

College Here & Now:

Evaluating Program Implementation, Attributes, and Student Outcomes

Alexander Pethan

Vanderbilt University

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Dedication and Acknowledgments

I dedicate this project and degree to my parents. Their personal sacrifices, love, and dedication to raising their children made this possible.

I thank my wife for her consistent support and encouragement throughout this program. This is truly a joint accomplishment. We did it!

I thank my professor and capstone advisor, Dr. Henrick, for her commitment to my growth as a researcher and a professional.

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Executive Summary

Within an increasingly dynamic employment and educational context, schools in the U.S. must consistently focus on how they can best serve as a bridge between their students' present and future. To address this critical function, the Sheboygan Area School District (SASD), located in Wisconsin, together with nearby Lakeland Technical College (LTC) and Lakeland University (LU), designed and implemented a dual-enrollment IT pathway program called College Here & Now (CHN). This collaborative and ambitious program, currently concluding its second year, aims to bridge the gap between students' secondary and postsecondary lives. The problem of practice identified in collaboration with SASD was a limited understanding of the effectiveness of the CHN program after two years of implementation. I partnered with SASD to conduct a Capstone study to understand key aspects of the CHN program, including an assessment of CHN attributes, progress toward key program outcomes, and challenges and successes during the first two years of implementation.

To understand the current state of dual-enrollment pathway programs like CHN, I reviewed the literature associated with these programs' history, context, design, and outcomes. From this review, which encompassed a wide range of studies and reports, it became clear that programs with a track record of success shared several common features. I synthesized these program features to create the conceptual framework used to guide this study organized around successful program attributes and positive student outcomes. This inductive approach to conceptualizing the study's framework ensured the investigation was grounded in current research and decades of organizational learning about dual-enrollment pathway program components that correlated with sustained success.

To provide useful information to SASD leadership, the Capstone study includes the following questions:

Research Questions

1. What do the stakeholders view as the main goals of CHN?
2. To what extent have these goals been achieved?
3. To what extent do CHN students demonstrate the identified student outcomes?
4. To what extent does CHN exhibit the program attributes of successful dual-enrollment pathway programs?
5. What successes and challenges have been experienced while implementing CHN?

To answer these questions, I conducted a mixed-methods sequential explanatory study. I gathered data from CHN program documents, the academic and behavior records of CHN's first student cohort, stakeholder surveys, and stakeholder focus groups. The stakeholder groups were the students of CHN's first cohort, the CHN teachers, the high school counselors, the high school administrators, and the senior administrators from SASD and LTC. Data analysis resulted in the following five key findings.

Key Findings

1. All stakeholder groups and program documents indicated that students gaining college experience was a CHN goal.
 - a. There was variation in how stakeholders viewed the level of student commitment that would indicate CHN program success.
 - b. There was variation in how stakeholders viewed the proportional representation of the student body within CHN courses that would indicate success.
2. Although CHN courses provide the opportunity for students to take college courses, low student enrollment and credit attainment suggests this goal is not being met beyond students having the opportunity.
3. Stakeholders expressed that CHN students did not demonstrate the identified student outcomes: sense of belonging, improved educational self-image, improved student performance, or proportional representation of CHN students that mirrors the wider SASD student body.
4. Key attributes of CHN that are strengths include high academic rigor and clear structure. The weakest attribute of CHN relates to views on program implementation.
5. Stakeholder groups identified the following implementation successes and challenges:
 - a. Successes
 - i. A dual-enrollment IT pathway program aligns with the SASD Mission
 - ii. SASD, LTC, and LU achieved explicit organizational buy-in and established key program infrastructure

- iii. Front-line stakeholder feedback eventually led to program modifications and organizational growth
- b. Challenges
 - i. A CHN innovation champion was not identified
 - ii. There was a lack of initial capacity-building strategies
 - iii. The lack of a clear evaluation plan inhibited process monitoring and stalled effective program modification

Based on the findings from this study and research in this area, this study concludes with five key recommendations.

