



HAWAI'I P-20
Partnerships for Education
Spark. Transform. Excel.

Evaluation of Hawai'i's Early College - High School Program

A Brief Presentation of Findings, 2014-2017

Background

- American Institutes for Research (AIR) conducted a comprehensive evaluation of Hawai'i 's Early College Program.
 - This involved a total of 12 ECHS and 6 HSRS schools
- The study design included high school site visits and college partner phone interviews in the Jan. & Feb. 2017, a follow-up in 2018, and extensive analysis of student outcomes (Classes of 2015, 2016, and 2017).

Data Sources

Data for the quantitative portion of the evaluation were provided by the Hawai'i State Department of Education in a two-step process:

1. We identified graduates who had participated in a Hawai'i P-20 funded Early College course and examined student characteristics prior to participating in the programs (i.e., demographic data and academic data).
2. After conducting a matching process, we requested outcomes data for the cohorts and their matched comparisons.

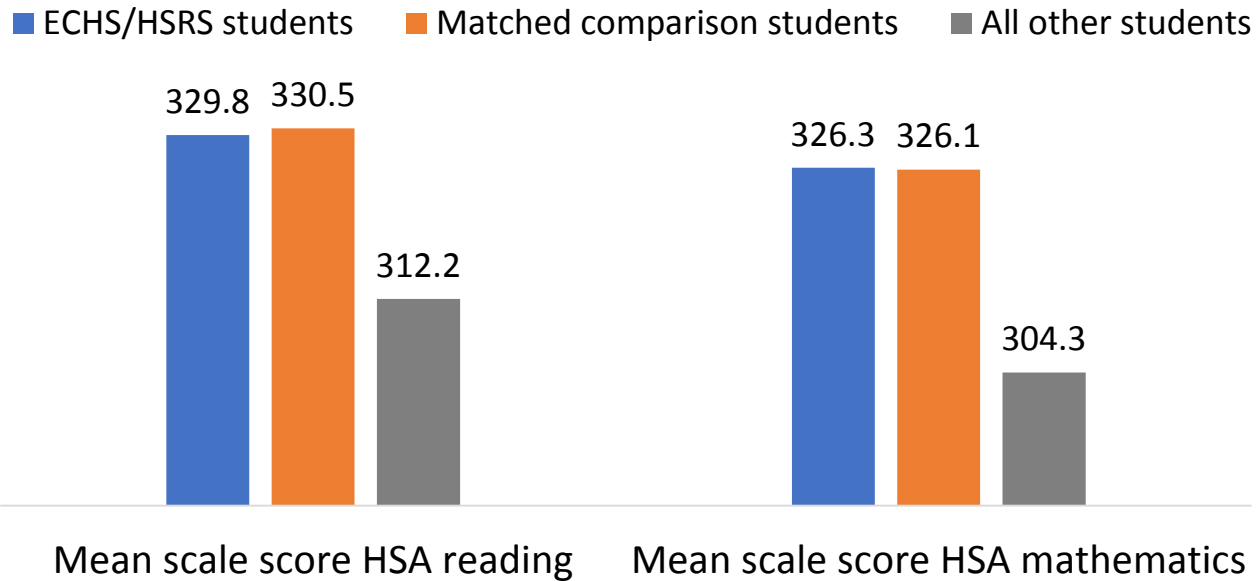
Matching Design

AIR considered several matching approaches to find the students who were most similar to Hawai'i P-20 funded Early College students but did not participate in the programs.

- Ultimately, we chose to match Hawai'i P-20 funded Early College students to other students who graduated from the same school but did not participate in the program.
- Matching was based on 8th grade academic achievement in reading and mathematics, attendance and student demographic characteristics.

