

BRIDGING THE COLLEGE DIVIDE: A FOCUSED LOOK AT PROGRAMS THAT SERVE HIGH POTENTIAL, LOW-INCOME STUDENTS

Fri May 3 2019, 10:30am–11:45am, 2110



Presenters

Dr. Francesca Gamber
Bard High School Early College, (MD)

Astrik Tenney
Jack Kent Cooke Foundation, (VA)

Kevin Terry
Rock Ridge High School, (VA)

Contact us at

fgamber@bhsec.bard.edu

atenney@jkcf.org

kevin.terry@lcps.org

LEARNING OBJECTIVES

1

Awareness of the struggles and learning needs of vulnerable college bound students

2

How to identify high performing low income students, learn what characteristic lead to college success

3

Understanding the level of support and investment that is needed for these students to be successful in high school, college and beyond

The Bard Early Colleges

An Authentic, Free Head Start on College



WHO

**Who are we, and why do we believe
in early college education?**

The United States faces a fundamental misalignment between secondary and postsecondary education. As a result, students face a college access, affordability, and completion challenge that hampers their ability to succeed.

- An overwhelming number of students who step foot on college campuses never complete degree. Only **39% of students** enrolling in 2-year colleges graduate with any kind of credential within 6 years. For 4-year colleges, **the national graduation rate is only 59%**.
- For low-income students, the outlook is even worse: research shows that nearly **half of low-income, first-generation students at 4-year colleges drop out** before earning a degree.
- Our country needs a new vision for high school to improve the transition to college and help students complete degrees, on time or early and without substantial debt. **We believe early college is a critical component of that new vision.**

The rigid high school-to-college transition is where some of America's brightest but least supported students fall through the cracks. At a time when college degrees are increasingly necessary for meaningful careers and social mobility, **the dissonance between high school and college continues to keep college completion rates far too low for underserved student populations.**

Despite the rapid growth of college preparatory high schools, many first generation college students, students of color, and low-income students struggle in their first year of college when they discover that their high school education was inconsistent with a college-level workload and expectations. **The bridge between high school and college is weakest for those young people for whom the gap between the two is also the widest.** The Bard Early College model addresses this gap by offering an education built upon four core beliefs:

1. Immersing young people in college is the best post-secondary preparation;
2. An undergraduate liberal arts program is inspiring and valuable for young learners;
3. Providing college at no cost to students and with robust, tailored supports significantly increases their chances of success; and
4. Students – when taken seriously and empowered in the classroom – will rise to meet extraordinary challenges.

By providing rigorous and engaging college-level learning, the early college model offers a solution to a problem that has plagued the American public education system for years: low rates of college access, persistence, and completion for students already underrepresented in higher education.

When college is immediate, free, and rewarding, students are bound to rethink their college-going potential. As a Bard Early College alumna explains, **early college education “prepares you for the rigors of college—because it is college.”**



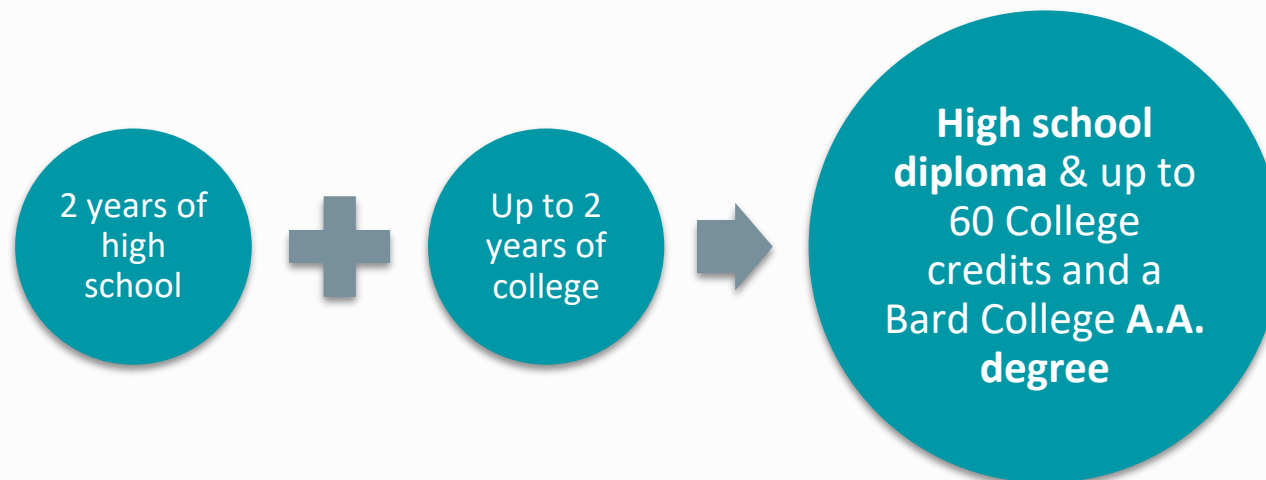
Who We Are

The Bard Early Colleges are a network of schools and programs whose mission is to provide adolescents with a **rigorous, credit-bearing, tuition-free college course of study** in the liberal arts and sciences following the 9th and 10th grades. Our students receive up to **60 college credits** and an **Associate in Arts (A.A.) degree** from Bard College, alongside a high school diploma. As satellite campuses of Bard College, an independent, nonprofit college of the liberal arts and sciences in New York's Hudson Valley, the Bard Early Colleges partner with public school systems across the country to provide a high-quality college education to adolescents, at no cost to them.



Core Components of Our Model

- **Free college credits** up to an Associate's degree that transfer to bachelor's degree programs across the country
- **College faculty** teaching all grade levels
- A robust and engaging **liberal arts and sciences curriculum**
- Small, **writing- and discussion-based** seminar classes
- Strong **student supports** and student-faculty relationships
- **Qualitative admissions process** that selects students based on their motivation and intellectual curiosity
- **Diversity** in the student body



Bard Signature Experiences

- **Summer Bridge:** A summer orientation for incoming 9th grade students
- **Writing & Thinking Workshop:** a weeklong immersion into writing techniques, including “focused free-writes” and “text explosions”, that are referenced throughout the curriculum
- **Seminar:** Bard’s signature Great Books course, four semesters in total, modeled on the University of Chicago’s humanities core
- **Matriculation:** The college entrance ceremony for Year 1 College (11th grade age equivalent) students
- **Advisory:** Students are part of an advisory group that meets weekly and helps students strengthen their socio-emotional skills
- **College Transfer Office:** A curriculum for Year 1 and 2 College students to help them identify and apply to strong four-year college matches
- **Student-led clubs.** All clubs are student-driven. Popular clubs include debate, Model UN, literary magazine, dance and club sports, and social justice groups
- **Experiences on Bard’s Annandale campus:** This includes the annual Hannah Arendt academic conference, debate tournament, and Model UN
- **Commencement:** The Bard Early College graduation includes a commencement ceremony at which students are awarded the Associate’s Degree from Bard College

OUR MISSION

Through a tuition-free, engaging college program in the liberal arts and sciences with robust supports, the Bard Early Colleges help high school students, particularly those at risk of not completing postsecondary education, access, afford, and complete college prepared to contribute to the workforce and civic life. The Bard Early Colleges simultaneously work to create the conditions in which early college education can thrive and expand to serve more students across the country.



About Bard College

Founded in 1860, Bard College is a nonprofit, selective, independent college with its main campus in Annandale-on-Hudson, NY. Bard enrolls approximately 2,000 students on its main campus.

A Tradition of Excellent Teaching

In 2018, the Princeton Review ranked Bard in the top 10 among colleges in the U.S. for best classroom experience and for well-rated professors.

A Tradition of Innovation in the Public Interest

Bard College has a strong public interest mission and tradition of bringing high-quality liberal arts education to underserved populations, including through international programs, prison education, and early colleges.



Bard College at Simon's Rock

In 1979, Bard assumed leadership of [Simon's Rock](#) (now Bard College at Simon's Rock), one of the nation's first early colleges. Simon's Rock currently serves 450 students on its residential campus in Great Barrington, MA. The Simon's Rock experience inspired Bard to bring early college education into public school systems.



History of Our Organization



- 1979: **Simon's Rock** becomes part of Bard College, inspiring Bard's involvement and leadership in the early college movement
- 2001: **Bard High School Early College (BHSEC) Manhattan** opens after the New York City Department of Education approached Bard College and Simon's Rock about a partnership
- 2008: **BHSEC Queens** opens at the request of the NYCDOE
- 2011: **BHSEC Newark** opens at the request of the City of Newark; **Bard Early College New Orleans** is established
- 2013: **Bard Early College at the Harlem Children's Zone Promise Academy** is established
- 2014: **BHSEC Cleveland West** opens through a partnership with the Cleveland Metropolitan School District
- 2015: **BHSEC Baltimore** opens through a partnership with Baltimore City Public Schools
- 2017: **BHSEC Cleveland East** and **Bard Early College Hudson** are established

Our Work To Date

- Since the first Bard High School Early College was founded in 2001, the Bard Early Colleges have served **over 6,000 students** and awarded **2,668 associate's degrees**, tuition-free.
- Our college faculty has grown to **over 200 instructors**, supported with engaged early college pedagogy training to offer high-quality liberal arts education to younger students.
- Bard Early Colleges have brought our unique model to **nine campuses** in **five states** and sparked interest in early college education beyond our campuses.

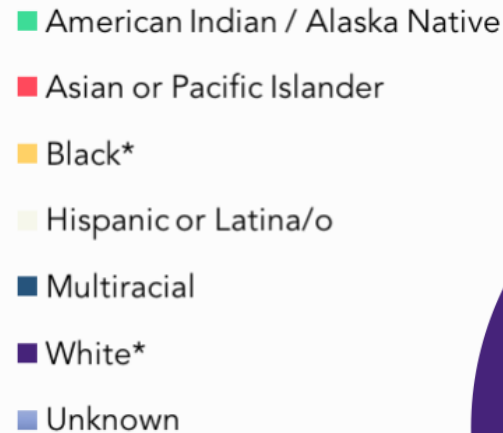




“Bard has taught me so many things [that] it’s hard to pick out one as the most important. I remember first coming here and being hesitant to speak up and share in class. I was accustomed to a system of only speaking if you knew the ‘correct’ answer, so I kept thinking, ‘What if I’m wrong?’ But then my professors and the overall environment made me realize that when it comes to certain things, like philosophy, there is no ‘right answer’... The importance is in discussing and figuring out how to get to an answer.”

- Jahsol, Year Two, BHSEC Baltimore

The Bard Early Colleges intentionally recruit diverse student populations that reflect their cities



44%

First-generation college students

64%

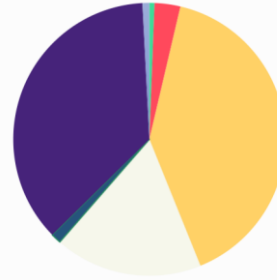
Free or reduced-price lunch eligible students
(based on available data)

The Bard Early Colleges' admissions process screens for motivation and intellectual curiosity through **an interview** and **faculty-designed assessment**. We believe prior GPA and test scores are not the best predictors of a student's ability to learn. Our admissions process prioritizes quality of mind over quality of preparation.

