

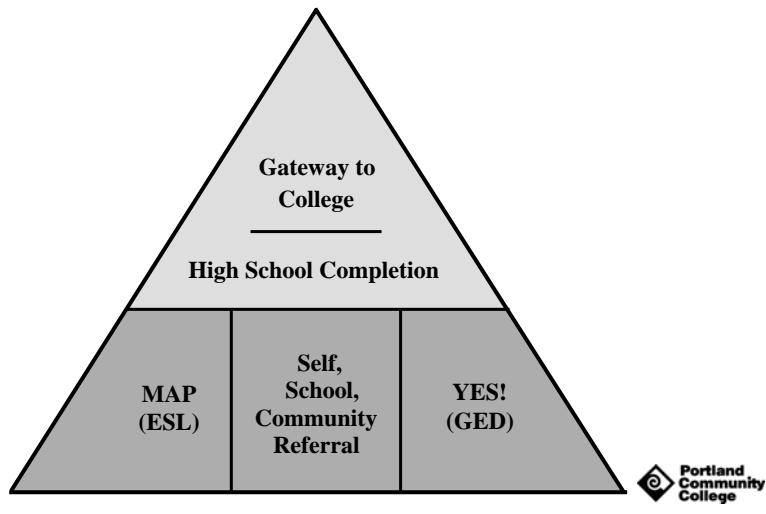
GATEWAY TO COLLEGE

*Portland Community College's
nationally recognized education model
serving dropout youth*



PCC Prep Alternative Programs

Creating Access and Alternatives for Youth



Gateway to College

- ◆ Major objectives
 - Provide an accessible route to college
 - Teach foundational skills in a learning community
 - Provide wrap-around support
 - Connect high school requirements with college through career majors



Why Gateway To College?

- ◆ It is important to challenge myths about dropouts:
They CAN do college work
- ◆ Failure in high school was generally not due to lack of academic ability but to challenges in:
 - Motivation
 - Peer relationships
 - Self-esteem
 - Trust
 - Study skills
 - Family issues
 - Adjustment to non-native language and different educational system



What Is The Model?

- ◆ High school completion and associate degree or significant college credit
- ◆ Rigorous curriculum and high expectations for student achievement
- ◆ Ongoing student support
- ◆ Initial learning community experience to build skills and acclimate students to college



Essential Elements Of Gateway To College

- ◆ Part of the college, located on campus
- ◆ A small learning community for each student's first term
 - Builds and strengthens academic skills
 - Teaches and reinforces positive learning behaviors
 - Prepares students for success in an adult learning environment
- ◆ Students begin to transition to PCC's general (adult) population after one term



Essential Elements Of Gateway To College

- ◆ Intensive student evaluation and selection process
- ◆ Flexible scheduling
- ◆ Teams of specialized adults collaborate to serve students:
 - Instructors skilled in K – 12 and college teaching
 - Resource specialists skilled in motivation, problem solving, academic advising, and social service referrals
 - Ongoing collaboration and communication promote student achievement and accountability
- ◆ Career majors (pathways) align high school completion requirements with college degree or certificate requirements



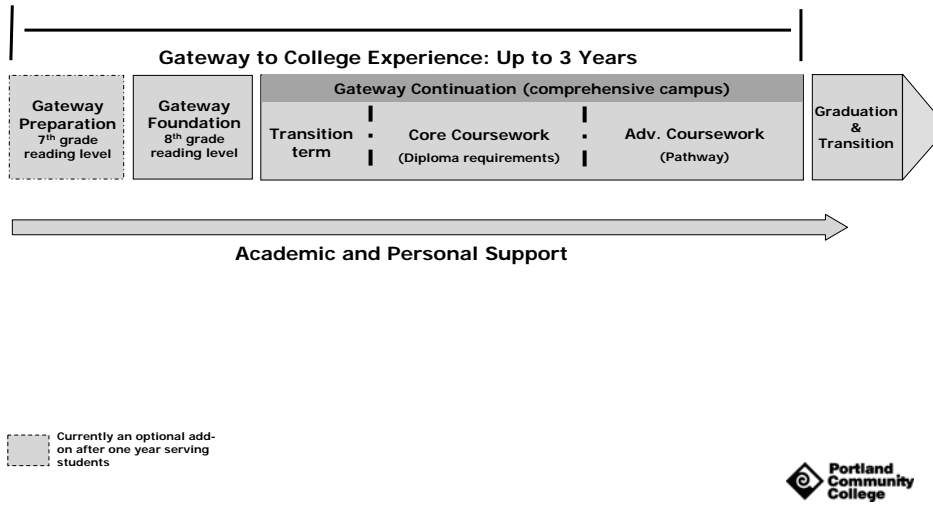
Student Eligibility Profile

- ◆ Between 16 and 20 years old
- ◆ Out of school or on the verge of dropping out
- ◆ Behind in high school credits (for age and grade level)
- ◆ GPA of 2.0 or below
- ◆ Lives in an eligible school district
- ◆ Expressed goal to complete high school diploma

