More High School Students Earn College Credits and Enroll in College with Dual Credit Programs

Since 2014, the number of opportunities for Hawai‘i’s high school students to earn college credits while attending high school has expanded significantly through various Hawai‘i P-20 programs. Dual Credit programs are an important way for students to earn college credits in high school. Research shows that students who participate in these programs are more likely to enroll in college and earn a degree, boosting Hawai‘i towards achieving its 55 by '25 goal.

During the 2015-16 school year, students enrolled in dual credit classes through a number of opportunities coordinated by Hawai‘i P-20:

- Scholarships to take Running Start college courses, held at a University of Hawai‘i campus;
- Early College classes offered on 21 high school campuses;

In part through these efforts, students from low-income high schools enrolled in dual credit courses at a rate over twice that of students attending non-low-income schools, and 4% higher than the statewide average.

Data also reveals that Hawai‘i students who took dual credit courses enroll in college at a much higher rate than their peers. Eighty one percent of students from the Class of 2015 who took at least one dual credit course enrolled in college in the fall semester after graduation, 28% higher than the statewide average.

Over 900 Students Participating in Early College High School Grant Program

In 2014, Hawai‘i P-20 Partnerships for Education, funded by the Harold K.L. Castle Foundation and GEAR UP Hawai‘i, launched the Early College High School Grant Program by funding Early College courses for three years in 12 high schools across the state. These schools recruited underrepresented students, who did not necessarily consider attending college, for program participation—with the goal of students earning six or more college credits by their high school graduation. Both organizations are investing more than $1.3 million into the initiative, and some of the schools have also received funds from other sources to support their programs. In Years 1 and 2 of the grant program, 74 Early College courses were offered, serving more than 970 students.
College and Career Readiness Indicators Report Shows Positive Results

This year’s College and Career Readiness Indicators Report (CCRI) confirmed that more of Hawai‘i’s public high school students are earning college credits before graduating.

The reports are published annually to provide a snapshot of college and career readiness at every public high school in the state. Working in partnership with HIDOE and UH, Hawai‘i P-20 creates these reports to provide data on key indicators including graduation rates, college enrollment, statewide student assessment scores, dual credit, AP class enrollment and college remediation and developmental course enrollment at UH.

Hawai‘i’s CCRI reports are continuously recognized by national organizations, including the Data Quality Campaign, Achieve, and the National Governors Association, as a leading example of collaboration between K-12 and higher education and for providing useful information on college readiness. The full reports can be found at: http://www.p20hawaii.org/resources/college-and-career-readiness-indicators-reports/2015-ccri-data

Summary of this year’s CCRI report findings:
http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/CCRI-2015.aspx

Highlights from this year’s Class of 2015 CCRI report include:

- Increased dual credit participation and credits earned: 10% of the Class of 2015 earned college credits from UH while attending high school, up four percentage points from the Class of 2013.
- The top five high schools with the highest percentage of students completing dual-credit for the Class of 2015 were:
  - Waipahu High School: 32% (from 13% in the Class of 2013)
  - Kailua High School: 18% (from 5% in the Class of 2013)
  - Kaimuki High School: 16% (from 6% in the Class of 2013)
  - Farrington High School: 15% (from 3% in the Class of 2013)
  - Wai‘anae High School: 15% (from 4% in the Class of 2013)
- 56% of students enrolled in college in the first fall after high school graduation, which held steady from the previous year.
- The percentage of students prepared for college-level courses increased two-percentage points for math and six-percentage points for English.
- Concurrently, enrollments in remedial/developmental courses decreased from 32 to 28 percent in Math and from 31 to 25 percent in English.

Closing the Achievement Gap Demonstrated by Community-Based P-3 Projects

Hawai‘i P-20’s Hawai‘i P-3 Initiative has a goal to have every child in Hawai‘i reading at grade level by third grade. Launched in 2007 with the support from the W.K. Kellogg Foundation, the P-3 Initiative aims to support early childhood and elementary school programs that improve access and provide early education experiences for children in low-income areas.

