

Bard Early College- New Orleans

- Two half-day college campuses in partnership with the Louisiana Department of Education, enrolling over 100 students from public high schools across New Orleans
- 11th/12th graders spend 1/2 at high school and half day as undergraduate at Bard College (complete 1st year of college by embedding course work during last 2 years of high school)
- Admissions is based on interview and “audition” process
- College course work is free
- **Corporate sponsors and partnerships fund a large portion of the program**
- 95% of BEC students graduate high school in 4 years and 99% go on to college

Clean Technologies Early College-- New York

- **Mission of the program is to develop and support pathways to higher education that lead to careers in STEM fields for high needs students**
- 110 students from 20 different school districts (first come, first serve basis for students in good standing in 11th and 12th grade--plans to expand to start in 9th)
- Businesses and economic leaders connected with program throughout the region and serve as assets for students (students have job shadowing opportunities)
- Opportunity to earn Associate's Degree
- College classes 2x/week and high school classes 3x/week (transcripts for both)
- Scholarships available for college courses



The Charles School-- Ohio



- 5 year Early College High School in partnership with Ohio Dominican University
- Accelerated high school curriculum and students start taking college courses in year 3
- **Tuition free--chartered by State of Ohio**
- All Ohio residents are eligible to apply--interview and application process
- Students graduate with high school diploma and up to 62 hours of college credit, the equivalent of an Associate's Degree
- Community service and learning expeditions for off site, real world experience

Tri County Early College--NC

- Accepts 40 freshman per year and sophomores can also apply
- **Cost is free-- all books, fees, and tuition are shared by surrounding school districts**
- All students take honors level high school classes and college classes
- Students start taking classes with college students in 11th grade
- Option for 5th year to proceed at slower pace to complete high school diploma and two years of college credits (average of 60 college credits are earned)
- Online classes are available plus 1:1 iPad program
- Automatically enrolled in College Transfer Degree program because it is expected that all students will proceed to 4 year college
- Project based learning and alternative assessment methods used



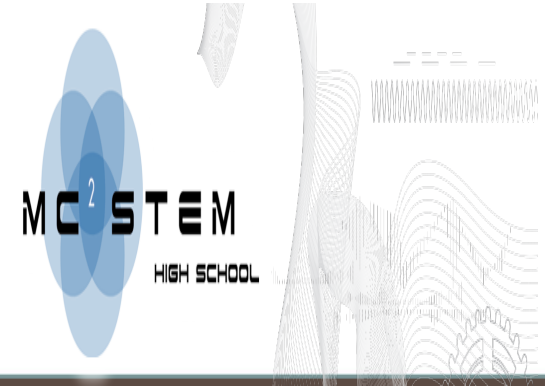
Metro Early College-- Ohio

- Public STEM high school open to students across the state of Ohio (400 students)
- Students apply through a lottery system which is followed by personal interview (they actively recruit students from high poverty districts)
- 2 phases of coursework: 1) Core Prep where 9th/10th graders complete HS requirements in core classes 2) College Access where 11th/12th graders focus on “learning outside of school walls” (college courses, research, internships)
- Students take 4 courses per term in a block schedule (allows for acceleration/Core prep)
- Mastery grading system used for assessments and college course work is graded using university standards
- **Metro also offers Early College Experiences for all high schools in one county where students remain enrolled at their base high school during their Experience (cost is free)**



MC2 STEM High School-- Cleveland, Ohio

- Serves about 300 students, all of whom are eligible for free or reduced-price meals.
- Lottery system used for admissions and students from across city are enrolled
- Students attend classes at campuses embedded in business and school sites around the city
- STEM is the school's emphasis, but all subjects required by Ohio's state standards are covered through [integrated, transdisciplinary project-based learning](#)
- Mastery based grading system
- Based of [7 Core Design Principles](#)
- **Won National Award for Excellence in Urban Education (2012)**



JCC/LISD Academy --Michigan

- Public, regional Middle College located on the campus of LISD TECH Center and Jackson Community College
- **Partnership with 11 Lenawee County public school districts and is funded through a percentage of each district's Foundation Allowance**
- 5 year program where students earn high school diploma and associate degree
- College course work begins based on readiness of each student and there are six different pathways (earn minimum of 15 college credits)
- Admissions is based on application, assessments, and interview
- Students can participate in sports and drama at base high school
- Must complete 40 hours of community service and unpaid job internship