Bard Early College students represent the diversity of their individual cities

- American Indian / Alaska Native
- Asian or Pacific Islander
- Black*
- Hispanic or Latina/o
- Multiracial
- White*
- Unknown

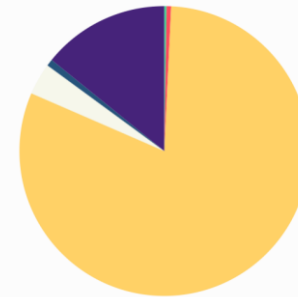
BHSEC Cleveland East and West



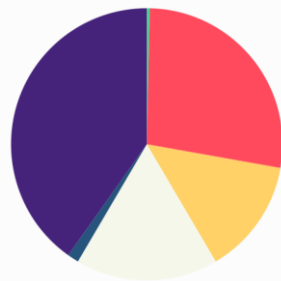
BHSEC Queens



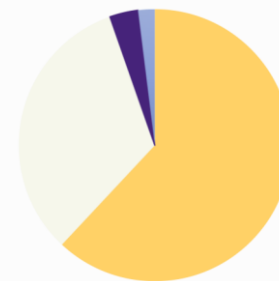
BHSEC Baltimore



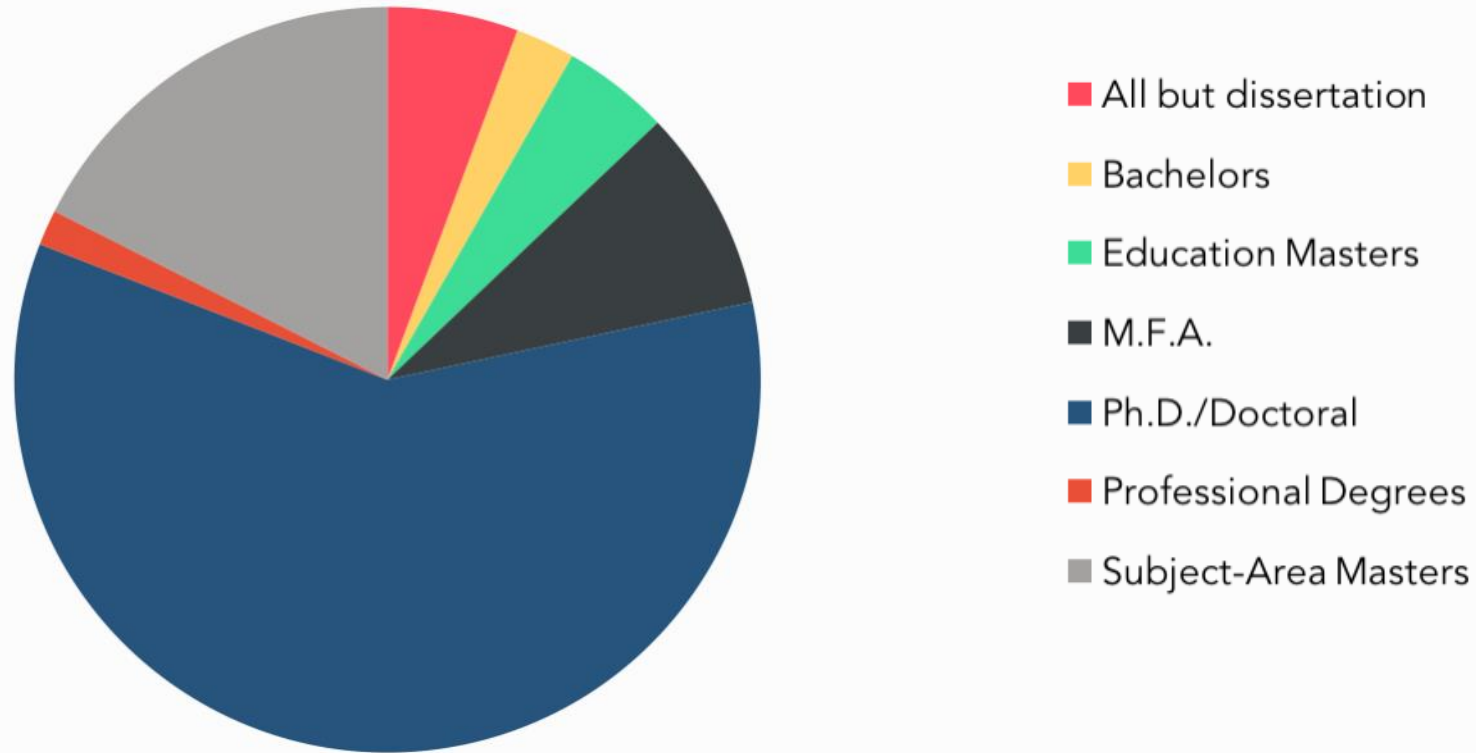
BHSEC Manhattan



BHSEC Newark



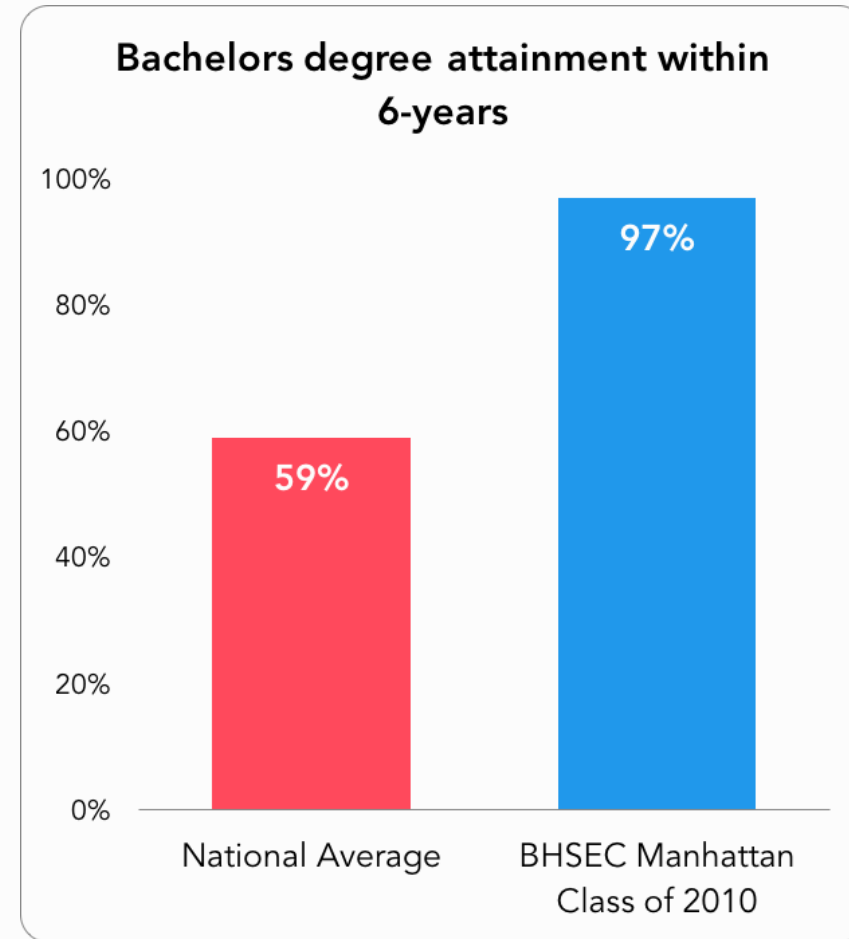
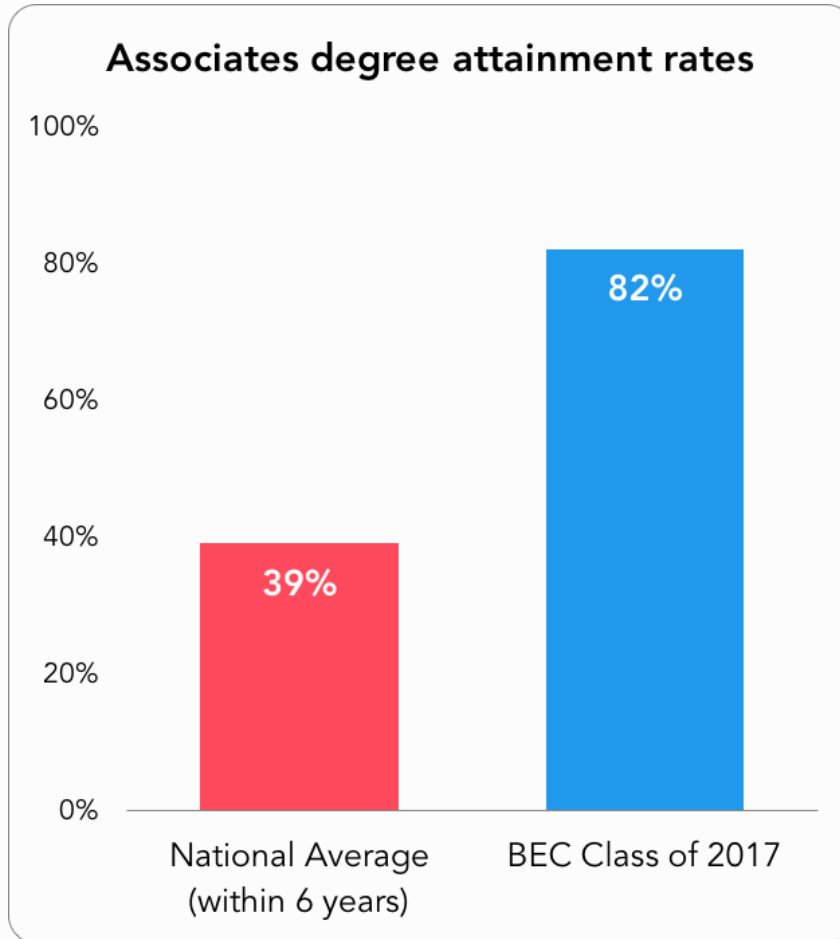
The Bard Early Colleges are successful in large part because of their faculty, the vast majority of whom hold the highest degree in their field



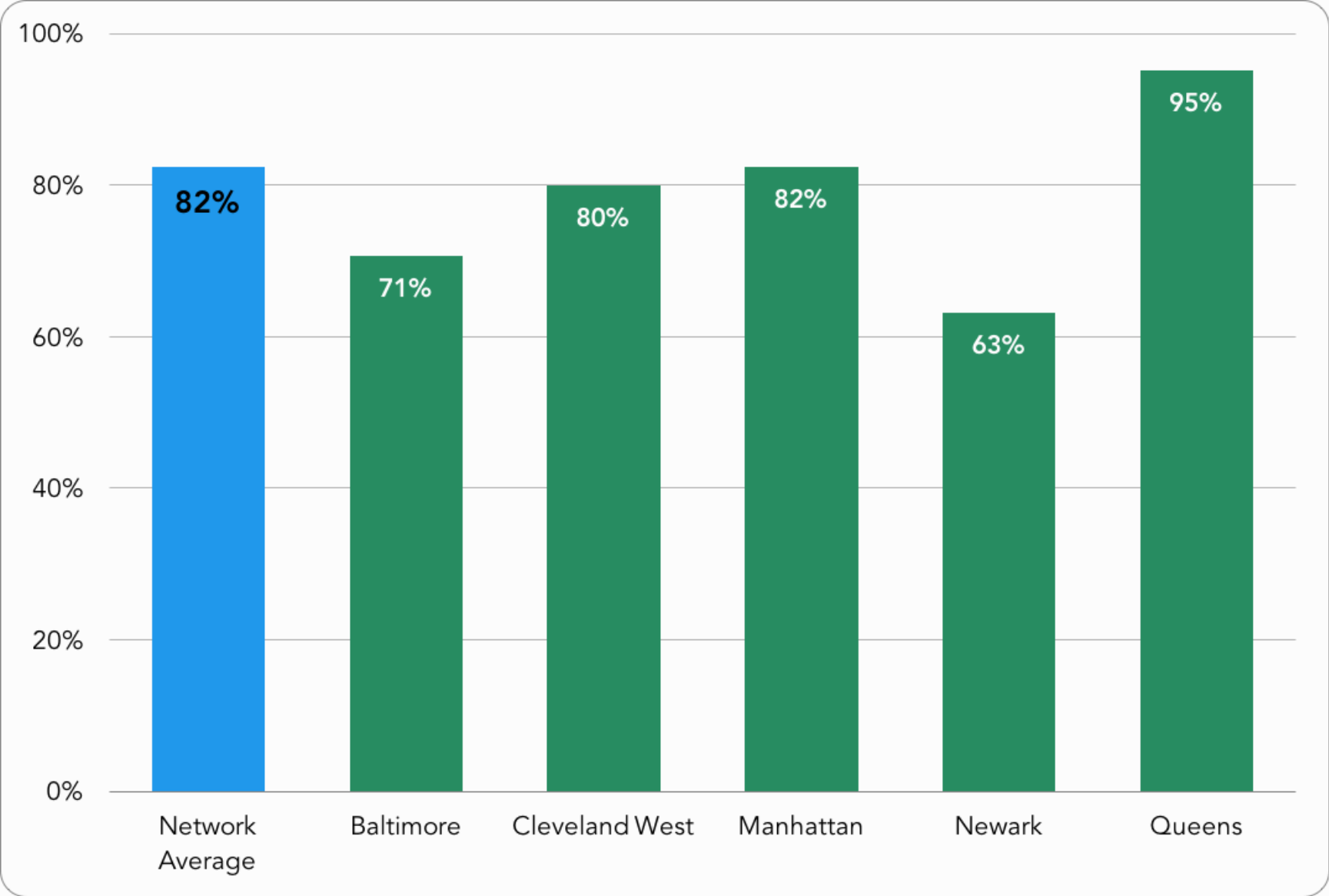
I was respected and treated as an adult by the faculty and administration, and this culture of respect was one that made its way into the classroom and the social experience. There is a truly unique love of learning at BHSEC, **the teachers teach because they love what they're teaching and the students learn because they love what they're learning.** It's a really special place.”