Recently, the RAND Corporation conducted a five-year evaluation study from 2009-2014 of the Hawai‘i P-3 Initiative and found their programs helped to improve early literacy rates among five participating demonstration site schools and students.

RAND’s report showed a statistically significant improvement in third grade reading scores of the five participating demonstration site schools. Analyses of 192 elementary schools with available third grade reading proficiency test score data from spring 2008 to spring 2014 indicated that the students in the five demonstration site schools closed the achievement gap by 4 points. This impact is comparable to estimates of the effects of nine additional weeks of schooling.

The evaluation also found evidence that more years of participating in the P-3 Initiative raised student reading scores and increased the likelihood of scoring proficient on the state reading test. Summary of the report: http://www.rand.org/pubs/research_briefs/RB9866.html

Hawai‘i P-3 Helps to Build Early Learning and Development System for Public Charter Schools

Hawai‘i P-3, a sub-grantee of the federal Preschool Development Grant (PDG), is supporting the building of an early learning and development system that will enhance the quality of preK classrooms in 18 public charter schools serving up to 920 four-year old children. In late 2014, Hawai‘i was selected as one of five states to receive the PDG to develop, implement and sustain high-quality preschool programs in high-need communities with $14.8 million awarded to the Hawai‘i State Public Charter School Commission.

This past year, Hawai‘i P-3 convened two P-3 Leadership Symposia, attended by community teams represented by Charter School administrators and their community partners. The teams were introduced to national and state trends around P-3 approaches, community partnerships and collaboration. They were also given time to convene, plan and develop their family engagement strategic plans that included projects and activities that address how to create a strong continuum of learning to support smooth transitions for families and children from home environment to formal school setting.
Early Childhood Stakeholders Create Data Sharing Network

In response to the federal requirements to incorporate early childhood into the statewide longitudinal data system, Hawai‘i P-3, in collaboration with Hawai‘i P-20’s Data eXchange Partnership (Hawai‘i DXP), continued its 2013 work with early childhood stakeholders to build a data sharing/information system that could be used to investigate statewide or local trends and the long-term impact of early childhood programs. Participants of the data sharing program, represented by private and public early childhood organizations, established two governance committees, the Coordinating and Advisory Councils; developed an overarching vision, mission and governance structure; and identified next steps to address logistical issues necessary for implementing data sharing, analyses and reporting. Next steps include creating a plan to effectively communicate and share the data to a larger community.

GEAR UP Hawai‘i College Tours Build College Aspirations

This Spring, 24 students from Farrington, Hilo, Kaimukī and Waiākea high schools journeyed on a Pacific Northwest college tour hosted by GEAR UP Hawai‘i. The students visited two to three colleges and universities each day for a total of eleven campuses in six days. Each visit consisted of a campus tour and presentation from college representatives about admission requirements, campus life, financial aid, and student support services. In Portland, the students also went on an industry visit to Mercy Corps International, a leading global humanitarian agency that provides disaster and poverty relief to countries and communities around the world. As part of their participation in the college tour, the high school students prepared presentations to share with their schools about what they learned and how the college tour experience helped them become college and career ready.

Two GEAR UP Initiatives Show Increase in College Enrollment Rates Over Statewide Average

Students participating in two GEAR UP initiatives, Step Up Scholars and College Application and Exploration Season (CAES), enrolled in college at higher rates than statewide averages.

The Step Up Scholars program, launched in 2011 to encourage students to earn the Board of Education Recognition Diploma, recently ended with the graduating Class of 2015. Data shows that a total of 2,396 Step Up Scholars from the Class of 2015 graduated from high school on time. Of these, 20% earned the Board of Education Recognition Diploma compared to 14% statewide; and 61% enrolled in college the fall after graduation, compared with 56% statewide.

In addition, Education Northwest, the program’s external evaluator, conducted a study to understand the overall impact of the Step Up Scholars program on students’ high school and postsecondary outcomes. Initial data showed Step Up Scholars in the graduating classes of 2013, 2014, and 2015 had consistently higher rates of two-year and four-year college enrollment compared to the statewide average.

