

MicroCollege Pathway Program

2019



About Honors Pathway



Honors Pathway is an organization committed to helping first generation college students earn a degree and start their careers.

We partner with non-profit universities and public high schools to operate **MicroCollege** pathway programs where students can become college-ready, while completing up to 10 college classes.

Honors Pathway Team



Gene Wade
Chief Executive Officer

Co-founder & CEO of several companies:

- **UniversityNow** - Affordable, self-paced US university and learning platform that currently serves over 100,000 students
- **Platform Learning** – After school tutoring for over 50,000 low-income US students
- **LearnNow** - Charter school network with 11 schools serving over 6,000 students
- BA, Morehouse College; JD, Harvard Law School; MBA, The Wharton School
- Board Memberships: Pahara Institute; Make-A-Wish-Greater Bay Area



Dr. Nathan Breitling
VP, University Partnerships

- Interim President and CAO, **Patten University** – responsible for integration of university into National University System
- Provost, **Art Institutes** - responsible for 35,000 students, \$500M+ rev, across 27 states and six accreditors
- Co-founder, **Tanzanian Educational Support Association** - expanding secondary school penetration in rural Tanzania
- BA, University of Southern California; MA, Doctorate, Stanford University

Honors Pathway Team



Dr. Juanita Reynolds
Regional Vice President

- Turnaround and lead administrator in K-12 education
- Director of Principal Induction Program **New Leaders for New Schools**
- BA, CSU Hayward; MA, Mills College; MEd, Mills College; EdD, Mills College; Professional Clear Administrative and Multiple Subjects Credentials; Board Member, Elite Schools



Dr. Carli Kyles
Program Director

- 17+ years in higher education as faculty member and teacher trainer
- Supervised teachers in training at **Mills College**
- BA, University of Southern California; MA, Education at Washington State University; PhD, University of Nevada, Las Vegas



MicroCollege Program Overview

Program Features



Offered during 5th year of high school to students who opt-in to additional graduation requirements



Serves students who are college-capable, but not college-ready. Prioritizes students with the *most* need.



NO COST to students or families
Funded using LCFF Revenue

10

Up to 10 transferable college classes per year



IN-PERSON classes offered at stand-alone MicroCollege sites, taught by real college faculty



Mastery Learning Framework:
“A”, “B”, “C” and “Not Yet”
Grades below C not posted



Coaching and academic support *until students earn a degree and start a career*



Does not depress graduation rates – reported under DASS one-year graduation rate¹

¹ <https://www.cde.ca.gov/ta/ac/documents/dass1yrgrad.pdf>

| Which students are eligible for MicroCollege?



Students for whom a finding can be made that MicroCollege will promote the educational interests of the pupil. ([Ed Code 48432.3](#))

For example, students who...

- ✓ **Are on-track to graduate, but who are not “Prepared” via state College/Career Indicator (CCI),**
- ✓ **Need a few credits to meet minimum graduation requirements¹,**
- ✓ **Have 504 Plans or IEP’s, for whom MicroCollege can be written into their Transition Plan,**
- ✓ **Are “Prepared” via state CCI, but are historically unsuccessful at local post-secondary institutions**

All students must voluntarily opt-in to the program and its additional high school graduation requirements.

¹ If missing graduation requirements can be satisfied with college credit

| Which students are eligible for MicroCollege?



Example: Luis

Luis is a student who is on-track to graduate during his senior year, and plans to attend college. He participated in AVID and took A-G classes, but passed some with a D. He is therefore not “Prepared” via the CCI.



On this basis, Luis
eligible to participate in
MicroCollege.

| Which students are eligible for MicroCollege?



Example: Cynthia

Cynthia is a student who is not on-track to graduate at the end of her senior year. Specifically, she is missing her 12th grade English requirement. Cynthia plans to attend college after completing high school.

Cynthia is not “Prepared” via the CCI. Cynthia’s district can apply the college-level English 1A class to her graduation requirements.



On this basis, Cynthia is eligible to participate in MicroCollege.

| Which students are eligible for MicroCollege?