— BHSEC NYC Student

The Bard Early Colleges have consistently had strong results, particularly in students' college outcomes



Rates of Associate's degree attainment for BHSEC students are fairly consistent across campuses

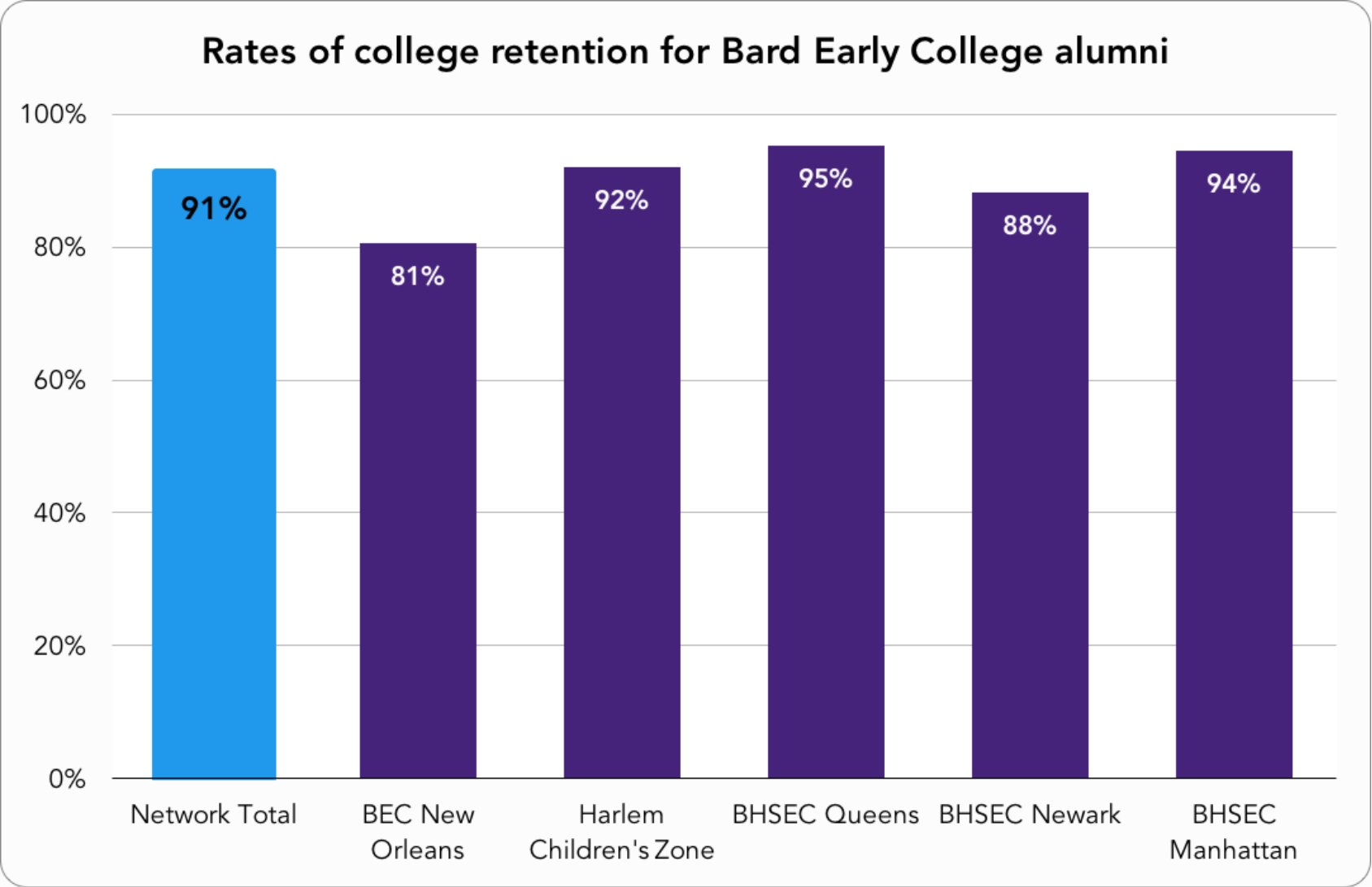


Bard Early College graduates are prepared for success in higher education

- Over **98%** of seniors complete their high school diploma
- Associate's degree recipients receive **60 or more college credits** from Bard; even students who do not complete the A.A. graduate with an average of **40 college credits**
- More than **85% of alumni** enroll in college within 18 months of graduation



Once our alumni enroll in four-year colleges, they persist for multiple years



Voices of our Students | Interviews

“Before I came to Bard, I’d thought of school as a lecture where you simply wrote notes and went to your next class. So when my professor handed out copies of the Bible during our first seminar and said we were going to be reading and discussing it as a historical and mythological text, I was extremely surprised. Bard was saying that discussion was not only going to be a crucial part of class, but that **they trusted us to be able to carry on an academic conversation** that went from the Bible to Nietzsche to Shelley, and that was an amazing feeling.”

— Tyler, BHSEC Baltimore

“I think that the relationships between the teachers, the mood within the classrooms, and the understanding that the students generally have of the classroom not as a place to work but **a place to learn** are the things which bolster BHSEC's ability to produce and empower intellectuals.”

— BHSEC NYC Alumni

“BHSEC is a place where I was able to understand myself and the world around us through different points of views. **The ability to let us think and reach our own answers** to the issues of life is what makes BHSEC uniquely BHSEC.”

—BHSEC NYC Alumni

Voices of our Students | Alumni Survey

Across the board, our students agree that a rigorous curriculum is part of what makes the early college model successful:

- “What makes BHSEC successful is the curriculum. **This school challenges teenagers to push themselves harder than the average student.**”
- “BHSEC is successful because of the interesting courses. Students feel more curious and more motivated to study and explore **difficult and fascinating** ideas, rather than take a bland course.”
- “I think the structure of the classes makes BHSEC successful. **The students run the discussion** which is so much more beneficial than a lecture-style class.”





Based on [interviews](#) with students at our newest campuses in Cleveland and Baltimore, students most value:

- The **free Associate's degree** and opportunity to accelerate their college education
- The close relationships with **caring professors**
- The **close-knit and diverse community** at Bard
- The **independence and freedom** given to students
- The **high standards** and expectations
- The strong **support system**
- The **challenge**

"Bard High School Early College prepared me for the next stage of my life by **teaching me the foundations of writing, moral philosophy and increasing my awareness of social issues happening around me.**

- Angelique McGuire, 2016 BHSEC Cleveland Graduate, currently attending Baldwin Wallace College



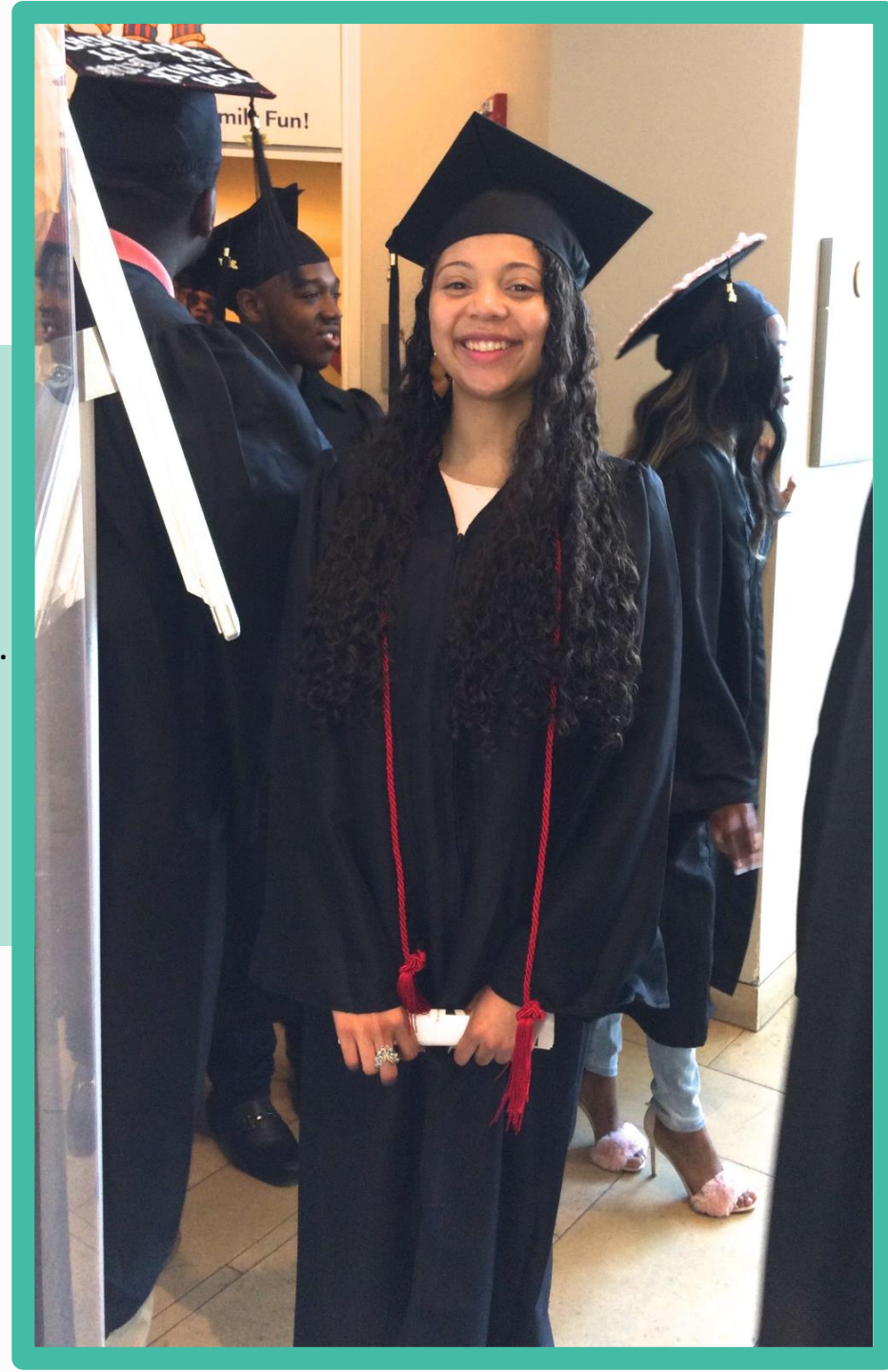


"To be a BHSEC graduate means to love learning. No matter the subject, topic, or situation. The desire to expand your knowledge in any and every opportunity given to you is how it feels to be a BHSEC graduate navigating through the world."