Recommendations

1. Identify a CHN champion or champion team of stakeholders (Meyers et al., 2012; Kaniuka & Vickers, 2010). This individual or team should inspire action, coordinate resources, advertise success, evaluate processes and outcomes, and advocate for continuous improvement to support program goals.
2. Define CHN goals for success according to student outcomes (Balestreri et al., 2019). Detailing CHN goals aligned that are aligned with the student outcomes will allow for clear indicators to guide evaluation in the areas of student sense of belonging, educational self-image, student performance, and achieving the desired student representation.
3. Establish a process monitoring plan (Stipanovic et al., 2012; Struhl & Vargas, 2012). The program will benefit from designing an evaluation plan that tracks measurables,

- outlines a feedback mechanism, and supports continuous improvement processes.
4. Vertically align a sequenced program curriculum that supports academics and learning dispositions (American Institutes for Research & Stanford Research Institute International [AIR & SRI], 2013; Duncheon, 2020; Edmunds et al., 2010; Stockdyk et al., 2020). By having a clearly articulated curriculum aligned with CHN, students can be better supported with early and targeted intervention strategies focused on academics and learning dispositions (Ari et al., 2017; Le & Frankfort 2011).
 5. Continue strengthening ties with LTC and LU (Duncheon & Relles, 2020; Purnell, 2014). Increase the common focus among CHN organizations through structured evaluation and decision-making processes.

Introduction

The purpose of this Capstone Project is to uncover evidence that shows the current program attributes and outcomes of Sheboygan Area School District's (SASD) College Here & Now (CHN) program. Having just completed its second year, SASD aims to understand these two program components to reflect upon initial implementation and to guide future improvements. SASD and partner organizations are committed to the development of processes that will lead to the program's sustainable success. CHN is a dual-enrollment IT pathway program, and this type of program has a significant history in the U.S. context.

Making Schools Relevant

From the Smith-Hughes Act of 1917 to the Vocational Education Act of 1963, and the subsequent five Perkins Acts, the latest of which was passed in 2018, the US federal government has provided funding for career and technical education programs that link school with future employment opportunities. In addition to federal funding, going back at least as far as John Dewey, the academic community has recognized the need for schools to design learning programs integrating skills and knowledge that connect a student's current life to their future work and civic responsibilities (Stone III, 2016). Researchers have clearly shown the benefits of designing schooling to link a students' school experiences and future aspirations (Backes et al., 2015; Baum et al., 2010; Cheeseman et al., 2010). Educational efforts in this area received a strong boost from the Bill and Melinda Gates Foundation in 2002 when they launched the Early College High School Initiative (ECHSI). This initiative provided funding and support to merge secondary and postsecondary programs with an emphasis on the relevance of students' educational experiences and the attainment of a postsecondary credential; especially

for students from groups with proportionately low representation among those with gainful employment (AIR & SRI, 2013).

Currently, most schools nationwide have opportunities for students to earn college credits while in high school. An increasing number of schools offer these dual-enrollment programs entirely aligned with institutions of higher learning (ICE), where students can earn an industry credential, an associate degree, or a significant amount of college credits integrated into their high school coursework. Research confirms the effectiveness of these dual-enrollment programs as measured by their goals to increase the number of students who graduate career ready, or who go on to earn an industry credential, an associate degree, or a bachelor's degree (Berger et al., 2010; Edmunds et al., 2017; Lauen et al., 2017; Song & Zeiser, 2019). Although these developments within the educational sphere have evolved in relation to the changing realities students face after high school, schools are still lagging the job market, where the number of jobs requiring only a high school diploma has decreased dramatically over the last 20 years (Symonds et al., 2011). In addition, there is a gap between the number of jobs considered gainful employment and the number of people qualified for those jobs (Ferguson & Lamback, 2014).

