

Gateway Center at Oliver

Below is a partial list of resources that were utilized in developing the concept of Gateway Center to the Promise at Oliver. This proposed model is explicitly an “early college” program where students are given an opportunity to earn college credits while they are in high school. Additionally, the model has elements that are at their core from the “Gateway to College” model which emphasizes structures and supports that are designed for at-risk students. Moreover, the Gateway Center will have robust career and technical education offerings that will lead to post-secondary degrees and/or certifications for each of our students.

<i>CTE Academy</i>	<i>CTE Program Offerings</i>	<i>Post Secondary Program at CCAC and/or potential partnerships to be explored</i>
Information Technology, Business and Finance	<ul style="list-style-type: none"> • Information Technology • Business • Finance 	CCAC offers at least four defined business programs: Business Management Associates; Business Management Certificate; Business Parallel Program; and Business CCAC-IUP Partnership
Building Trades	<ul style="list-style-type: none"> • Carpentry • Electricity • Energy • Plumbing • RHVAC • Welding 	Associate Degrees in Science may be applicable here, but the district would seek partnerships with trade schools, business and industry.
Consumer Sciences	<ul style="list-style-type: none"> • Cosmetology • Culinary Arts 	Associate of Applied Science degree is a specialized technical degree currently only awarded in Administrative Assistant, Cosmetology and Culinary Arts.
Health Careers	<ul style="list-style-type: none"> • Allied Health Careers • Pre-Nursing 	CCAC offers more than 30 Associate of Science and certificate programs in Health Careers. More than 75 percent of healthcare is delivered by professionals other than physicians. You can be one of those professionals.

Note that during the planning year of 2010-11, the model will seek to form explicit partnerships with the Community College of Allegheny County, the Building and Trades Organizations in Allegheny County and other post-secondary training institutions for our students. In addition to the connections post-high school, the model will incorporate post-secondary planning relationships with the three feeder-pattern middle years programs on the north side at **Pittsburgh King ALA K-8; Pittsburgh Manchester K-8, and Pittsburgh Northview ALA K-8** to scaffold students into the program model. The organizations listed in the websites below provide a wealth of information and will be a part of our extended support network as we move through the planning stages here in Pittsburgh.

The most succinct summary of the academic research was located at the website for the Early College High School Initiative.

Resource Websites:

Early College High School Initiative: <http://www.earlycolleges.org>. A summary of the academic initiative and outcomes can be located at the website for the Early College High School Initiative.

Gateway to College National Home Network: <http://www.gatewaytocollege.org>

Gateway to College at Community College of Philadelphia, Philadelphia, PA Year Opened: 2006

Postsecondary Partner: Community College of Philadelphia

Intermediary: Gateway to College National Network

<http://www.ccp.edu/site/gateway>

Excerpts from the Overview and FAQ from Early College High School Network.

Why do we need early college high school? A postsecondary education is almost essential for financial and personal freedom in today's economy. A four-year college graduate earns two-thirds more than a high school graduate does. An Associate's degree translates into earnings significantly higher than those earned by an individual with a high school diploma alone.

National statistics on the progression of students from high school to college illustrate why it is imperative to better connect and integrate secondary and postsecondary schooling. For example:

- Young people from the middle-class and wealthy families are almost five times more likely to earn a two- or four-year college degree than those from low-income families.
- For every 100 low-income students who start high school, only 65 will get a high school diploma and only 45 will enroll in college. Only 11 will complete a postsecondary degree. (Source: JFF analysis of data from the National Educational Longitudinal Study for students from the lowest-income SES quintile. The period of time measured includes outcomes from students' entry as ninth graders in 1988 to the year 2000.)
- High school graduates from poor families who score in the top testing quartile are no more likely than their lowest-scoring, affluent peers to attend college. The former enroll at rates of 78 percent; the latter at 77 percent. (Based on the high school graduating class of 1992; source: Advisory Committee on Student Financial Assistance, 2001.)
- Nearly half of our nation's African-American students and nearly 40 percent of Latino students attend high schools in which graduation from high school is not the norm. In the nation's 900 to 1,000 urban "dropout factories," completing high school is a 50:50 proposition at best. (Source: Robert Balfanz and Nettie Legters. 2004. *Locating the Dropout Crisis—Which High Schools Produce the Nation's Dropouts? Where Are They Located? Who Attends Them?* Baltimore: Johns Hopkins University.)

