have

letters of recommendation from the high school content teacher for relevant OSU course(s).

- When taking college courses at OSU, students are also taking elective courses at their high school and fully participating in high school life.

More information on Metro Early College High School can be found at:

<http://www.themetroschool.org/>.

#### **IV. What might a CHUH/JCU Early College entail?**

CHUH is in the early phases of planning for this transition to an ECHS. They hope to work with us to create and implement an ECHS program modeled after the Metro ECHS. Since we have not made a commitment to the district, our involvement to date has been on the periphery. In thinking about the partnership we can speculate the following at this time:

- Faculty would be invited to participate in developing the high school curriculum in terms of the requisite knowledge, skills, and dispositions required for college readiness.
- Faculty could be invited to serve on a committee to oversee the project - both a joint committee with the district and a campus steering committee.
- Faculty would be asked to welcome CHUH students into classes on campus when they have met the requirements for college coursework. This would be a request not a requirement.
- Depending on how the program develops, faculty could be invited to teach college-level courses at the high school or at learning centers.
- CHUH students would register for JCU courses after the freshmen students and would be permitted to register in sections with open seats.
- In terms of resources, a load reduction of some amount would need to be given to a faculty member or administrator to serve as liaison or director of the program. There may be a need for a part-time advisor who would assist the CHUH students in choosing and registering for appropriate courses. There may also be the need for a staff person in the Enrollment Division to be responsible for admission of students.
- Tuition rates for the CHUH students would be determined by using the PSEO formula from the state.
- JCU student could be asked to serve as mentors to the CHUH students in preparation for coming to campus as well as while they are on campus.

#### **V. Advantages for JCU**

There are a number of advantages for the John Carroll University community in partnering with CHUH on the ECHS Project. Among these are:

1. Growing a diverse student population on our campus;
2. Providing a potential source of new admissions;
3. Engaging in cutting-edge educational reform in the state;
4. Responding to the UPG's Strategic Goals and Objectives, particularly:
  - a. 1.3: Sustain and enhance the diversity and inclusion of the JCU community
  - b. 6.1: Use the University's strengths and expertise to create mutually supportive relationships in the region
  - c. 6.2: Continue to improve relations with our neighbors.

5. Affording JCU faculty and students opportunities including:
  - a. Faculty research;
  - b. Faculty involvement in curriculum development, mentoring teachers;
  - c. Student internships for counseling, school psychology, and teacher education candidates;
  - d. Service site.

**VI. Questions**

During visits with department chairs and faculty there were questions raised, including:

Administrative

1. Do we have the capacity in existing sections of courses to meet the demand?
2. Will this affect institutional policy on capping courses?
3. Will our campus be a welcoming place for high school students, particularly for students of color?
4. Given the lateness of our last orientation in summer, will we be able to accommodate high school students in fall classes in a timely manner?
5. How will we determine tuition?
6. Does this project have the blessing of the Heights faculty?

Academic

7. Will the high school students be prepared adequately and mature enough to handle college classes?
8. Do the ECHS students take AP courses?
9. How do the college students accept having high school students in their classes?
10. Will this program result in an increase in part-time faculty?
11. If courses require group work, will accommodations be made for high school students who most likely will not be available to work after the traditional school day?
12. Will students or parents be able to sign forms related to laboratory safety?
13. Will high school students have the life experiences required to understand some of the course material?
14. What types of support will the high school students need on our campus – tutoring, office hours – and will we be able to accommodate this based on the traditional high school schedule?

Compensation/Resources

15. Are we committed to compensate faculty who would choose to be involved in developing and sustaining such a program?
16. Are we committed to compensating a staff or faculty member to direct the project?
17. Are there resources for other needs, i.e. an advisor to support the high school students with registration, tutoring, negotiating campus?