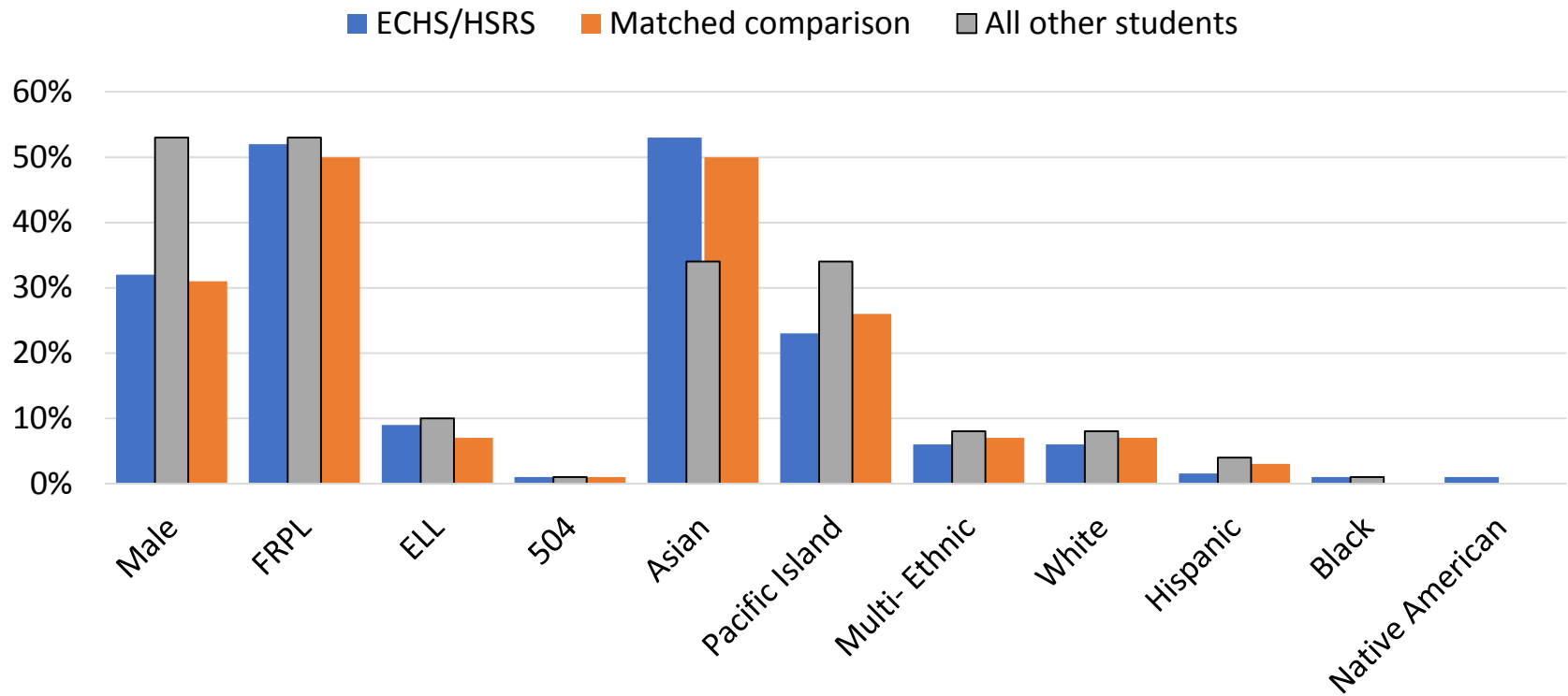
Matching Design

Eighth-Grade Academic Achievement



Matching Design

Demographic Comparison



Student Outcomes

Early College students were significantly higher than the matched comparison group in all outcomes ($p < .01$) except on-time graduation, which was roughly equal.