Example: Michael

Michael is an African-American male student who is on-track to graduate during his senior year. He plans to attend college. He participated in AVID and took A-G classes, earning a C- or higher in each, and scored a level 3 on both Smarter Balance Summative Assessments. He is therefore “Prepared” via the CCI.

However, Michael’s district has evidence (e.g. in the form of NCES data) that the majority of its African-American male graduates are not succeeding at local postsecondary institutions.



On this basis, Michael is eligible to participate in MicroCollege.

| Which students are eligible for MicroCollege?



Student Example: Tressie

Tressie is a student who completed her A-G requirements with A's and B's, and scored highly on the Smarter Balance Summative Assessments. She is "Prepared" via the CCI. Tressie plans to attend college.

Tressie wants to attend MicroCollege in order to save money. The district does not have strong evidence to justify a finding that MicroCollege will promote her educational interests, as she is already well-prepared to succeed in college.



Because the district does not have a reasonable basis to justify a finding that MicroCollege will promote her educational interests, Tressie is not selected for MicroCollege.

Sample Academic Calendar



11 Months

JUL - AUG

- * College Algebra
- * English Comp A

SEP - DEC

- * College Statistics
- * English Comp B
- * Speech
- * Critical Reasoning

JAN - MAY

- * Creative Writing
- * World History
- * American Gov't
- * Sociology

College Success Seminar

MicroCollege offers general education classes required by most colleges and universities.

Sample Weekly Schedule



	Mon / Wed	Tue / Thu	Fri
8:30 am - 10:00 am	Class 1	Class 3	Seminar
10:00 am - 11:30 pm	Class 2	Class 4	
12:00 pm - 3:00 pm	Learning Lab	Learning Lab	Learning Lab

Additional coaching and advising is provided as needed.

MicroCollege Site Staffing



Honors Pathway

Site Director

**Success
Coach (1-2)**

Onsite professionals that manage tutors and provide academic support, mentoring and guidance counseling.

Tutors (6-8)

Subject matter specialists, available to all students on site until ~ 5pm daily.

**College
Faculty (8-10)**

College Instructors under academic appointment from Partner University, with MA or PhD in field.

District

**Program
Coordinator**

Credentialed District
Administrator responsible for:

- Onsite supervision & support
- Certifying attendance
- Managing student enrollment
- Coordinating with District & schools

**Salary & benefits deducted from
program fees.**

**3-5 Cohorts per Site
(approx. 90-150 Students)**

MicroCollege University Consortium



Honors Pathway is building a consortium of non-profit, regionally accredited colleges and universities.



Regional accreditation represents the “gold-standard” of accreditation. Credits earned at our partner institutions are widely transferable to other college and universities.



Benefits to Students – Summary

Program addresses major challenges faced
by low-income college students



Financial pressures



Becoming independent learners



Break-away “guilt”

Avoid placement in
remedial courses

Time and support to
adjust to college

Apply as Freshman and
enter with Sophomore /
Junior standing

Eliminate financial
consequences for
academic difficulty

Preserve federal and
state aid while reducing
debt

Ongoing coaching until
student graduates and
begins career

Additional Benefits to Students – Cal State Eligibility



CSU admission is based on CSU “Eligibility Index”. This index combines students’ A-G GPA’s and ACT or SAT scores to determine eligibility.

Most MicroCollege students are ineligible for admission for CSU at the end of their 4th year. However, because students can use college courses (which have a higher GPA weighting) to meet A-G requirements, most MicroCollege students become CSU eligible.

Real Student Example:

At the end of senior year, Student A met minimum graduation requirements but had not met A-G eligibility requirements

A-G Met = NO

A-G GPA = 2.2

ACT Composite = 16



NOT CSU Eligible

By the end of MicroCollege, Student A completed eight college classes. Six of these fulfilled A-G requirements: 1 A, 3 B’s, 2 C’s.