Quinebaug Middle College-- Connecticut

- Regional magnet high school for non-traditional learners in danger of dropping out of high school
- **Tuition free--funded by State Education Department**
- Located on the Quinebaug Valley Community College campus
- Students graduate with high school diploma and college credits
- Run by [EASTCONN](#), a public, non-profit agency
- Plans to expand enrollment to a total of 225 students in grades 9-12 for 2104 (currently serves 10-12 graders and there is a waiting list)
- Application process for enrollment



Middle College (Early Start) Program-- Ohio

- Program offers college courses to groups of students at their high schools and works with multiple districts
- Courses are taught by college professors and/or certified teachers within the high school
- Students can start taking courses in 9th grade and it is possible to complete two years worth of college courses before graduating high school
- Students can earn a technical certificate and/or complete the Ohio Transfer Module general education requirements upon graduation from high school
- **Cost is free for students-- each district's budget is reduced based on number of students and number of courses**



Early College Programs at [Wakefield College](#)-- West Yorkshire (UK)



- Part-time Step Up program allows school age learners to attend lessons in a vocational area 1x/week over 1-2 years (3 different campuses)
- Currently enrolls about 300 students across region (14-16 year olds)
- Cost for part time program is approximately 7 euros/per student/per hour (there are discounted rates for groups of students from the same school)
- 64% of last cohort progressed into mainstream college and continued education at Wakefield College
- Full time **Early College Transfer** program is for students in year 11 and traditional high school may no longer be best option--they complete final year at Wakefield
- **Cost for full time program that leads to accreditation is approximately 6 euros/per/student/per hour**

UNSW Early Admissions- Australia

- Students of exceptional intellectual ability, ages 15 and under, still in school but not yet in Year 11 or in receipt of high school certificate
- Options to take individual course, part time load, or full time load at the university
- Admissions process is similar to regular college admissions (written application, interviews, SATs, school references, work samples)
- **Student will assume a portion of the cost depending on courses taken and materials needed**
- [Pathways](#) are also available that allow high school students to enroll in a university course while finishing their last year in high school



UNSW
A U S T R A L I A

Even More Alternative Examples of Funding and Sustainability Models



- 2000-2013 – districts received full funding for up to six courses for each student, and FLVS received funding for all courses completed by students, whether that was a student’s sixth course or courses beyond one FTE.
- With the passage of SB1514, students can no longer generate more than one FTE; instead, a student’s FTE will be distributed proportionally by the department of education (DOE) to each district (FLVS is considered a district) for as many courses as a student takes.
- Creates an incentive for districts to encourage students to take in-district traditional or virtual courses as they can potentially lose money if students take any out-of-district courses, or if a student takes a virtual course and does not complete it, thereby not generating funding. **Could this be applied to an “in-region” concept?**

- There is a reconciliation in February of each year, and districts that have enrolled less than 75% of the projected NCVPS enrollment are given a refund, so districts only pay for actual enrollments. If a district has exceeded its projection (enrolled 75 to 100% of actual enrollment), then additional funding is taken from the district and directed to NCVPS.
- The NCVPS formula does not, however, include two provisions that have been central to the growth of Florida Virtual School (FLVS). **In Florida, the student right to choose a course from FLVS is in statute**, and the number of students who can take a course from FLVS is not limited—therefore funding to FLVS is not limited either.

- MVU is a private, **nonprofit entity funded by annual legislative appropriations, course tuition, and private grants**; it had approximately 20,812 course enrollments in SY 2012-13, a 5% increase over SY 2011-12. MVU became the first state virtual school in the U.S. to offer an online Chinese (Mandarin) language course for high school students in 2006.

- The Alternative School Funding Models Pilot Program was enacted through HB10-1183. The Program was established to encourage school districts and charter schools to collect data that could be used to compare the effects of alternative school funding models with those of the actual school funding method. It was the intent that such alternative school funding models would address, at a minimum, funding of students who were unique across several underserved categories (at risk, free and reduced, etc.)
- Results are allowing for innovation hub districts that are funded differently in Colorado. Same strategy in Kentucky with Districts of Innovation.
- Portfolio models emerging as mixture of consortiums, Rt3, i3, and SIG grants from district composites in some cases along with baseline state/local funding.