- Anthony Lloyd, 2017 BHSEC Baltimore Graduate, currently attending Bard College

"Learning to think for myself was a lot harder than learning how to get good grades or test scores. BHSEC has allowed me to **unlock an intellectual vitality and curiosity within myself** that I carry with me everywhere.

*- Taylor Spann, 2017 BHSEC Baltimore Graduate,
currently attending Stanford University*







Astrik Tenney

Program Manager
Grants and Community Relations

May 3, 2019

JACK KENT COOKE
FOUNDATION



Foundation's Mission

Advancing the education of exceptionally promising students who have financial need.

We serve this mission through scholarships, research, and grants.



Scholarship Programs

\$190 million in scholarships
to nearly 2,500 students nationwide

Scholarship Programs

- Young Scholars Program
- College Scholarship Program
- Undergraduate Transfer Scholarship
- Graduate Scholarship Program



More Than a Scholarship...

- Individual and cohort-based advising
- Scholar community of similarly situated peers
- Opportunity to take academic, extracurricular, and professional risks
- Cohort-based scholar and alumni events



Grant Programs

Grant initiatives aim to expand educational opportunities throughout the United States for high-achieving students with financial need



Our Grantmaking

- Thought Leadership
- Closing the Excellence Gap
- Regional Support

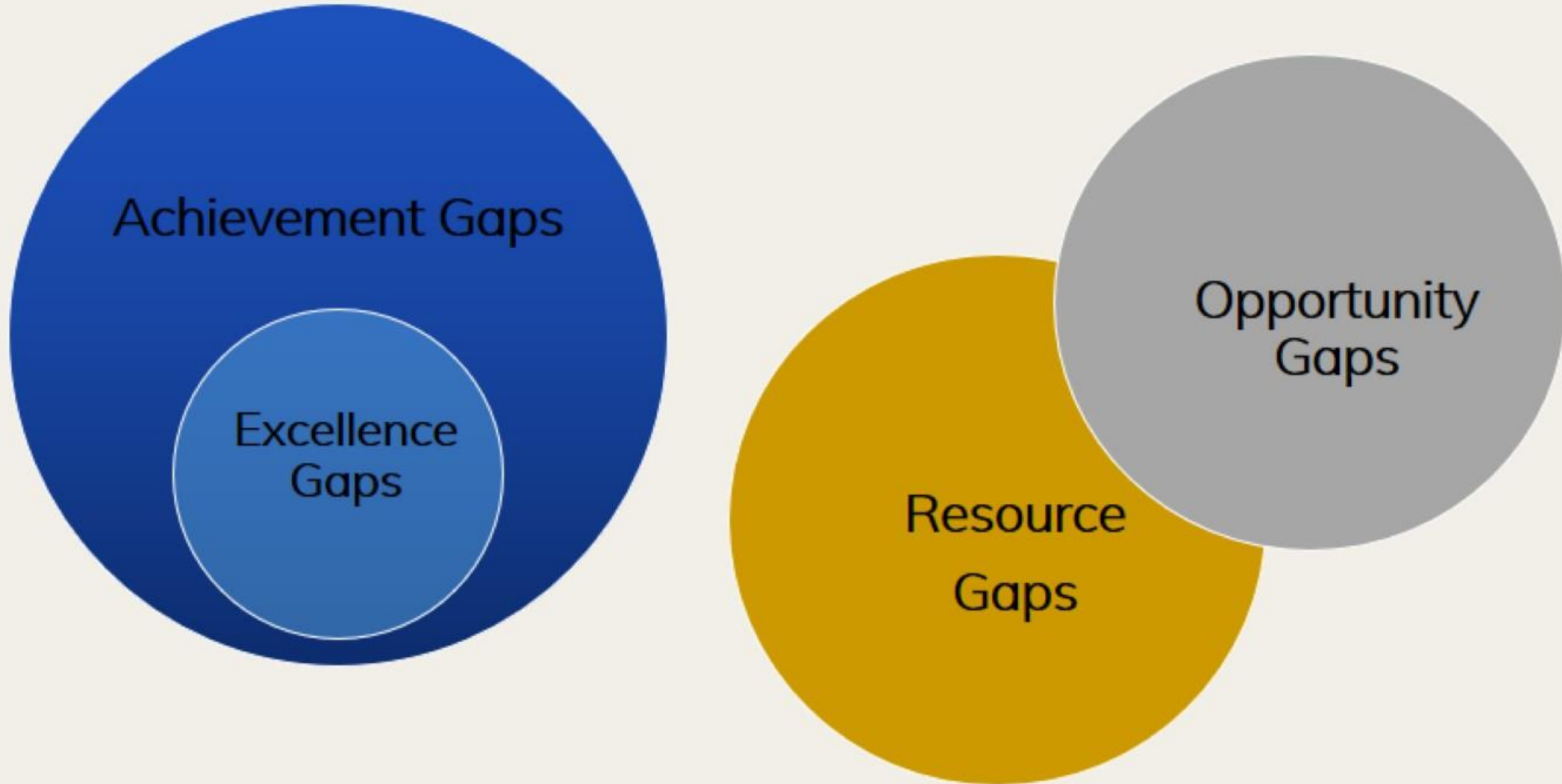




The Excellence Gap

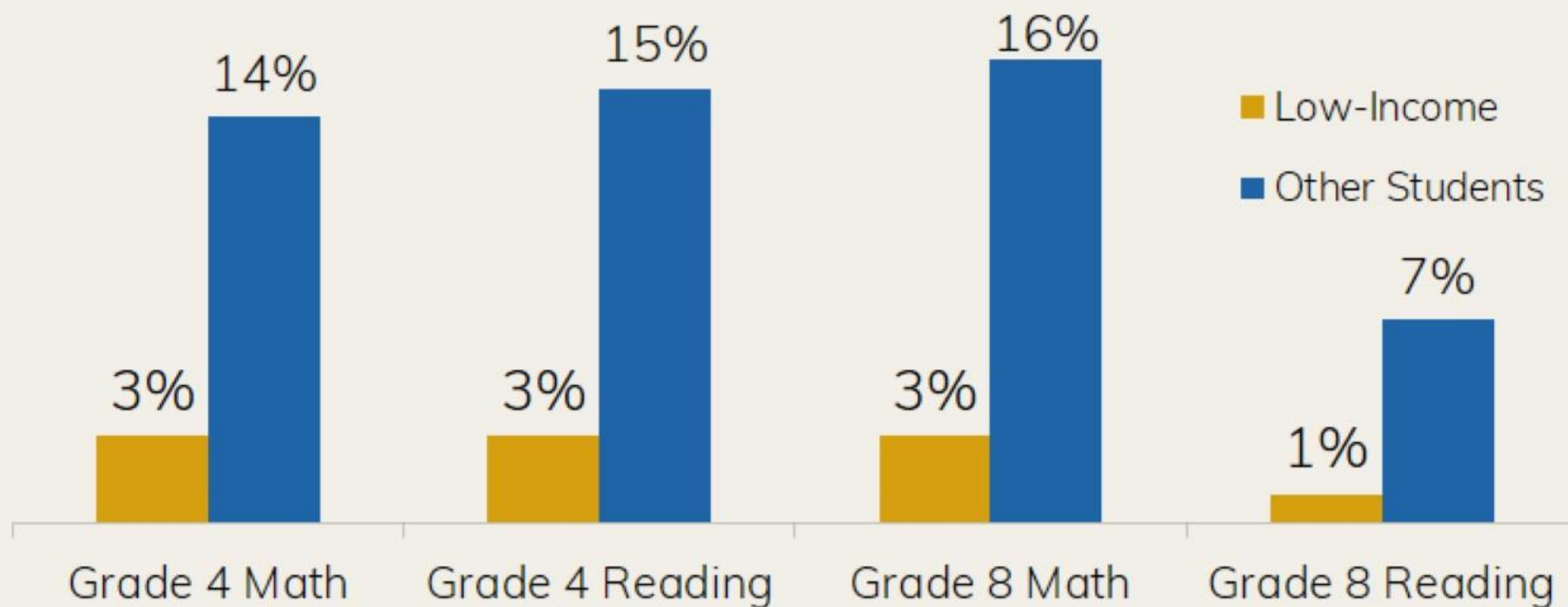
The disparity in the percent of lower-income versus higher-income students who reach advanced levels of academic performance.

Where does Excellence Gap Fit In



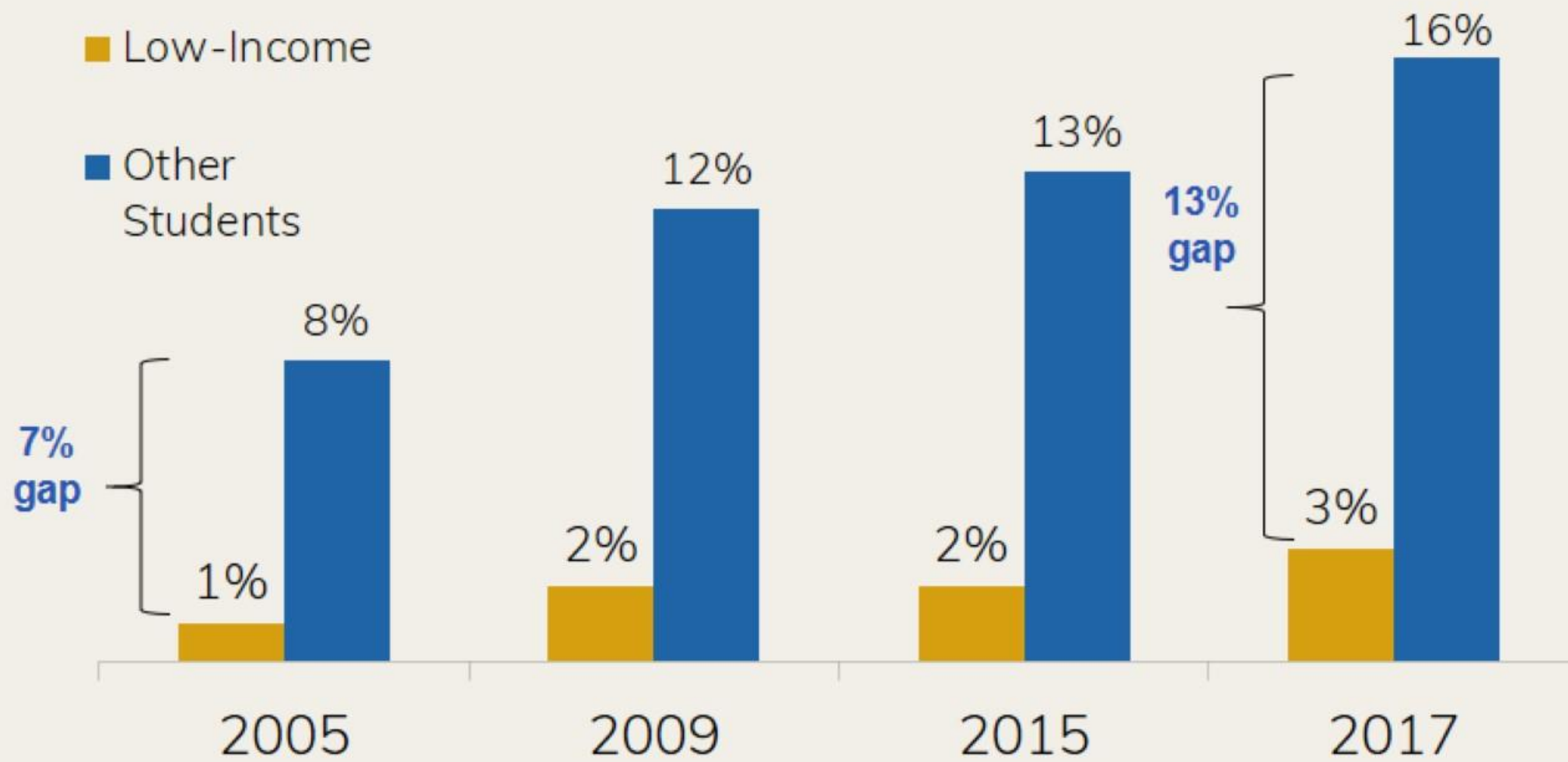
Excellence Gaps - 2017 NAEP

Percent of U.S. Students Scoring “Advanced” by Income



National Assessment of Education Progress, 2017. Department of Education.
“Low-Income” = Qualifying for free or reduced price meal subsidies.