A-G Met = YES

A-G GPA = 2.8

ACT Composite = 16



CSU Eligible



Establishing A Program



1 State high school graduation requirements are “minimum requirements”.

High schools may offer programs of study requiring academic work beyond the minimum and students may “opt in” to these programs.

High schools are not required to confer a diploma to a student if the student would prefer to pursue an advanced program of study offered by the school.



2 Districts Have Broad Authority to Offer Unique Educational Programs at Continuation Schools.

Generally, continuation school programs are for “minors residing within the district who are subject to compulsory continuation education”

Students may be “voluntarily enrolled” in continuation school programs as long as the District makes a finding that the program will promote the educational interests of the pupil.

- Ed. Code section 48432.

Graduation Rate Impact – Student Example



In the **2017-18** school year, Luis is a 12th grade senior who is on-track to graduate from a comprehensive high school having met the district's minimum graduation requirements (210 units). He plans to attend college, but has poor grades and is not A-G eligible. He will not be identified as "Prepared" under the CCI at the end of 12 grade.

At the end of Grade 12, but prior to graduation, Luis voluntarily transfers to MicroCollege at the District Continuation High School. MicroCollege has additional graduation requirements (250 units vs the 210 District Minimum). Consequently, by enrolling in MicroCollege, Luis is appropriately placed in Grade 11 at the continuation high school before the end of the current school year (**2017-18**).

During the following year (**2018-19**), Luis becomes a Grade 12 student at the Continuation High School and completes the additional 40 units required to graduate under the MicroCollege program.

Graduation Rate Impact and Explanation

2017-18: When Luis transfers to the Continuation school, he is removed from both the numerator and denominator at the comprehensive high school. By being placed in Grade 11 at the Continuation high school, he is not included in the 2018 Graduation Rate at any school or district level.

At the end of the following year (**2018-19**), Luis is counted as an on-time graduate via the one-year DASS methodology at both the Continuation High School and the District. He is also identified as "Prepared" via the CCI.