The Local Context

The changing job market and educational context has significantly impacted areas with a traditionally high concentration of manufacturing jobs. For several generations in these communities, one could support a family with wages from a manufacturing job that did not require a postsecondary credential or degree. 50 years ago, 28% of Wisconsin jobs were in the manufacturing field. Today manufacturing jobs only represent 14% of available jobs. Even these

few remaining opportunities are highly susceptible to automation (Conroy et al, 2018). In Sheboygan County since 2000, manufacturing jobs have decreased by almost 30%. These figures and projections are cause for concern in Sheboygan County where manufacturing jobs make up 46% of total earnings, the highest percentage in Wisconsin (Engel, 2013). While manufacturing opportunities are declining, it is within this context that SASD introduced CHN to meet the needs of its students and community.

Study Goals

The goal of this study is to understand the current state of SASD's CHN program, a dual-enrollment IT pathway program that was designed within the current educational and employment context. The study investigates what unfolded from the time SASD, Lakeland Technical College (LTC), and Lakeland University (LU) leaders publicly announced the program in the fall of 2018 until the first cohort of students concluded their third semester of coursework, midway through their sophomore year in the fall of 2020. To assist SASD to understand what is happening with the program and to establish baseline data that can be informative for future analyses, I focused the study on stakeholders' experiences related to the first cohort of students that entered the program as freshmen in the fall of 2019. To accomplish this, I examined stakeholders' perceptions of the program and records that show its design, implementation, and outcomes. I first developed a framework derived from what research showed to be common characteristics of similar successful programs. I then collected data from surveys, program documents, and CHN student records to establish an initial picture of the program as seen through the framework's lens. I then conducted focus groups with the

stakeholder groups to develop a clearer picture of the program. Next, to establish key findings and develop recommendations, I performed a quantitative and qualitative analysis of the data.

The wider goal of this study, by providing well-researched information that SASD can use to understand and improve CHN, is to make a small contribution to one factor that can lead to the development of a more productive, healthy, and cohesive community. This study's methodology, tools, and data dashboard can be used for continuous evaluation of CHN and similar programs. This study design can serve as a resource for busy school leaders to assess their dual-enrollment pathway program attributes and outcomes quickly and accurately. I conclude with remarks on this study's process and potential next steps.

Organizational Context

Sheboygan Area School District

SASD serves the City of Sheboygan and surrounding townships. Its Mission is:

“To equip all students with a foundation of knowledge and skills through quality instruction, opportunities, and a positive learning environment, in an active partnership with the family and community, reinforcing values which will inspire them to access the opportunities of this society, strive for excellence in their endeavors, and contribute as responsible citizens.” (SASD, n.d.)

To realize this Mission, SASD employs approximately 700 teachers and 450 staff. In addition to several smaller schools, the district primarily consists of fourteen elementary

schools, three middle schools, and two high schools. As evaluated according to the Wisconsin Department of Public Instruction's (DPI) accountability ratings, SASD's yearly report card consistently shows the district meets state standards (Wisconsin Department of Public Instruction [DPI], 2019). 99.4% of the district's teachers are licensed, the graduation rate is 89%, and the attendance rate is 96% (NCES, 2019). 95% of SASD parents report believing their child is properly prepared for their future (SASD, n.d.). These figures paint a favorable picture of the district, its students and families, and the dedicated teachers and staff.

The changing SASD student population shows the district in a period of transformation. Just under 10,000 students attend SASD schools, making it the 10th largest district in Wisconsin. Over the past five years, the student population has become increasingly diverse, currently representing the following populations: 51% White, 20% Hispanic, 17% Asian, 6% two or more, and 5% Black. The White student population has decreased by 5% while the Asian and Hispanic populations have increased by 3% and 2%, respectively. The total number of students enrolled at SASD has declined 3%. At the same time, SASD has experienced a net loss of 3% of its students to nearby districts through the state's open enrollment policy, which states that if there is space, students can enroll in the public school of their choice. The percentage of students experiencing economic and employment challenges has increased over the last five years. The percentage of students qualifying for free and reduced lunch has increased by 15% from 45% to 59% (Sheboygan Area School District [SASD], 2020). 2,650 of SASD's students attend one of the two main high schools, Sheboygan North and Sheboygan South. CHN takes place within these two high schools, and they are, therefore, the primary focal sites of this study.