College Application and Exploration Season (CAES) encourages students to start the college application process early with a goal that every senior will complete a college application prior to their high school graduation. The number of participating low-income schools has doubled since the CAES project was piloted in 2012-13. Using National Student Clearinghouse (NSC) data, CAES participants were tracked from the Classes of 2013, 2014, and 2015 into college and found that enrollment rates were consistently higher than both school and statewide averages.
High Grades for New “Introduction to College Math” Course

“Introduction to College Mathematics,” was a new course offered last year at four HIDOE high schools—Farrington, Kapaa, Pearl City and Waialua. It was designed jointly by UH faculty and HIDOE teachers to transition high school seniors to entry-level math courses at UH without need for remedial coursework or additional placement testing. Students who were identified in the 11th grade as not being college/career ready in mathematics were enrolled in this inaugural course as high school seniors. Successful completion of the course with a grade B or better enabled those students to move directly to one of three entry level courses within the UH System (Math 100, 111, or 115). While the content of the course was strongly influenced by the skills needed to be successful in college math, the course curriculum was grounded in the growth mindset work pioneered by Dr. Carol Dweck. The course also required students to apply their math skills in a variety of real world activities including financial literacy and entrepreneurial planning.

Due to its success, eleven additional schools have signed up for the program expansion in SY16-17. Currently, the impact of the program is being evaluated on student outcomes including graduation, college enrollment, and grades earned in college-level math. Initial results are expected in Fall 2016.

Over 5,500 New Pledges of Support through Student-Led 55 by ’25 Programs

Hawai‘i P-20’s 55 by ’25 campaign expanded grassroots efforts at over ten middle and high schools statewide to encourage students to make the pledge to earn a college degree. The campaign partnered with student clubs and AVID classes to organize student-led pledge events, including creating posters, flyers, banners and videos to promote the campaign to classmates and build a stronger college-going culture on campuses. Over 5,500 pledges of support were generated by these efforts. Some examples of activities include: Kalakaua Middle School organized a “College Awareness Week” and sign-waving campaign to promote the 55 by ’25 message. Hilo High School took the campaign to the next level by reaching out to their community and promoting the 55 by ’25 goal to six feeder middle and elementary schools. Their efforts not only impacted their school, but an entire community, inspiring even their youngest learners to go to college.

In addition to the student-led efforts, new 55 by ’25 television spots were created to continue promoting the message through the media. The spots featured high school and college students sharing their hopes and dreams about why a college degree is important to them.

Connecting for Success Begins Fourth Year

Hawai‘i Community Foundation’s “Connecting for Success” (CFS) program has made a significant impact in supporting middle school students in danger of dropping out to succeed and is now being extended to a fourth year. CFS helps schools provide services to struggling middle school students, and Hawai‘i P-20 provides technical support and facilitation to the CFS school teams through a community of learners network. Schools select a cohort of students based on dropout risk factors and then provide academic and enrichment supports as well as interventions designed to improve attendance, behavior, and grades, to lead to an improved connection to school. The collaboration of Hawai‘i Community Foundation and 13 additional funders has provided $8.1 million over three years (2013-2016). To date, 14 grants have been awarded to 10 public middle schools and their community partners across four islands serving over 800 students.
Aligning Expectations Prepare Students for College-Level Courses

Aligning expectations for students through the K-12 pipeline to college level courses impacts Hawai‘i’s 55 by ’25 goal. Two summits focused on math and English Language Arts brought together K-12 and University of Hawai‘i higher education administrators, faculty and teacher preparation faculty to gain a clear understanding of how students can successfully transition academically from kindergarten through college. A main objective from both convenings was to promote developmental level discussions about aligning the math and English Language Arts curriculum so students are able to successfully transition from middle school to high school and from high school into University gateway courses.

Building Leaders for Tomorrow

This school year, over 225 students participated in three youth leadership workshops conducted by the nationally-recognized Seeds Training to help them gain life and leadership skills. The workshops focused on the building of community, leadership, goal attainment and the development of proactive learning habits. The goal of the trainings was to expand the number of student leaders in the community who will further engage their peers in becoming college, career and community ready.