The gap is widening for low-income students



Percentage of students at/above NAEP Advanced level in 8th grade math, by subsidized lunch eligibility, 2005–2017

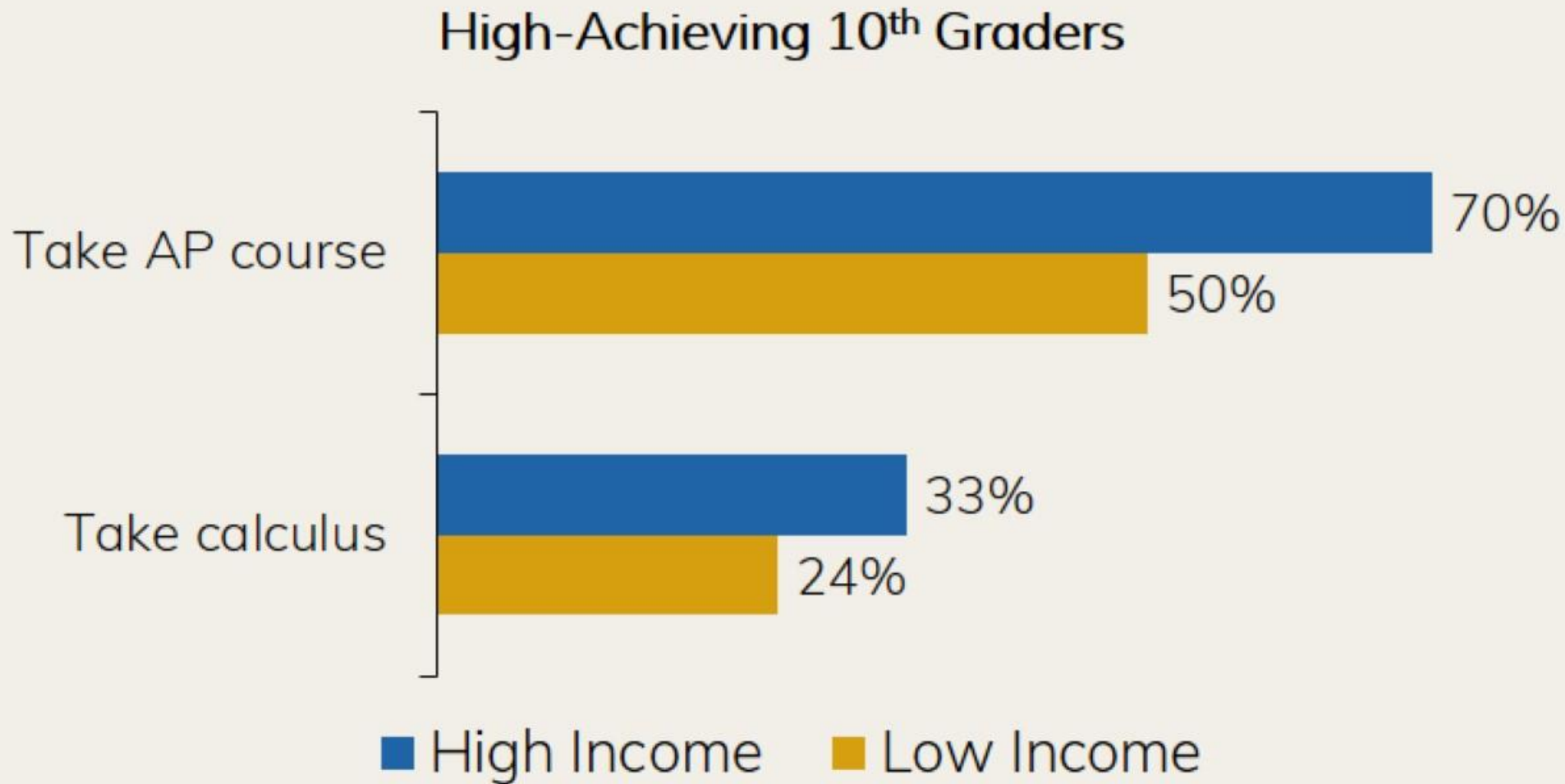
Excellence gaps persist in high school...

48% of high school students are low-income

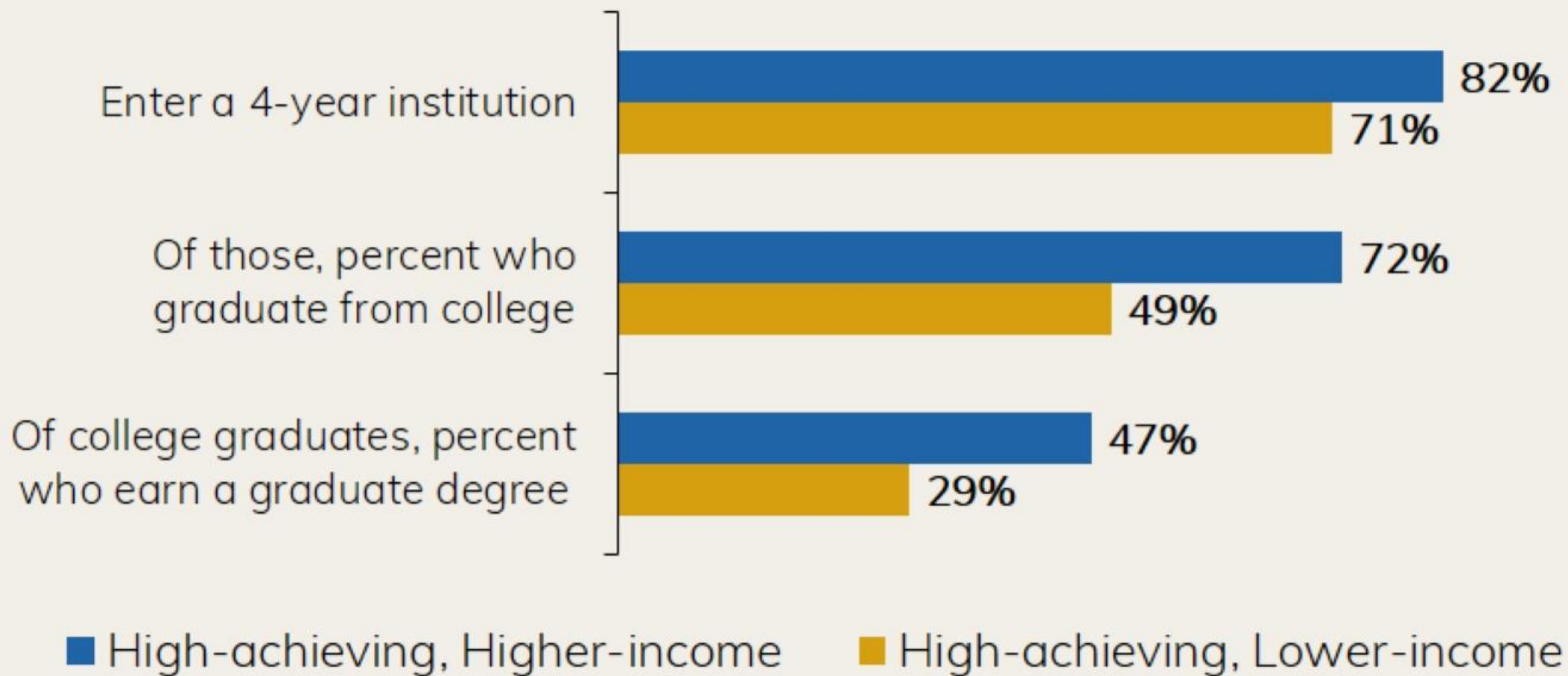
But only **28%** of AP exam takers are low-income...

...and only **22%** of students who score 3 or higher on one or more AP exams are low income.