| | |
|-----------------------------|----------|
| Average Age | 17.2 yrs |
| Average High School GPA | 1.7 |
| Average High School Credits | 7.8 |



Gateway to College Program Model



The Preparation/Foundation Terms

Curriculum and Instruction Perspective

Taught by Gateway-hired instructors who use a Gateway-specific pedagogy to help students to:

- ◆ Develop basic skills in reading, writing, and math
- ◆ Apply reading, writing, and math skills in discipline-specific content areas (science, history, etc.)
- ◆ Develop academic habits needed to succeed in a college environment
- ◆ Establish effective instructor-student relationships involving trust, respect, and communication



Preparation/Foundation Terms

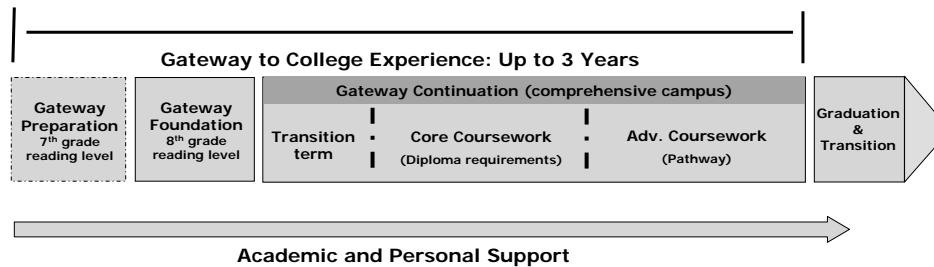
Student Support Perspective

Students are assigned a resource specialist who connects with each student, learns their “story” and helps them rewrite it by:

- ◆ Working on intrinsic and extrinsic motivation
- ◆ Teaching goal-setting and problem-solving
- ◆ Balancing support with accountability
- ◆ Helping students think critically & independently
- ◆ Facilitating peer-to-peer support
- ◆ Acclimating students to college
- ◆ Teaching the College Survival and Career Development courses



Gateway to College Program Model



Currently an optional add-on after one year serving students



The Continuation Terms

Curriculum and Instruction Perspective

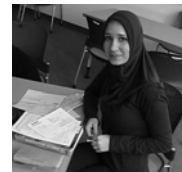
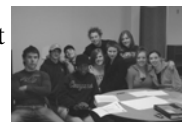
- ◆ Students transition out of the Foundation term and into transfer-level college credit courses taught by at-large college faculty
- ◆ Some students transition into further developmental classes, others directly into college level classes depending on their skill levels (based on your college's placement test, e.g., ASSET)
- ◆ Students take college courses to fulfill high school diploma requirements AND receive college credit towards an AA or certificate.
- ◆ The Gateway "pedagogical thread" is extended by means of 1-credit support classes in the most difficult courses (e.g., economics)



The Continuation Terms

Student Support Perspective

- ◆ The Gateway "support thread" is extended through regular and on-going contact between resource specialist and student
- ◆ Students will take Career Development (taught by the resource specialist) during their transition term
- ◆ Based on career interests, students choose an academic Pathway which informs advising
- ◆ The resource specialist/student relationship evolves as students grow and progress



Who Are Gateway to College Students?

- ◆ 1,540 students surveyed to date (PCC & 9 partner colleges)
- ◆ 69% of Gateway students are 16 or 17 years old and 22% are 18.
- ◆ 54% are male.
- ◆ 52% identified themselves in categories other than white/Caucasian
- ◆ 86% of students reported that 3 or more problems affected their ability to stay in or succeed in high school.
- ◆ 51% reported 6 or more problems.
- ◆ Infrequent attendance, academic problems, family problems, and problems with peers were the most frequently reported problems.