The first event was held in Kona and included 70 students from Hawai‘i Island schools. Students had the opportunity to participate in a day-long mini leadership training where they learned communication skills, collaboration skills, goal-setting, perseverance and resiliency, and public speaking skills.

The second event, held on O‘ahu, included 70 high school student leaders from Farrington, Kaimukī, Kailua, Ānuenue, Kamaile Academy, Wai‘anae and Olomana schools. Students participated in activities to help them become lifelong learners and develop curiosity and skills to take responsibility for their own learning.

The last event, held this summer, was an expanded three-day leadership training conference at UH Mānoa for 85 high school students from Farrington, Kaimukī, Kamaile, Kea‘au, Hawai‘i Academy, Hilo and Laupahoehoe schools. Students worked on how to overcome their “FIMAGE” or the fear of image, often seen as a barrier to learning, as well as had the opportunity to experience college life by living in campus dorms and visiting other University of Hawai‘i campuses including Kapi‘olani CC and Honolulu CC.

With training programs that reach over one million students each year, Seeds Training conducts workshops around the world tailored to the unique needs of schools, companies and organizations.

We work on strengthening Hawai‘i’s educational pipeline through these programs of focus:

55 by ’25: Community outreach and engagement campaign to achieve Hawai‘i’s education goal.

The Hawai‘i P-3 Initiative: Strengthening Hawai‘i’s early education pipeline so all children read at grade level by 3rd grade.

GEAR UP Hawai‘i: Focused on significantly increasing the number of low-income middle and high school students who are prepared to enter and succeed in postsecondary education.

The Hawai‘i Data eXchange Partnership (Hawai‘i DXP): Building a statewide data network to improve education and workforce outcomes for Hawai‘i’s students.
**2016 Data Summit “Ho‘okele: Navigating Data to Action”**

Evaluating and using data is an integral part in learning how to improve educational outcomes for students and to help reach the state’s 55 by ’25 goal. On April 8, Hawai‘i DXP hosted over 180 stakeholders from early childhood, K-12 and postsecondary education as well as health, human services and labor sectors for its third annual Data Summit. The event featured national speaker, Hans L’Orange from HPLorange Consulting, who gave an overview of the national landscape around the use of cross-sector data. Hawai‘i P-20 speakers, Jean Osumi and Anita Huang presented information on Hawai‘i’s statewide data system and the powerful role data plays in uncovering areas of opportunity for improving student outcomes by highlighting some of the middle and high school math course-taking data. The event also featured various breakout sessions that provided attendees local perspectives on the type of data that is currently being gathered and how it can be used to improve educational and workforce outcomes in our state. For the first time, the Summit included an early childhood data track, featuring Colleen Murphy, who has over 20 years of experience working with early childhood programs at the state level, and is now Early Childhood Technical Assistance Specialist at Applied Engineering Management, responsible for providing technical assistance on federal contracts to states and supporting state grant implementation and data integration efforts.

**HICAN: Learning to Voyage, Voyaging to Learn**

Community engagement plays an integral role in supporting our children to succeed. This year, Hawai‘i P-20 hosted two Hawai‘i College Access Network (HICAN) summit events, one on O‘ahu and one on Hawai‘i Island. The first event on Hawai‘i Island, *Navigating the College, Career, and Community Readiness Definition*, helped participants explore ways to help prepare students for college, career and community (CCCR) success. Breakout sessions allowed college access professionals to feature best practices in their work with students as they prepare them to be successful in life after high school.

The second event on O‘ahu, *Learning to Voyage, Voyaging to Learn: Navigating Our Way to Community Readiness*, featured examples of community organizations partnering with both the Hawai‘i State Department of Education and the University of Hawai‘i to help prepare students for college, career and community readiness. With a special emphasis on the topic of community readiness, P-12 and higher education administrators/faculty and community partners brainstormed together to share best practices in building communities and to identify indicators that can be used to measure community readiness and success for students.