Excellence gaps in high school

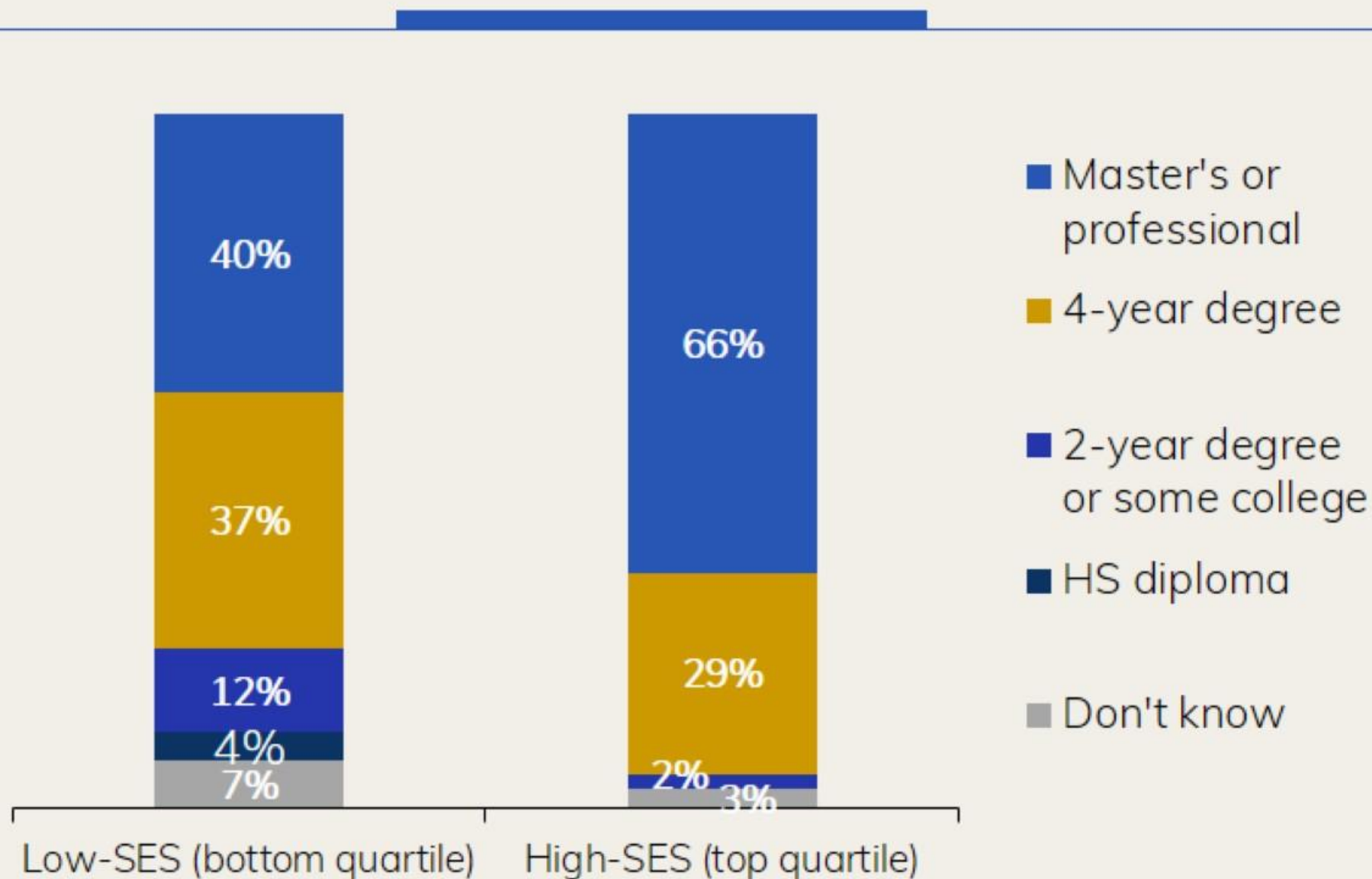


... and into college



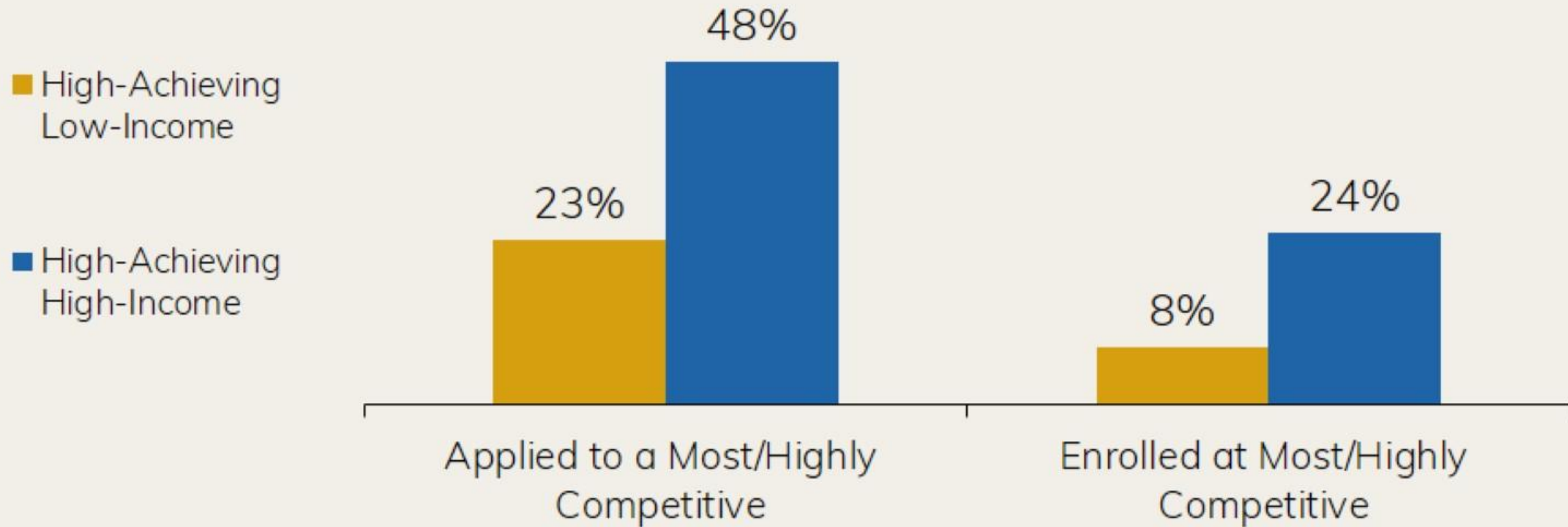
“High-achieving” = Top 25% on national 10th grade math and reading assessment. “Lower-income” = below the national median; “higher-income” = above the national median.

Educational Aspirations of High-Achieving 10th Graders



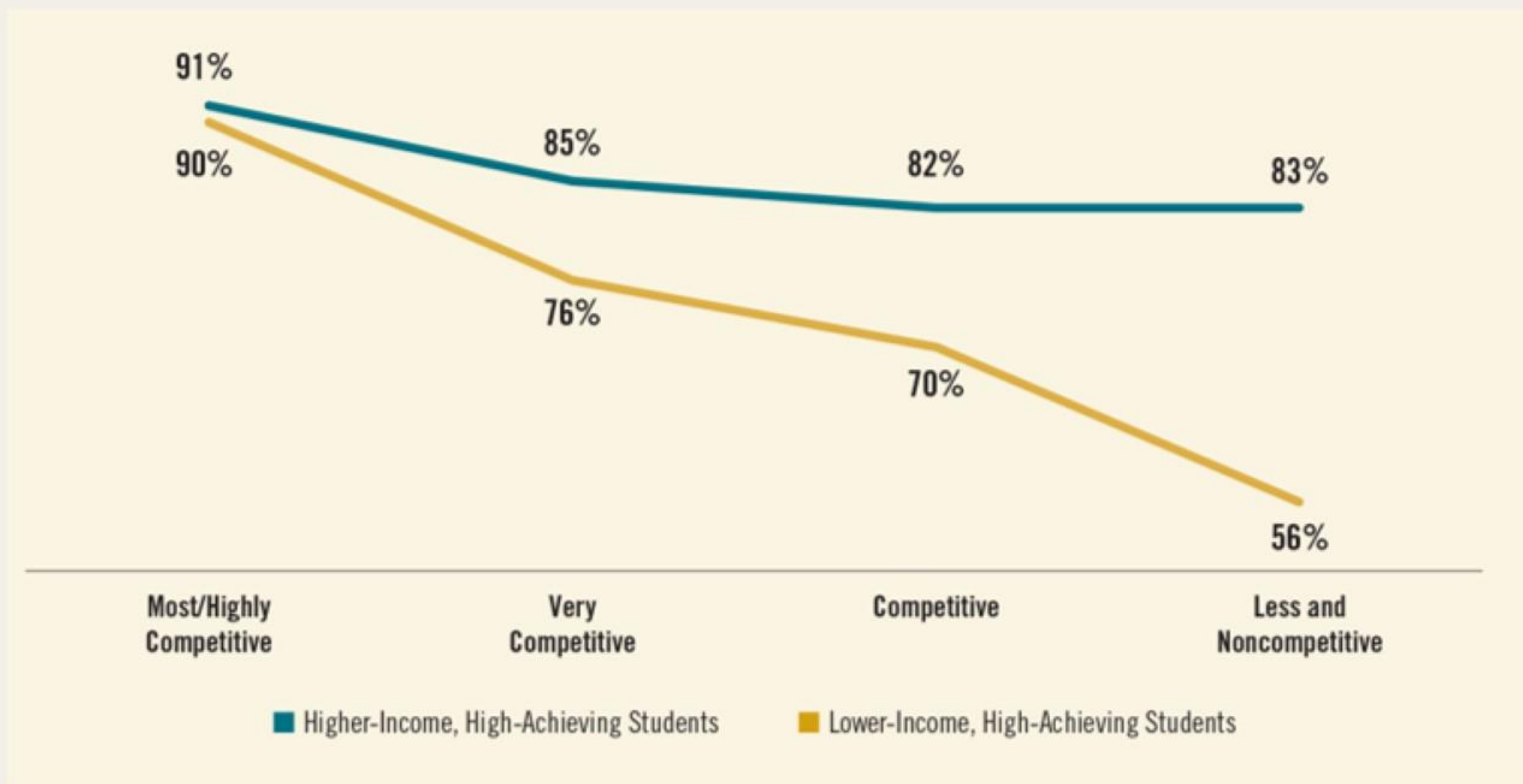
Undermatching

High-achieving, low-income students are half as likely to apply to a selective institution as their low-income peers... and one-third as likely to enroll



"High-achieving" = Top 25% on national 10th grade math and reading assessment. "Low-income" = bottom SES quartile; "high-income" = top SES quartile. Data source: NCES ELS 2002 study.

Selectivity Matters



JKCF Achievement Trap Report, 2007. "Higher-income" = above national median. "Lower-income" = below national median. "High-Achieving" = top academic quartile.

How can we narrow the Excellence Gap?

- Cultivating Aspirations
- Access
- Information



Research

Full reports are available on our website:
www.jkcf.org





**Connect
With Us!**

www.jkcf.org



@theJKCF



@JackKentCookeFoundation



@theJKCF
@astrik_tenney

**Sent to all
15 high
schools in
Loudoun
County**

**COLLEGE
NOW**

SCIENCE JULY 31-AUGUST 4

THEATRE JULY 9-JULY14

MADE POSSIBLE BY A GRANT FROM THE
JACK KENT COOKE FOUNDATION

Looking for:

**High Potential,
Low to moderate
income students**



Parents also had to be invested in learning. They too could earn college credit!

COLLEGE NOW
SUMMER 2017

INFORMATION

JUNE

15 The virtual course will begin.

JULY

9-14 The on campus Theatre course

31-8/4 The on campus Science course



Students will spend a week at Richard Bland College of William & Mary. Upon completion of the course students will receive college credit.

Parents will participate in a college course for 1 credit. There will be 4 online sessions and 2 in person classroom sessions held at Rock Ridge High school

On May 31st or June 5th will be a parent and student orientation meeting on the program at 7pm at Rock Ridge High School. Parents/students only need to attend one of the meetings. All information and permission forms will be distributed then.

Finding students was not easy. Often we had to be creative and understanding.

Meet Ruqaia And family

Meet Ruqaia, the first student selected for the College Now Project. Ruqaia and her family left Iraq amidst the turmoil a few years ago to find hope. Now she can't believe they found it.



First Meeting and first college class



Parent Course

Apply to college

FAFSA

College Cost


Finding a College

Class Code:
JACHZ

<https://share.nearpod.com/vsph/7IKnoKPqMu>

Slide 14 / 23

Science July 31st – August 4th



Mr. Hanke
Dr. Morgan RBC

Info ^

Edit Share

Live Lesson

Student-Paced

Monitoring progress

Session Report

College Now
Author: Kevin Terry - Slides: 23 - Date: Monday, June 5, 2017 06:46:53 PM

SUMMARY **Quiz** Poll Open Ended Draw It Matching Pairs Collaborate

[No optional instructions entered]

What is the average number of credits needed to graduate from college?

Student	Response
Alec	100
Andrew	120
Andrew O	No Answer
andy	100
Bharath	100
Chris A.	120
Debbie	120
Donia	100
e	160
Farzila	120
Gabriel Filippini	No Answer
Gabriel filippini	120
Hailey	120
Hailey Ngo	120
k	No Answer
Katherine	160
Lee	120

54 Correct Answer
33 Wrong Answer
13 No Answer

Session Report Downloads Share

College Now
Author: Kevin Terry - Slides: 23 - Date: Monday, June 5, 2017 06:46:53 PM

SUMMARY **Quiz** Poll Open Ended Draw It Matching Pairs Collaborate

[No optional instructions entered]

Question **Rate**

What will be the average cost of college in 10 years at a public university? 42%

42 Correct Answer
46 Wrong Answer
13 No Answer

What will be the average cost of college in 10 years at a public university?