More about GtC Students

- ◆ 34% were no longer enrolled in high school prior to entering the program.
- ◆ 32% were still officially enrolled in high school but were about to drop out. Most of these students reported that although they were officially enrolled, they were not attending classes.
- ◆ Many students don't have role models at home. 14% come from families where at least one parent never finished high school. 68% were first generation college students.
- ◆ 38% work, 59% of whom work more than 20 hours per week.
- ◆ 8% of students reported that homelessness affected their ability to stay in high school.



What GtC Students Say About Their Experience?

- ◆ From Follow-Up Survey of PCC's students
 - College environment works: appreciate surroundings, safety and respect
 - Improved academically & appreciate support of resource specialist.
 - 90%+ students reported that they improved in working in groups, understanding what they read, writing papers or stories, & understanding math



Academic Behaviors Have Changed

- ◆ As compared to high school, students report they much more often or more often
 - come prepared with assignments (75%)
 - attend classes more regularly (72%)
 - participate actively in class (69%)
 - feel engaged in education (80%)
 - talk to family about school (61%)
 - Ask instructors for help (57%)



GtC Students Are Achieving Gains

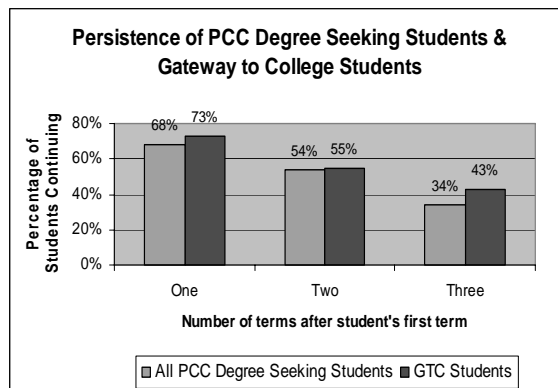
New
Student &
Follow Up
Survey
Results

| Problems with: | New Student Survey: Never a Problem | Follow Up Survey: Not Challenge |
|------------------|--|------------------------------------|
| Academics | 25% | 35% |
| Peers | 39% | 89% |
| Feeling Safe | 66% | 97% |
| Admin./ Teachers | 46% | 91% |



The Push To Persist

- ◆ Gateway to College students exceed PCC's degree-seeking students' persistence rates
- ◆ By the fourth term of enrollment, GTC students' persistence is 26% higher than degree-seeking students



Students Are Achieving Success

- ◆ By October 2005, 157 students had earned a credential*
 - 84 high school diplomas
 - 21 associate's degrees
 - 67 GEDs

*Some students earned multiple credentials

As of October 2005

In 2006, 23 additional high school diplomas were earned



College Achievement Is Strong

- ◆ 14% of HS grads graduated with honors
- ◆ 88% of HS grads were on honors list during enrollment
- ◆ HSD grads earned an average of 73 college credits
- ◆ GED grads earned an average of 17 college credits
- ◆ Students exiting without a credential earned an average of 17 college credits

as of October 2005



A Foot Up The Ladder Of Success

- ◆ Students are continuing their education
 - 73% of high school diplomas recipients continued their education
 - 63% of GED recipients continued their education
 - 38% of students exiting without a credential continued their education

as of October 2005



Gateway to College Works!

Mark

- ◆ 19 years old
- ◆ 10.25 HS credits/1.0 GPA at entry
- ◆ 76 college credits/3.66 GPA at exit
- ◆ Earned AS Oregon Transfer Degree, Spring 2006
 - 3.28 GPA, 143 college credits
- ◆ Pre-Med
- ◆ Continuing Education at PSU



Gateway to College Works!

Leah

- ◆ 16 years old
- ◆ 7.5 HS credits/1.1 GPA at entry
- ◆ Earned HS Diploma with 91 college credits, 3.3 GPA at exit
- ◆ Student body president, Cascade Campus
- ◆ Earned both AA and AS Oregon Transfer Degrees, Spring 2006
 - 3.47 GPA, 139 college credits
- ◆ Continuing university education in South Dakota



