

Gadsden Blended Senior Year Pilot: Building Toward a PK-14/16 New Mexico

LEGISLATIVE EDUCATION STUDY
COMMITTEE

SEPTEMBER 2020



Reimagining the Senior Year

A Better Model for Delivery of Dual Credit Courses

High Schools that Work (SREB)

- Research shows that students who complete a college- *and* career-preparatory curriculum are more likely to aspire to an advanced credential or an associate or bachelor's degree leading to a good job.
- Students who complete a career pathway consisting of a college-ready academic core plus a “major” of four or more challenging pathway courses are more likely to achieve readiness benchmarks in reading, math and science.

Reimagining the Senior Year High Schools that Work (SREB)

Junior Year	Senior Year – Four Options		
<p>All students take a state-approved college- and career-readiness assessment — like the ACT, SAT or other approved college placement exam — to gauge their preparedness for college-level studies.</p>	<p>OPTION 1</p> <p>Seniors who meet literacy and math readiness benchmarks complete graduation requirements plus dual enrollment courses that equal up to 30 college credits toward an advanced industry credential or an associate degree at a community college (Accelerated Option) or a bachelor's degree at a four-year college or university (Accelerated+ Option).</p>	<p>OPTION 2</p> <p>Seniors who aren't quite ready for college-level studies — for example, those whose literacy and math scores fall no more than a few points below benchmarks on a state-approved readiness assessment — enroll in a double-block of readiness courses during their first semester.</p> <p>In their second semester, seniors who meet benchmarks complete graduation requirements plus dual enrollment courses that equal up to 15 college credits toward a postsecondary credential or degree.</p> <p>OPTION 3</p> <p>Seniors who do not meet readiness benchmarks after the first semester of readiness courses complete graduation requirements while also taking community college or other developmental education courses.</p>	<p>OPTION 4</p> <p>Seniors whose assessment scores fall well below readiness benchmarks receive a suite of services designed to enhance their foundational academic, technical and workplace skills while empowering them to make informed educational and career choices.</p> <p>Students receive intensive instruction in literacy and math along with their core academic and career pathway courses. Students also receive career counseling, take aptitude and interest inventories, attend time management and study skills workshops, and engage in work-based learning experiences that help them build skills, gain confidence and prepare to enter the workforce or pursue a credential.</p>

Designing the Partnership

- The Bridge of Southern New Mexico
- GISD
- DACC
- NMSU
- Arrowhead Park ECHS
- NMSU Bookstore
- Rachel Boren at the SOAR Lab at NMSU
- South Central Regional Transit
- Roadrunner Transit
- Aggie Transit