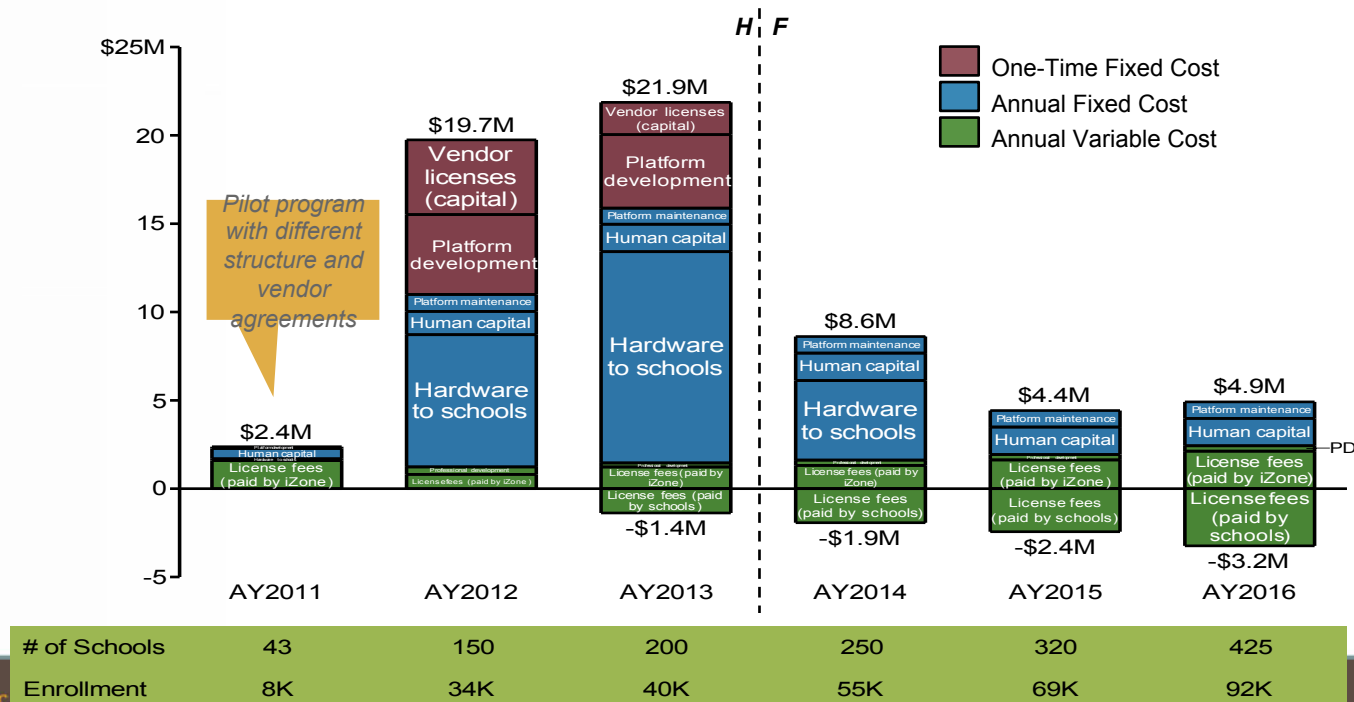
Izone in NYC

Source: iZone Internal Data; Parthenon Analysis

| | Lower the cost to innovate | Seed investment | Growth capital |
|---------------|--|--|---|
| Description | <ul style="list-style-type: none"> Lower total cost for schools to innovate – including financial costs, obstructing policies, and ease of implementation Typically systemic investments | <ul style="list-style-type: none"> “Fail early, fail often” – these investments are likely low cost, early stage, high risk / high reward, with a high expected standard deviation of results Akin to a venture capitalist setting a “hurdle rate” for early stage in a large portfolio of investments, many of which are expected to fail | <ul style="list-style-type: none"> “Big bets” – these investments aim to diffuse and/or scale the most promising innovations which emerge from early stage, decentralized innovation These investments are akin to the growth capital provided to growing companies |
| Applying eROI | <ul style="list-style-type: none"> Primary focus on identifying the most efficient ways to lower costs Secondary focus on links to student outcomes | <ul style="list-style-type: none"> Inform iZone internal planning and set clear <u>targets</u> for results, including both cost and outcomes | <ul style="list-style-type: none"> Evaluation, both early stage and ongoing |
| Examples | <ul style="list-style-type: none"> iLearn BLI Procurement reform Policy changes | <ul style="list-style-type: none"> iZone 360 challenges for schools Challenges for the Ed Tech marketplace (e.g. the Gap App challenge) Hackathons | <ul style="list-style-type: none"> Asynchronous pilot New school designs |

Source: iZone Internal Data; Parthenon Analysis

Total Annual Cost of iLearn, AY2011 – AY2016 (Presented on a Cash Flow Basis)



Chicago eROI Models