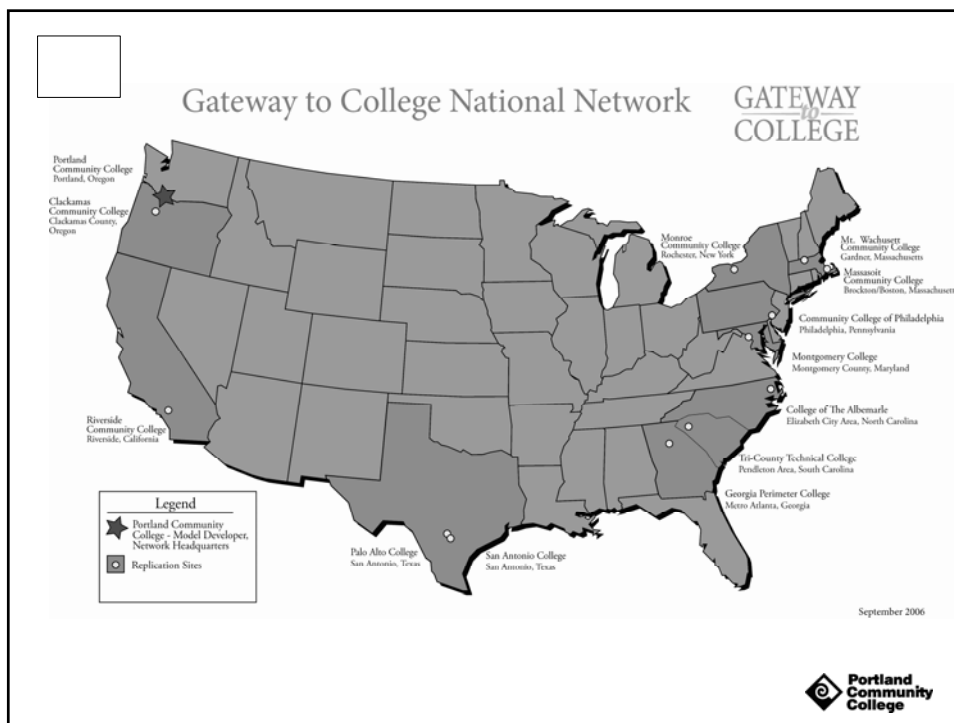
Funding and Administration

- ◆ Gateway to College is funded through agreements with local K – 12 school districts (i.e., MOU, contract) or a charter agreement
- ◆ Districts pass through a portion of per-pupil expenditure to pay for student tuition and books
- ◆ Funding mechanism varies (ADA, ADM, snapshot)
- ◆ Gateway to College is an economical program using existing college infrastructure



The Early College High School Initiative

- ◆ Focus: first generation, low-income, English language learners, and students of color
- ◆ Increase attainment of Associate's degree or two years of college credit and opportunity to earn Baccalaureate degree
- ◆ Sponsored by the Bill & Melinda Gates Foundation in partnership with The Carnegie Corporation of New York, The Ford Foundation, and The W.K. Kellogg Foundation
- ◆ Coordinated by Jobs for the Future
- ◆ Hundreds of schools open around the country
- ◆ PCC will replicate GtC at 20 colleges nationally



The Policy Arena

◆ **NCLB – More Flexibility to Address High Risk Students**

- The “Graduation Window” – student access limited by 4 years and a summer. A wider window would allow students significantly behind to catch up
- Testing – Districts not willing to take on high risk students due to need to meet AYP requirements
- Alternative Assessments – need more flexibility on how to assess progress
- Teacher Qualifications – DOE issued advisory that community college instructors are high qualified. CA not following. Other states concerned.



The Policy Arena, continued

◆ **Funding to Support Disconnected Students**

- Weighted funding to accommodate additional costs of meeting needs of drop outs & at-risk students
- Financial Aid eligibility for secondary students who are 100% in college settings
- Federal initiative focused on disconnected youth which provides funding and requires states/districts to provide educational alternatives for students not succeeding in the traditional comprehensive high school.



The Policy Arena, continued

- ◆ **State & local policies can inhibit SPLOs**
 - Instructional minutes
 - Teacher certification & who can teach what courses
 - Students with GED not eligible to continue high school education in some states
 - Requirements regarding lunches and transportation don't fit a college program
 - Age at which student no longer is supported by K-12
 - Jurisdictional boundaries
 - Testing windows and flexibility regarding who must offer high school tests & when tests are given
 - Funding caps create disincentive to re-enroll students



For More Information

- ◆ For information on the **Gateway to College model at PCC** or other PCC Prep programs contact Linda Huddle at 503-788-6119 or lhuddle@pcc.edu
- ◆ For information on the **national replication project** or to find out how to apply contact Laurel Dukehart at 503-788-6226 or ldukehar@pcc.edu
- ◆ Visit our website: www.gatewaytocollege.org