Paving the Way for Students

10th Grade-Sophomores

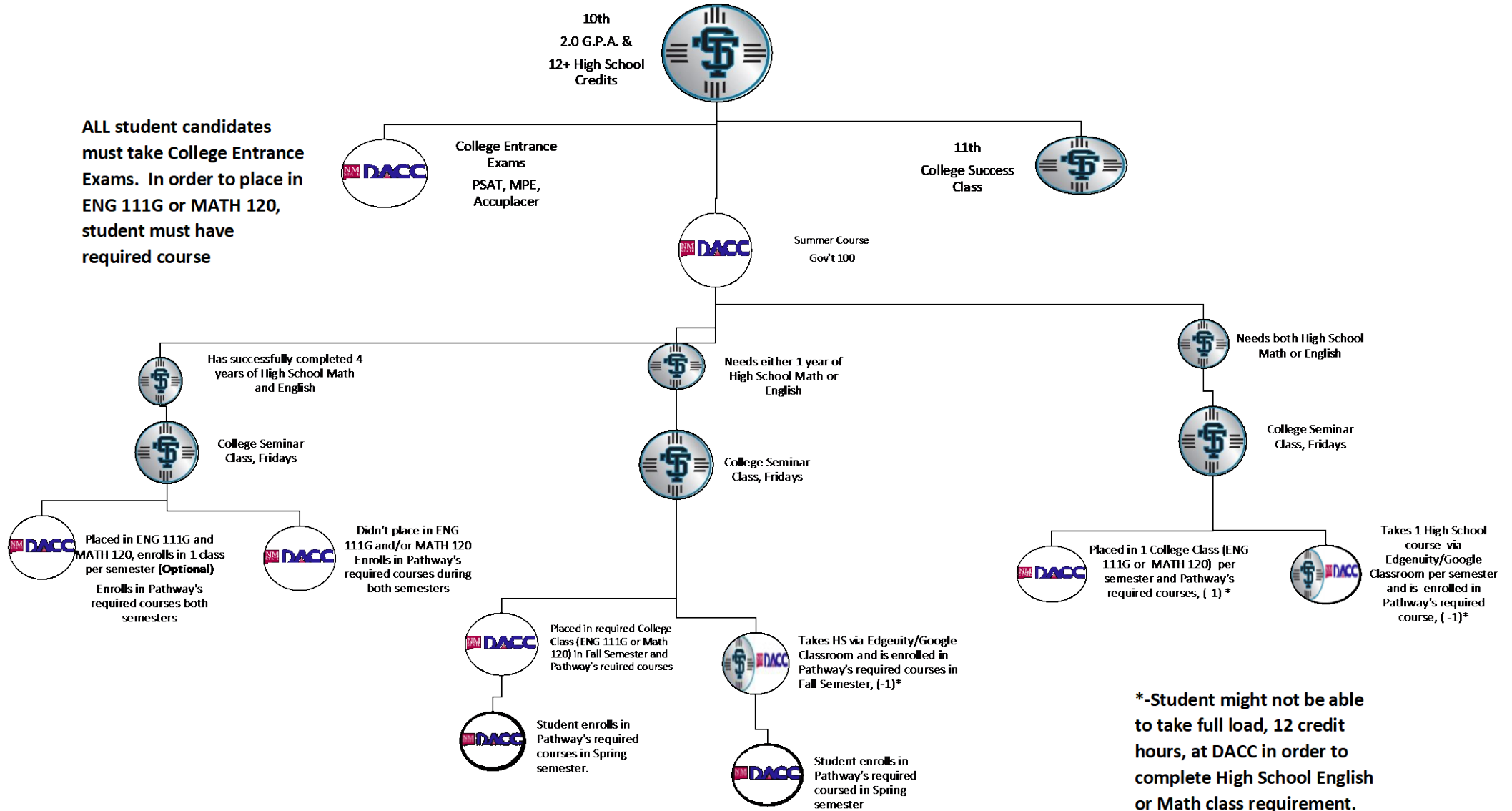
- Dual Credit Requirements
 - 2.0 GPA
 - 11 credits
- Parent Meetings
 - Multiple

11th Grade-Juniors

- College Success Course- HS
 - Education, Career, Financial and Transportation
- Accuplacer
- Dual Credit Advising
- GOVT 100G
 - Summer Course @ DACC

Blended Senior Options Map

ALL student candidates must take College Entrance Exams. In order to place in ENG 111G or MATH 120, student must have required course



***-Student might not be able to take full load, 12 credit hours, at DACC in order to complete High School English or Math class requirement.**

Choosing Their Own Paths

34 Santa Teresa High School Seniors:

- 28 pursuing CTE certifications at DACC
 - Water Technology
 - Auto Technology
 - Welding Technology
 - Health Information Technology
 - Creative Media
 - Criminal Justice
- 6 pursuing course work aligned to degrees at NMSU

Elements of the Model

- Career exploration
- Determination of "college readiness"
- Utilizes "cohort" model
- Blended advising between high school and college
- Peer mentors to help students navigate the "culture" of college
- Transportation between high school and college campuses
- Parental education

Elements of the Model

Autonomy

- Attending classes at STHS and DACC/NMSU
- Working to financially aid their families
- Taking AP courses at STHS
 - Physics, Statistics and Spanish

Accessing courses online

- High School Courses
- Certificates

Student Outcomes

Credit Range	Number of Students
16 or Fewer Credits	4
17 - 20 Credits	7
21 - 25 Credits	6
26 - 30 Credits	9

Student Outcomes

* Note: All high school and college instruction transferred to online due to the response to COVID-19.