Student	Response
Alec	150,000
Andrew	250,000
Andrew O	No Answer
andy	250,000
Bharath	100,000
Chris A.	150,000
Debbie	250,000
Donia	200,000
e	150,000
Farzila	150,000


42 Correct Answer
46 Wrong Answer
13 No Answer

Student Course Graduation Requirements Leadership College Fears

Class Code:
ACUOE











<https://share.nearpod.com/vsph/mlFT0zPMLu>

Slide 3 / 26



Info ^ Edit Share Live Lesson Student-Paced

Draw a picture of how you feel right now!!

SUMMARY	Quiz	Poll	Open Ended	Draw It
Student	Drawing			
Alec				
Andrew & Bharath				
Debbie				
Derrick				
Katie				
kt				
Megan				
Quinton Tuggle				
Riley Johnson				
Samantha				
xavier				



What do you think are good characteristics of a leader?

Student

Response

Alec

Able to make decisions that are fair for everyone

Andrew & Bharath

Great communication skills, willing to compromise,

Debbie

They work well with others, voice their opinions and doing everything to get the job done.

Derrick

Friendly

Katie

Strength, integrity, kindness, understanding, and intelligence

kt

No Answer

Megan

Good communicator

Quinton Tuggle

Charisma

Riley Johnson

Dependability Honesty Corporate

Samantha

Good communication, hard-working, respectful, responsible, efficient, trustworthy

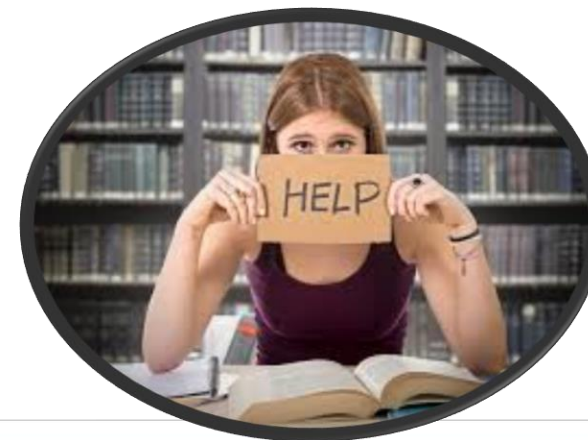
xavier

positive, kind, friendly



9 No Answer

91 Free Text



What is your biggest fear about college?

Student

Response

Alec	Losing interest in what I want to do.
Andrew & Bharath	Not choosing a major I will enjoy
Debbie	Not knowing completely what I want to do.
Derrick	Nothing
Katie	Not getting in, dropping out, bad food
kt	No Answer
Megan	Not being ready
Quinton Tuggle	Amount of work Finding a job Time management Finding women
Riley Johnson	Not having good time management
Samantha	Not knowing what I want to study.
xavier	failing



9 No Answer

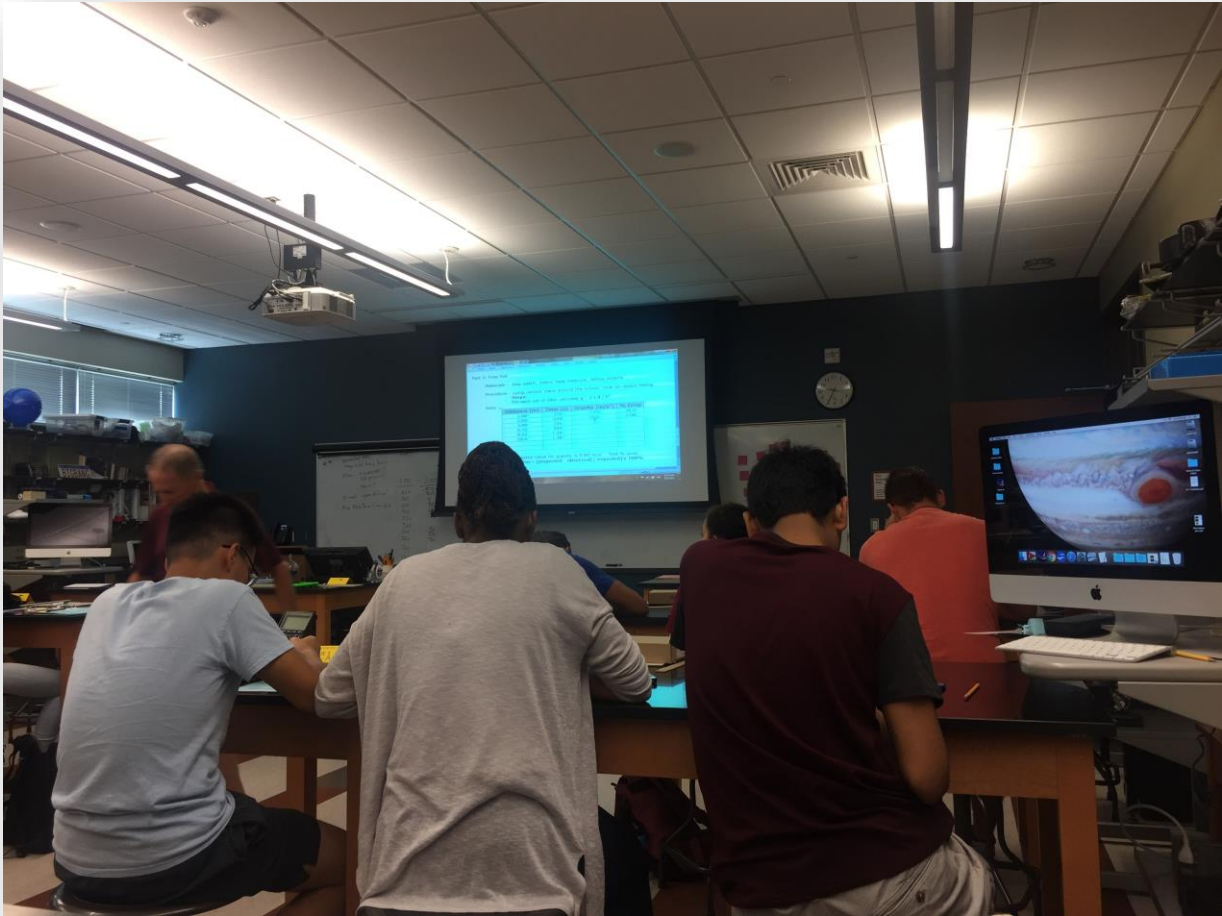
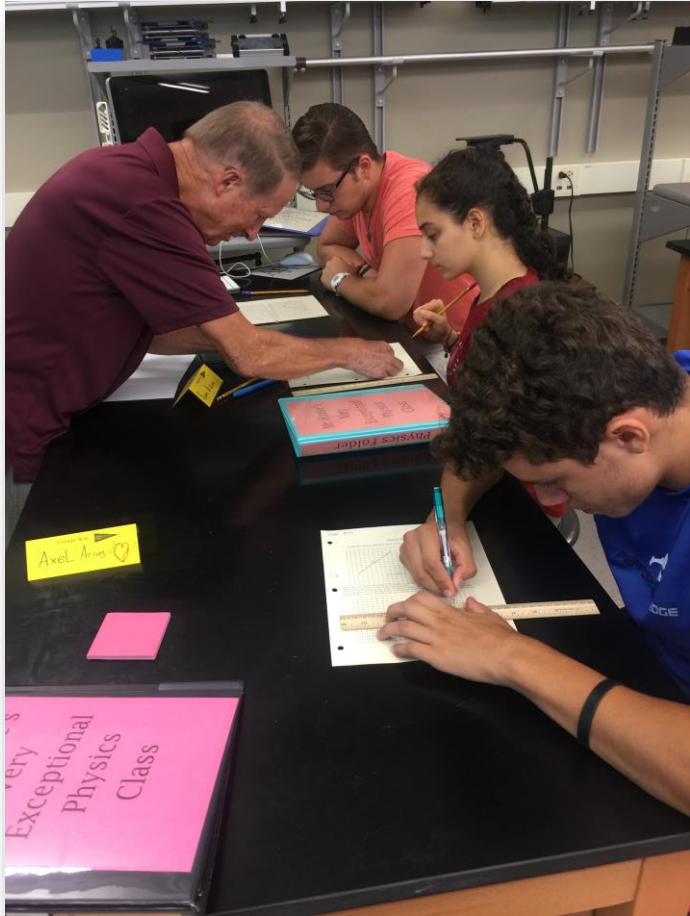
91 Free Text

A TRUE COLLEGE EXPERIENCE



<https://drive.google.com/file/d/1asRYYY3RHvNq5aW8dJbvChocVfYn3DIB/view?usp=sharing>

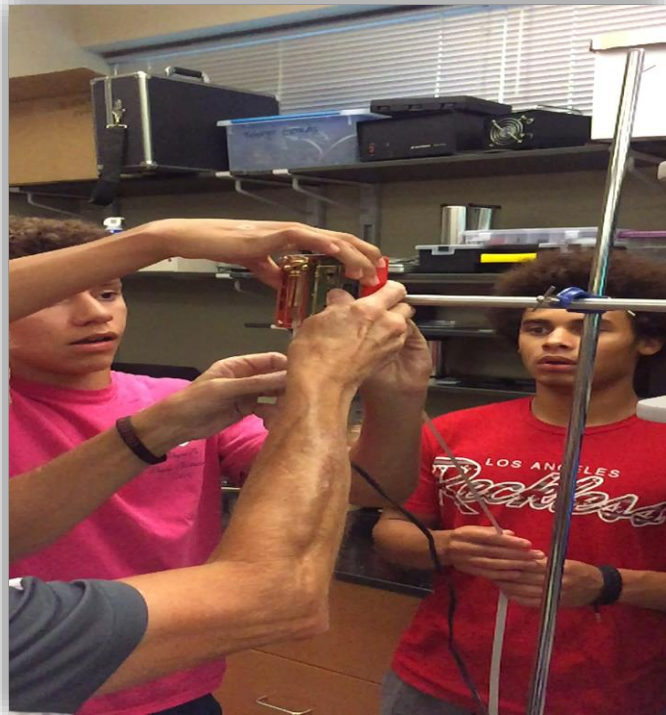
A TRUE COLLEGE EXPERIENCE



A TRUE COLLEGE EXPERIENCE



A TRUE COLLEGE EXPERIENCE



<https://drive.google.com/file/d/1w31j9CQpV0Hc0bm07T1D2qZOzy7UMnum/view?usp=sharing>



https://drive.google.com/file/d/19ICuA-XN5uJF90YzQdMdXsT_EPlvUp7_/view?usp=sharing