Early College participants were significantly higher in:

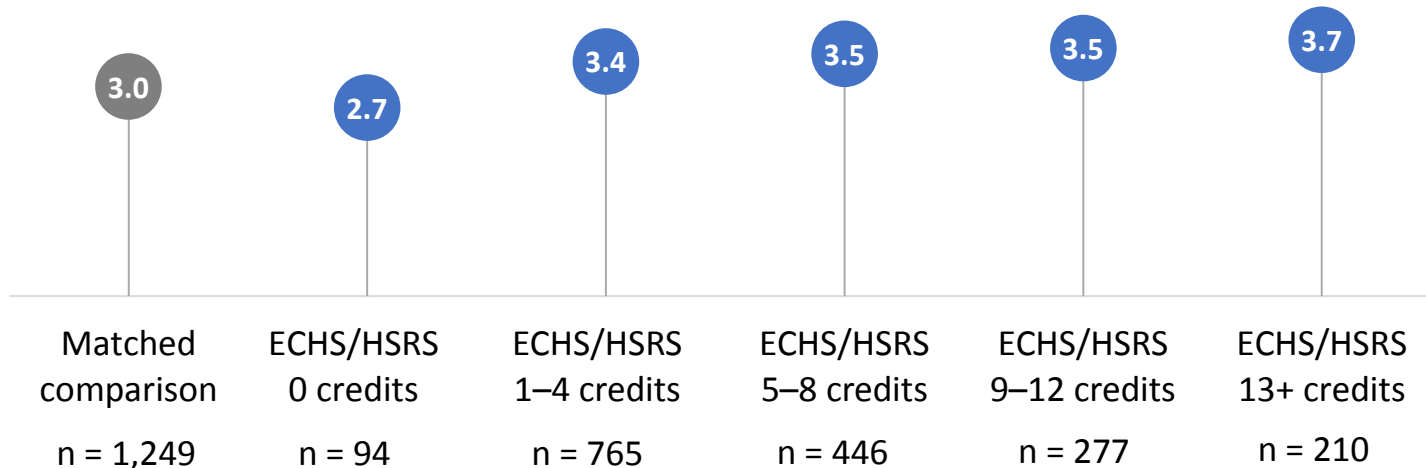
- High School GPA (+.4 GPA)
- College Credits Earned within 1 year of graduation (+6 credits)
- College Math (+18%) and English (+34%) Course Completion within one year of graduation
- College Enrollment (+21%)
- College Persistence (+27%)

Student Outcomes

- In addition, there was a consistent pattern indicating that, the more one participated in Early College, the better one's outcomes.

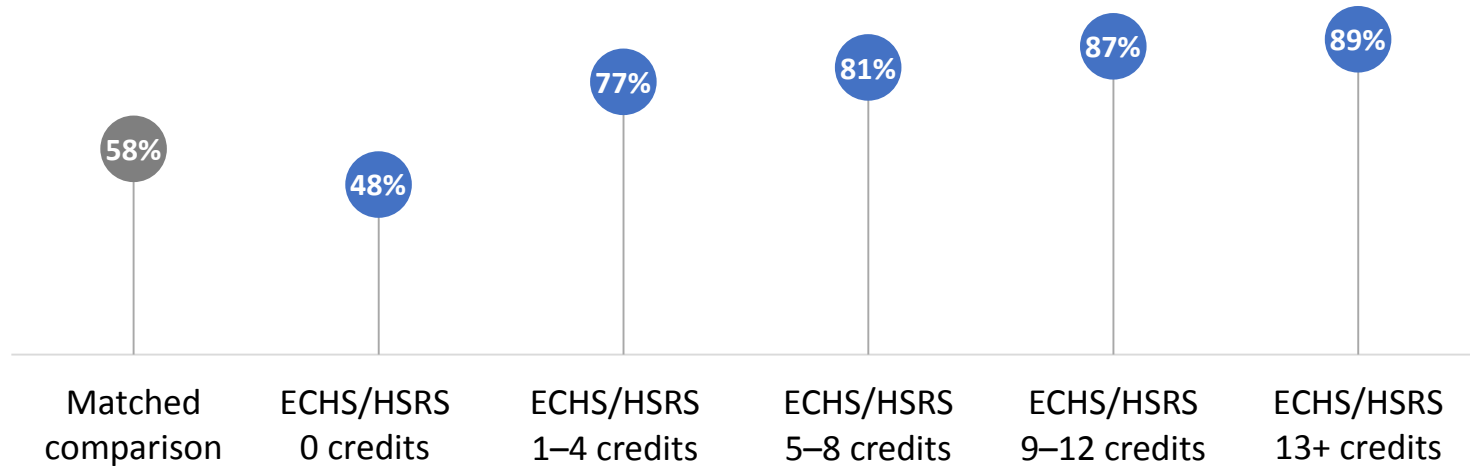
- For example:

Average High School GPA



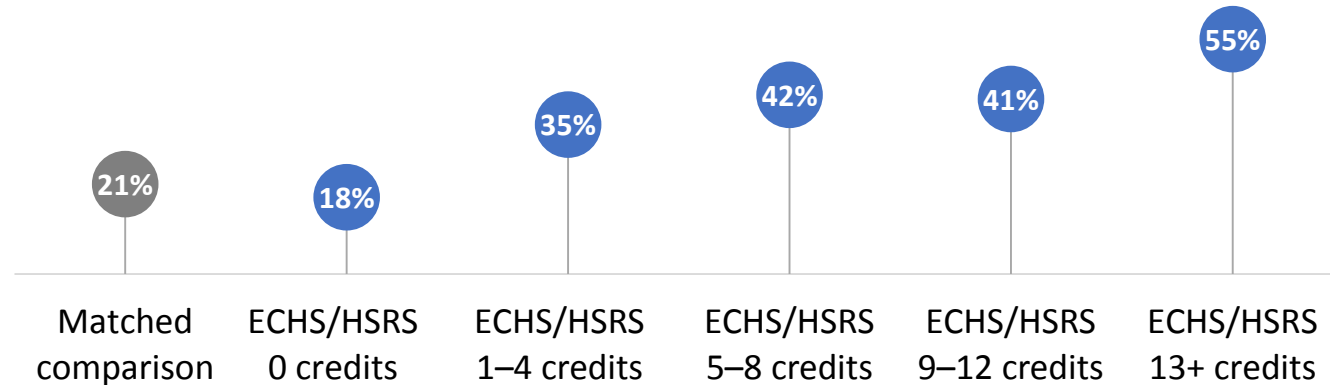
Student Outcomes

First-Fall College Enrollment

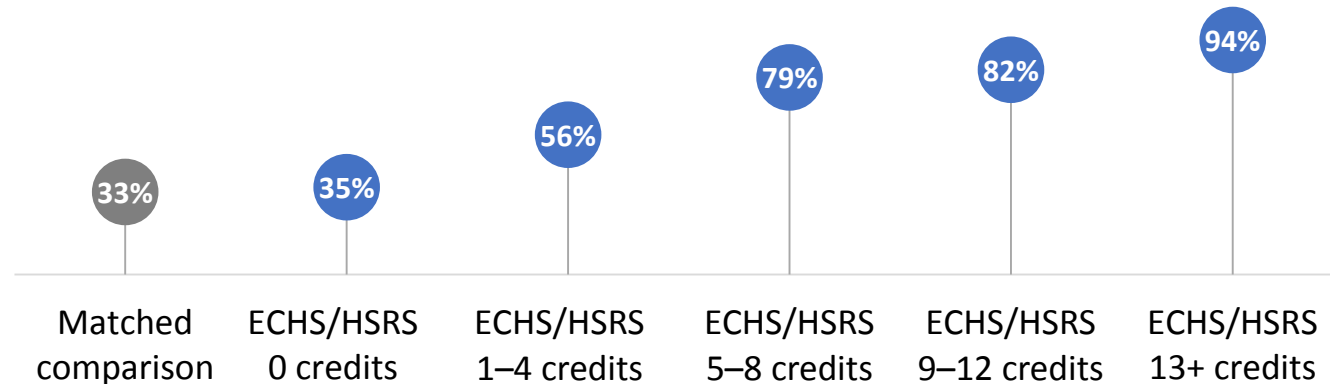


Student Outcomes

College Math Completion Rates

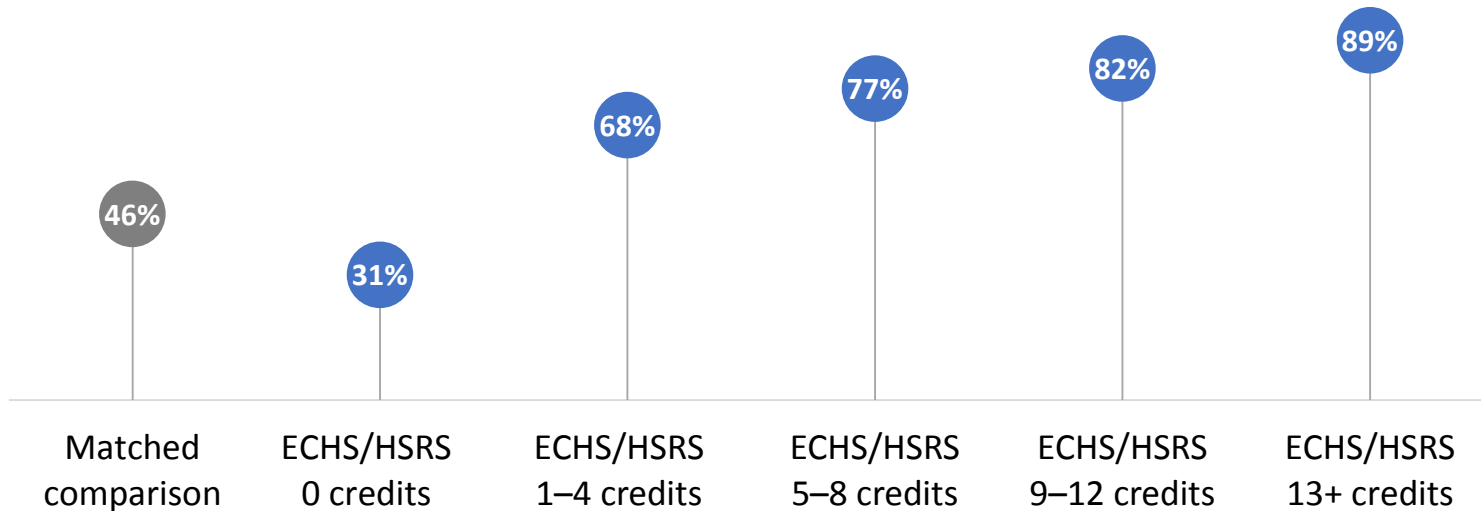


College English Completion Rates



Student Outcomes

Second-Year College Persistence Rates



Additional Benefits and Challenges

For college partners...

- Benefits:

- Establish pipeline from local high schools
- Strengthen commitment to local communities
- Prepare students for the demands of college

- Challenges

- Time
- Resources
- Managing logistics

Additional Benefits and Challenges

For high schools...

- Benefits:

- Improved school culture
- Improved instruction
- Improved reputation

- Challenges:

- Time, resources, managing logistics
- Cultivating student interest
- Teacher resistance or skepticism

Additional Benefits and Challenges

For students...

- Benefits:

- Gaining academic skills
- Gaining personal skills
- Gaining maturity and independence

- Challenges:

- Meeting new expectations
- Balancing high school and college course work

Program Implementation

AIR assessed programs in terms of:

- 1) Clear program emphasis
- 2) Support for students
- 3) Leadership support
- 4) Teacher support
- 5) Coordination
- 6) Program growth
- 7) Effort to sustain

Elements of Well-Established Programs

1. School leaders have articulated and communicated a vision for the program and are willing to provide the resources to support it.
 - Having a designated coordinator helps anchor the program within the school and advocate for the program.
2. Teachers are aware of and support the program.

Elements of Well-Established Programs

3. Number and variety of courses matches the academic backgrounds, interests, and needs of the students.
 - Sample target populations: first-generation college students, low-income students, Native Hawaiian-Pacific Islander
 - Sample goals: college readiness (using bridge courses) vs. credit accrual (using rigorous courses)

4. High school and college partners work together to select and plan courses and support students.
 - Block schedules make it easier to schedule courses, compared to alternating day schedules.
 - Tutoring, writing, and non-academic support helped students transition to college courses.