How Districts Establish a MicroCollege Program

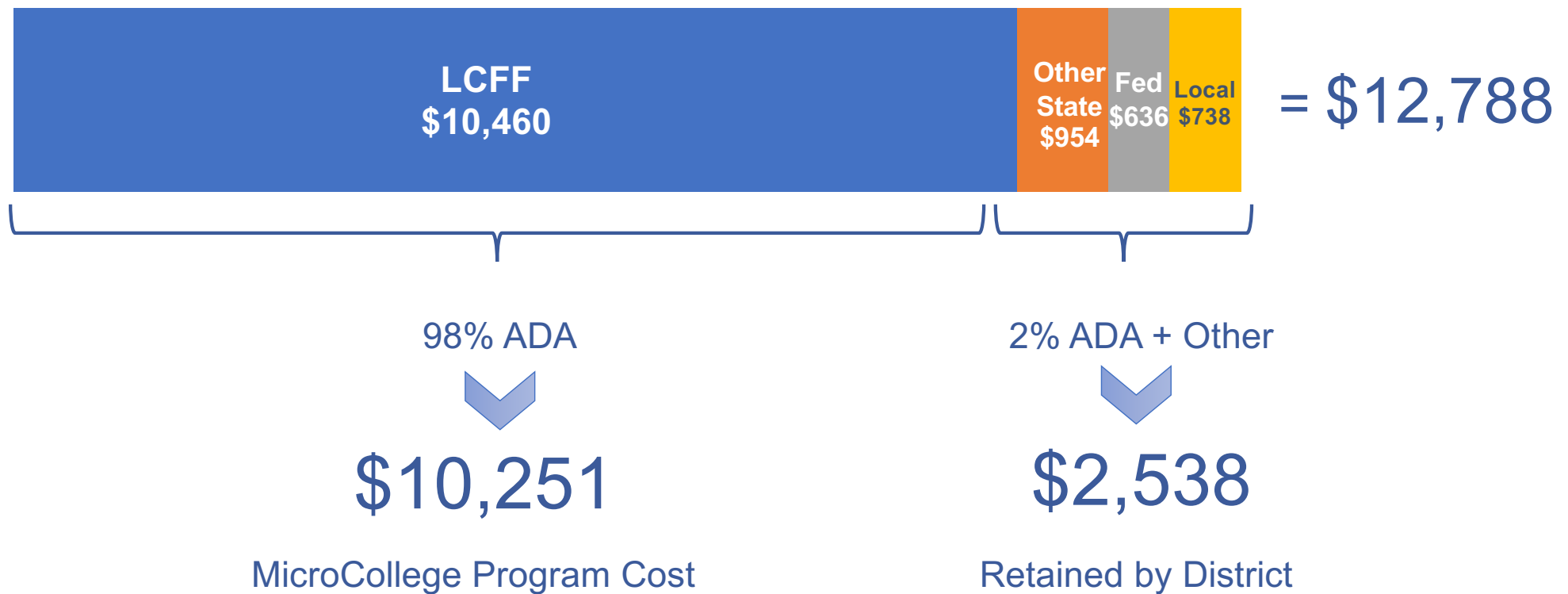


- ✓ Enter into a three-way contract with the University and Honors Pathway
- ✓ Offer MicroCollege as a program of study with additional graduation requirements situated in a DASS school
- ✓ Make MicroCollege available to HS seniors, who:
 - ✓ Are not college ready as defined by SBE/CDE (i.e., not attained A-G, AP, etc.), or for whom another finding of educational interest can be made
 - ✓ Request a voluntary transfer to the MicroCollege program and agree to the additional graduation requirements
 - ✓ Agree to remain continuously enrolled in high school during the program



| SRCS Projected Per Student Revenue¹

For every students who complete a full year in MicroCollege, SRCS will generate an estimated \$2,538.



¹ Calculations based on FCMAT LCFF Calculator and SRCS 2019-20 Proposed Budget



2017-2018 Pilot Program Results

MicroCollege Pilot Program Outcomes (2017-18)



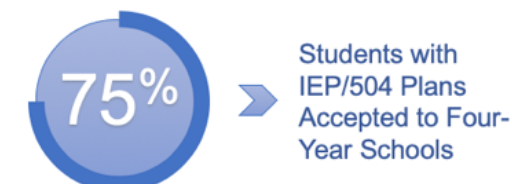
By remaining enrolled in high school for a 5th year, student who choose to participate in programs with enhanced graduation requirements can become College- and Career Ready.

Cohort Profile at 4th Year



Students in the first MicroCollege cohort achieved compelling academic benchmarks, with admission to a number of four-year public and private universities

Cohort Profile at 5th Year



CALIFORNIA STATE UNIVERSITY
Stanislaus



EAST BAY



UNIVERSITY OF CALIFORNIA
SANTA CRUZ



MicroCollege Pilot Program Outcomes (2017-18)



By remaining enrolled in high school for a 5th year, student who choose to participate in programs with enhanced graduation requirements can become College- and Career Ready.

Cohort Profile at 4th Year



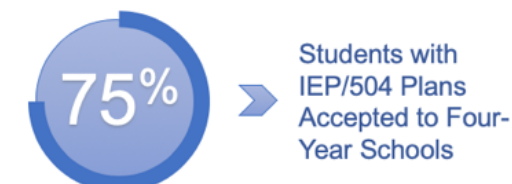
21%

who start college likely to earn a degree in six-year period¹

80%

likely to earn a degree in six-year period¹

Cohort Profile at 5th Year



EAST BAY



UNIVERSITY OF CALIFORNIA
SANTA CRUZ



¹ Beginning Postsecondary Students Survey, National Center for Education Statistics



Launch Timeline



MicroCollege Program Launch Process

Apply for Admission

Family info sessions
Application distributed

Nov-
Dec

Jan-
Feb

Feb-
Mar

Apr-
May

Jun

Jul

Senior Class Assemblies
Small group meetings

High School
Select Students

Students "Opt-In"

Apply

Select

Opt-In

Start Program

Pre-orientation
activities

Summer Term