**Even at Dinner
they did labs!!!**

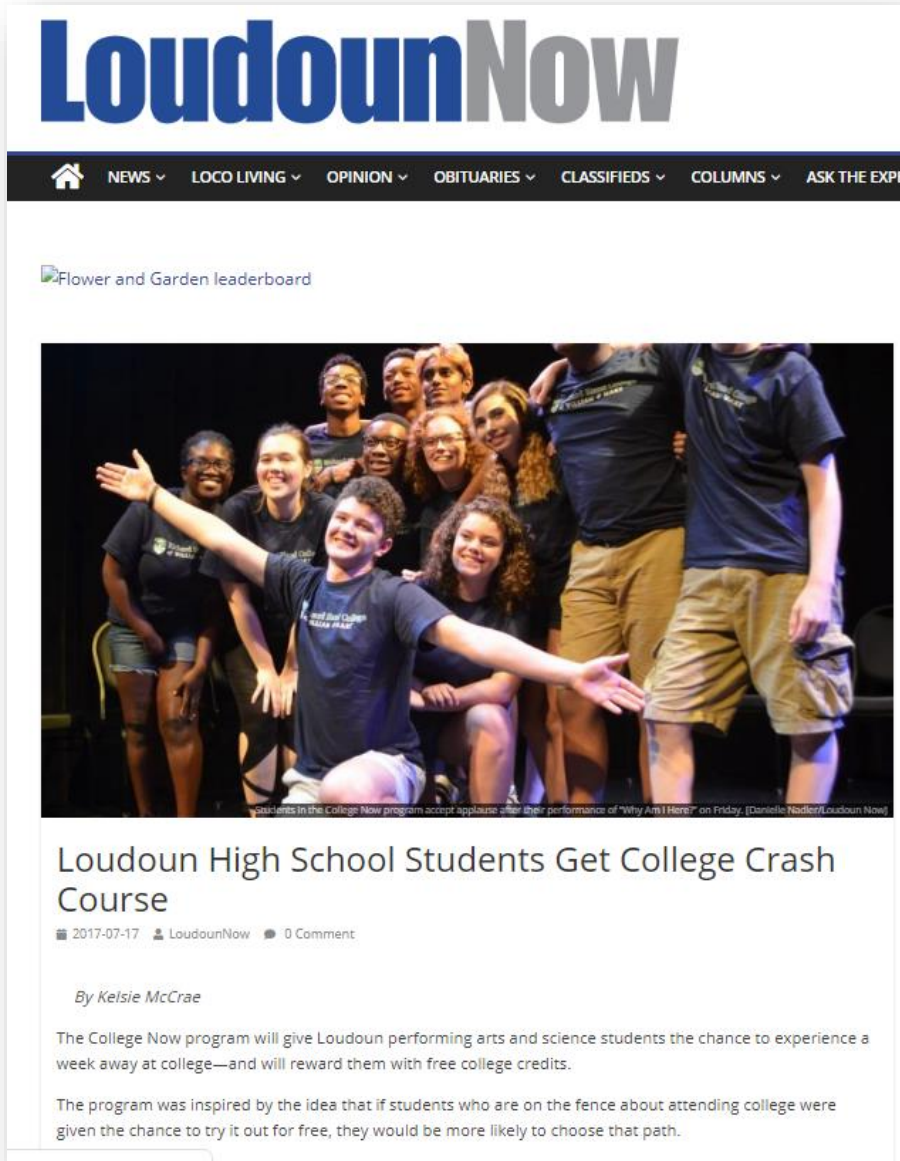


TRUE COLLEGE EXPERIENCE



https://drive.google.com/file/d/1u816rI_bCO5VcWUpHK0PtSTZSSXrr1pA/view?usp=sharing

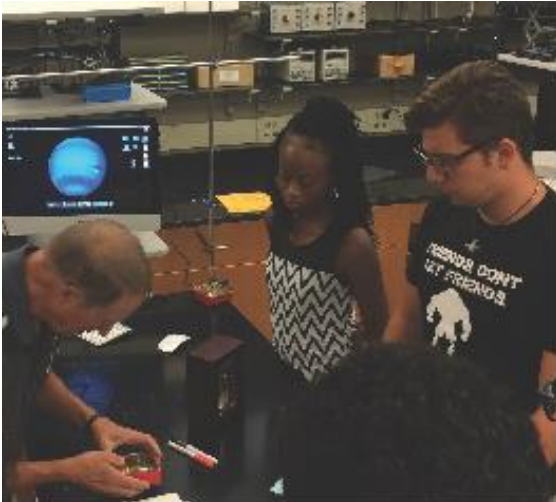
Results



The image is a screenshot of a news article on the LoudounNow website. At the top, the site's logo "LoudounNow" is displayed in a large, bold, blue font. Below the logo is a dark navigation bar with white text and icons for "NEWS", "LOCO LIVING", "OPINION", "OBITUARIES", "CLASSIFIEDS", "COLUMNS", and "ASK THE EXPERT". Underneath the navigation bar, there is a small icon of a house and the text "Flower and Garden leaderboard". The main content area features a large photograph of a group of about 15 young people, likely high school students, posing together. They are wearing dark blue t-shirts with a logo and light-colored shorts. One student in the foreground is kneeling and smiling, with arms outstretched. The background is dark, suggesting an indoor setting like a stage or gymnasium. Below the photo is a caption: "Students in the College Now program accept applause after their performance of 'Why Am I Here?' on Friday. (Danielle Nadler/LoudounNow)". The article title is "Loudoun High School Students Get College Crash Course" in a large, bold, black font. Below the title is the date "2017-07-17", the author "LoudounNow", and "0 Comment". The byline reads "By Kelsie McCrae". The first paragraph of the article states: "The College Now program will give Loudoun performing arts and science students the chance to experience a week away at college—and will reward them with free college credits." The second paragraph states: "The program was inspired by the idea that if students who are on the fence about attending college were given the chance to try it out for free, they would be more likely to choose that path."

<https://loudounnow.com/2017/07/17/loudoun-high-school-students-get-college-crash-course/>

Results



COLLEGE NOW

"I had the privilege of experiencing what it was actually like to go to college, including the experience of staying in dorms, attending classes, and eating in the dining hall. I learned so much about science through hands-on labs and group work with other students. The Richard Bland College of William and Mary is truly a special and unique campus"
Hailey

ALL ABOUT OPPORTUNITY

"Without your help, I could not have achieved this wonderful experience. Your help gave my dream a step closer to become reality"
Triet



GOING ABOVE AND BEYOND

Members of the JKCF came to the "Addams Family" play and met with the students and parents from the "College Now" program that were in the play



"WITHOUT YOU
ALL THIS LIFE
CHANGING
WEEK WOULD
NOT HAVE
BEEN
POSSIBLE"

DERRICK



MEETING WITH AND
THANKING THE JKFC AT
THEIR OFFICES

SOME OF OUR SUCCESS

- 28 students from across Loudoun earned 97 college credits
- New DE courses were created in Science, Theatre and Math that will be used across the state
- Parents of these students are earning college credits
- 28 students learned that they can do COLLEGE!!

August 18, 2017

Jack Kent Cooke Foundation
44325 Woodridge Parkway,
Lansdowne, VA 2017

Dear JKCF,

I want to take this opportunity to thank you for the experience I received at the College Now event at Richard Bland College of William & Mary. I was very happy and appreciative to learn that I was selected, and I was even more happy after going through the marvelous experience which was only possible due to you.

I'm going to be a senior in high school on the upcoming school year and the event has opened my eyes to what I can achieve. Being selected made me realize that there is more to me than I ever thought there was. You made me realize that I can achieve bigger things that others have made me think were out of my reach. Growing up in an environment where people don't achieve much or don't look towards major academic achievement, I grew up with the mindset that I'm just part of the crowd with a similar future as those around me. A future which holds no joy or a feeling of achievement. A future which makes one think if life is really worth it.

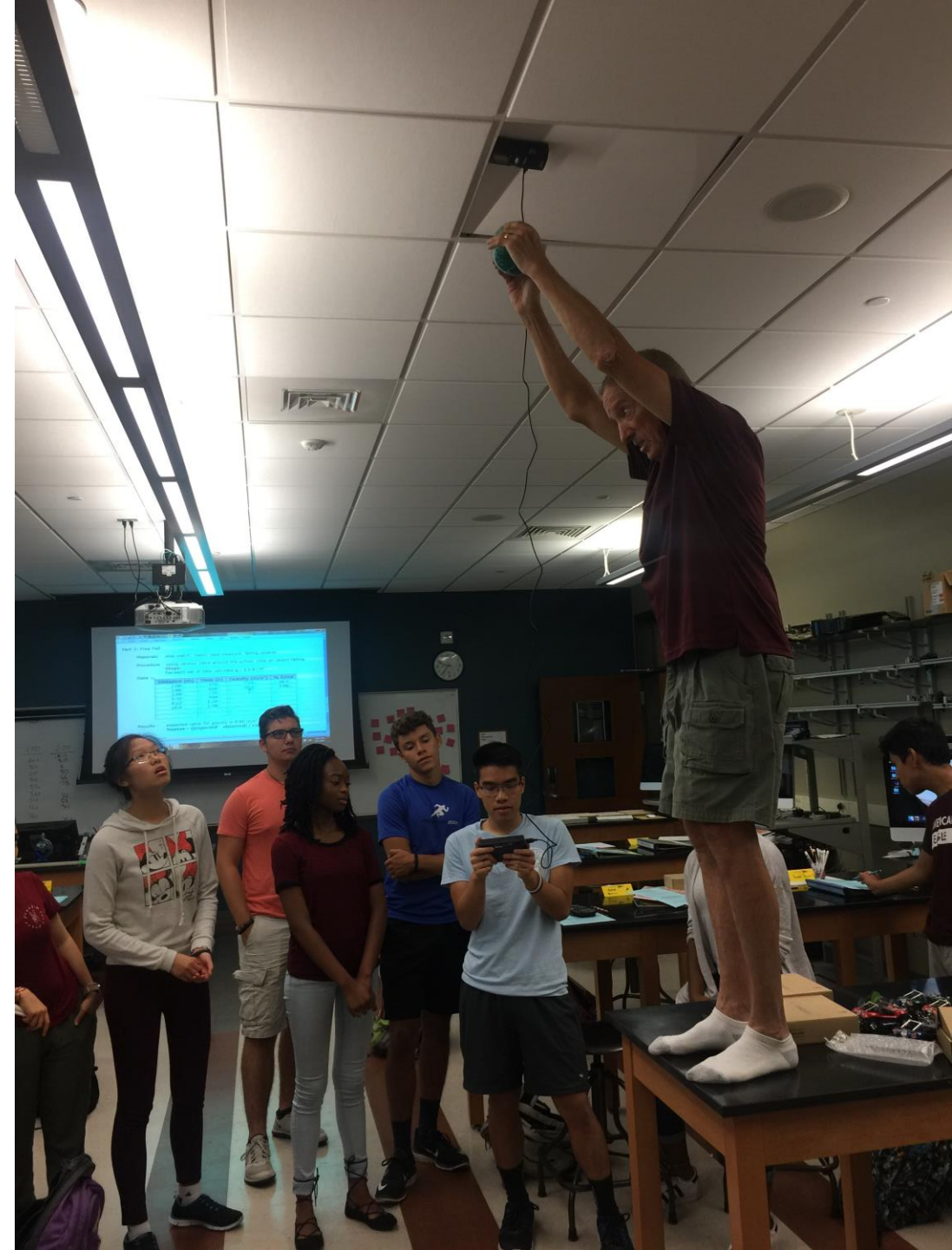
However, the event has widened my views of my future. It made me think that if people chose you over others, it must be for a reason. If people would go through much trouble just for you, there is something within you that others must be seeing. I honestly never thought much about college until now.

Thanks to the foundation, I was able to see a new light. Although short, the time I spent there gave me a valuable life lesson which I won't forget. You gave me the motivation and confidence to just be myself, be unique, and strive for success and achievement in the future. I will work hard to go to college and finish it so that in the future I can serve as a model of breaking boundaries and expectations for the better. I thank you truthfully for this experience which I'll never forget.

Sincerely,

Liam Jairo Duran Gonzales

Successful because of?





Of the students applied and were Accepted to college!!

Where now?





QUESTIONS?



THANK YOU
for attending this session!

We'd love to hear from you!

Please submit a session evaluation
via the conference mobile app
or from www.pcacac.org.