Semester	Average Student GPA
Fall 2019	3.42
Spring 2020*	3.16

Year 1 Highlights

- Design and implementation workgroups formed at DACC and Santa Teresa High School
- The model worked for students:
 - Enjoyed the college experience, and felt they had the best of both worlds
 - Like the personal responsibility for their learning
 - Worked for those who were in school and working to support their families
 - Obstacles for registration and books in the Fall were overcome in the Spring
 - Were well equipped to navigate the transition to all online courses due to the pandemic
 - All reported plans to enroll in DACC or NMSU for Fall 2020

Year 1 Learnings - Expectations

- Setting proper expectations for students and parents is key
- Parental education is important to support understanding the difference in CTE and General Education courses
- Students initially chose courses in Las Cruces, but then changed their minds to take classes at local campuses due to transportation challenges, causing extra work for DACC staff
- Additional costs (equipment, software) can be a challenge for students

Year 1 Learnings - Staffing

- Having one person who oversaw the program, was familiar with both systems, and in regular contact with students was critical for success
- Advising must be "blended" too (high school and college)
- Early warning systems were in place to support accountability and student success
- Cost of the program on higher education is not commensurate with current funding structure

Evaluating the Model

- Costs incurred by both public education and higher education partners
- Impact on high school and college completion rates
- Impact on remediation post-graduation
- Return on investment of state dollars measured to families and to the state
- Impact on employability post-high school
- Impact on middle-skills workforce gaps

Understanding the Cost of the Model

COST of IMPLEMENTATION	TOTAL For BSY PARTICIPANTS PER PUPIL AVERAGE	
Dona Ana Community College		
Waived Tuition (632 hours)	\$46,768.00	\$1,732.15
Waived Placement Test Fees	\$675*	\$25.00
Est. Dual Credit State Reimbursement	-\$9,960.32	-\$346.72
TOTAL EST. EXPENSE TO DACC	\$37,482.68	\$1,388.25
Gadsden ISD		
Textbooks	\$15,751.26	\$463.27
Transportation (2018 - 2019 Year)	\$12,021.59	\$353.58
Transportation (2019 - 2020 Year)	\$ 4,048.10	\$119.06
Additional Staff Supports for Students (100 hours)	\$9,728.95	\$286.15
Minus Cost Per Pupil Savings on Instructor Costs	-\$11,135.00	-\$327.50
TOTAL EST. EXPENSE TO GISD	\$30,414.90	\$894.56

**DACC waived testing fees for 45 students totaling \$1,125; however, for the final total, only the fees for the 27 students who participated in the BSY are included (\$650)*

Dual Credit Investments Yield Returns

Return on Investment Considerations:

1-2 additional years in the workforce
at higher pay

1-2 fewer years of debt

Reduced need for remediation

Increase in PIT/GRT

Impact on Lottery Scholarship

Economic Impact of BSY – 27 Community College Graduates

	Community College Graduates	12 Hours	30 Hours
Family Benefit	Increase in Earnings with Quicker Workforce Entry <small>(Based on avg. earnings of grad)</small>	\$442,800	\$885,600
	Annual Increase in Earnings Over HS Grad	\$97,686	\$195,372
	Annual Increase in Earnings Over Dropout	\$124,200	\$248,400
	Student Costs Saved <small>(Based on 48% of NM Students Having Debt)</small>	\$106,078	\$212,155
State Benefit	First Year Increase in PIT/GRT	\$49,501	\$99,001
	State Savings to Future Tuition Contribution	\$11,717	\$23,433
	Remediation Savings	\$12,960	\$12,960
	Future Lottery Scholarship Savings	\$12,782	\$25,564

Economic Impact of BSY – 34 University Graduates

	University Graduates	12 Hours	30 Hours
Family Benefit	Increase in Earnings with Quicker Workforce Entry <small>(Based on Avg. Earnings of a Grad.)</small>	\$726,858	\$1,453,715
	Annual Increase in Earnings Over HS Grad	\$297,500	\$595,000
	Annual Increase in Earnings Over Dropout	\$417,458	\$834,915
	Student Costs Saved <small>(Based on NM Avg. Tuition/48% of Students Having Debt)</small>	\$158,028	\$316,056
State Benefit	First Year Increase in PIT/GRG	\$68,899	\$159,603
	State Savings to Future Tuition Contribution	\$59,410	\$118,820
	Remediation Savings	\$16,320	\$16,320
	Future Lottery Scholarship Savings	\$68,636	\$137,272

Return on Investment for Adequate Funding of HEI

For Every \$1 Invested in Higher Ed...

	Community College Certificates/Degrees	University Degrees
State ROI – 12 Hours	\$3.09	\$4.79
Family ROI – 12 Hours	\$22.89	\$29.31
State ROI – 30 Hours	\$2.26	\$3.90
Family ROI – 30 Hours	\$18.31	\$23.45