Such data call for radical interventions to increase the number of low-income young people gaining postsecondary credentials. Clearly, bold education policies and practices are needed to ensure that more young people earn the postsecondary credentials that are crucial to their individual economic security and to the viability of our nation's economy.

How is early college high school connected to other high school reforms? Early college high school is not the only effective way to improve education; rather it is one among a number of promising approaches for improving education for all young people. In particular, early college high school shares the attributes of high-performing small schools:

- A common focus on key, research-based goals and an intellectual mission;
- Small, personalized learning environments, with no more than 100 students per grade;
- Respect and responsibility among students, among faculty, and between students and faculty;
- Time for staff collaboration and for including parents and the community in an education partnership;
- Technology as a tool for designing and delivering engaging, imaginative curricula; and
- Rigorous academic standards for both high school work and the first two years of college-level studies.

Who does the Early College High School Initiative serve? The Early College High School Initiative focuses on young people for whom the transition into postsecondary education is now problematic. Its priority is to serve low-income young people, first-generation college goers, English language learners, and students of color, all of whom are statistically underrepresented in higher education and for whom society often has low aspirations for academic achievement. The initiative will increase the number of these young people who attain an Associate's degree or two years of college credit and the opportunity to attain a Bachelor's degree.

What do all early college high schools have in common? Each early college high school develops a unique vision and a learning environment that represents community interests and student needs. However, all early college high schools share the following characteristics:

- Students have the opportunity to earn an Associate's degree or up to two years of transferable college credit while in high school.
- Mastery and competence are rewarded with enrollment in college-level courses and the opportunity to earn two years of college credit for free.

- The years to a postsecondary degree are compressed.
- The middle grades are included in the school, or there is outreach to middle-grade students to promote academic preparation and awareness of the early college high school option.
- Schools provide academic and social supports that help students succeed in a challenging course of study.
- Learning takes place in small learning environments that demand rigorous, high-quality work and provide extensive support.
- The physical transition between high school and college is eliminated—and with it the need to apply for college and for financial aid during the last year of high school.

What is the difference between early college high school and middle college? The Early College High School Initiative was preceded by the middle college model. Middle colleges are high schools for underserved young people. They are located on college campuses, and every student can earn college credit. Early college high schools take the model a step further by providing a coordinated course of study in which students can earn up to 60 college credits while in high school. Middle colleges and early college high schools have similar design principles; the main difference is the amount of college course work expected—and, therefore, the degree of secondary-postsecondary integration.

What is the role of the postsecondary partners? Each school in the Early College High School Initiative is a partnership between a school district and a postsecondary partner. The postsecondary partners include community and technical colleges, four-year colleges, and universities (both private and public). The postsecondary partners are key players in the design and day-to-day operation of early college high schools, which treat the high schools years and the first two years of college as a single, coherent course of study.

What is the early evidence that early college works? Although the initiative is relatively young, early data from early college high schools are promising. First, the schools are reaching their target populations. Nationally, roughly three-fourths of the young people attending early college high schools are students of color, while nearly 60 percent report eligibility for free or reduced-priced lunch (a conservative indication of the number of students from low-income families). Most students attending early college high schools will be the first in their families to go to college.

In contrast to alarming national data for students with similar demographic profiles, attendance rates for early college high school students average over 90 percent, indicating high levels of student engagement and commitment to the academic program. Grade-to-grade promotion rates in early college high schools also exceed 90 percent, and the first students have graduated with impressive results.

In 2006, three early college high schools granted diplomas to their first graduating classes. Those 115 seniors achieved dramatic success:

- 80 percent were accepted to four-year colleges.
- 85 percent graduated with 30 to 60 college credits.
- Over 57 percent graduated with an Associate's degree.

In 2007, more than 900 students graduated from 17 early college high schools around the country. Their achievements far surpass those of their peers from traditional high schools serving similar populations. Preliminary data show that:

- Over 65 percent of the graduates were accepted to four-year colleges. Others have chosen to complete an Associate's degree by spending a fifth year at their early college high school.
- More than 85 percent graduated with substantial college credit.
- More than 250 early college high school graduates earned merit-based college scholarships. Four earned the prestigious Gates Millennium Scholarship, awarded to 1,000 high-achieving, low-income students each year.