Initial Planning Conversation

Although SASD is succeeding by many measures, the administrative team continues to push for innovation and improvement. I initially reached out to the superintendent to explore areas for research that would support SASD's efforts to improve teacher retention and recruitment, structures to support student achievement, and practices to enhance community engagement. In our initial conversation, the superintendent expressed a desire to ensure SASD programs were increasingly accessible for all students. He highlighted programs where, in line with their mission to partner with families and the community, SASD had collaborated with community organizations to serve as a bridge between students' present and future. He also spoke about district efforts to align secondary and postsecondary experiences through collaboration with various public and private sector partnerships. (SASD superintendent, personal communication, February 21, 2020) After assessing the feasibility of studying several programs, we agreed it would provide the most value to evaluate the CHN program implementation and its student outcomes. At that point, the program's first cohort had just finished the first semester of classes and the timing was appropriate to investigate how it had progressed. SASD did not yet have an evidenced-based process to measure and monitor the program. SASD and regional school districts were considering implementing similar programs targeting other professions such as health care, so this project was also of potential benefit to the implementation of future dual-enrollment pathway programs.

SASD's History of Collaboration

SASD, LTC, LU, and the Sheboygan County private sector have a history of collaboration and mutual support. Acuity Insurance and Aurora Health Care have a sponsorship agreement with naming rights to certain facilities. Kohler Company and Johnsonville Sausage, among many other local industries, funded a \$5 million dollar Advanced Technology Center located at the entrance to both Sheboygan North and South. (See Appendix A) The facilities have state-of-the-art manufacturing equipment and machinery to provide students opportunities to develop skills in the technology fields. Students use these facilities through the Red Raider Manufacturing initiative, a Career and Technical Education program that pulls together resources from LTC, SASD, and local manufacturing companies. SASD's House Project has been successful for more than 20 years. This is a collaboration between the district, trade unions, and the private sector where, each year, a team of students and industry professionals build a house from scratch. SASD students can also benefit from the INCubatorEDU program, a program linking local business leaders and students through school curriculum and the Future Business Leaders of America. Most recently, the Kohler Teaching Scholars Program announced funding for an initiative that links LU and SASD to support and train new teachers from groups traditionally underrepresented in the teaching field. These examples showcase the strong partnerships that exist within the community and the community's support for its youth.

College Here & Now Program Description

Within this collaborative community, SASD, together with LTC and LU, developed CHN to meet the needs of its students and the community. The leadership teams of all three organizations established a memorandum of understanding that outlined the program's central tenets. CHN is a dual-enrollment IT pathway program formed through a partnership with SASD,

LTC, and LU. The program is offered at no additional cost to students. It is designed so students can graduate from high school with both an SASD high school diploma and an LTC associate degree in web and software development. To accomplish this lofty goal, students register for the program in grade 9 and take specific courses each semester of their high school years. Students must earn an 80% or higher in each course to receive LTC credit, although a passing grade earns SASD credit. The first course is taught by an SASD teacher approved by LTC. All subsequent courses are taught by LTC instructors and meet LTC standards for academic rigor. There is no room to fail courses or for many additional electives throughout a student's high school years. (See Appendix B) Students who earn all LTC credits are automatically accepted with junior standing into LU's computer science program where they can earn a bachelor's degree in computer science within two years. With LU's Co-Op Education program, students can graduate with little to no debt. Although this study focuses only on CHN's first cohort of students, courses were offered to all students grades 9-12. There were no prerequisites to join the program or its first course, Programming Introduction, which started the fall semester of the 2019-2020 school year. The stakeholders involved with CHN at this time are the CHN students, the high school counselors, the CHN teachers at SASD and LTC, the high school administrators, and the senior administrators at SASD and LTC. In their fourth and final year of CHN, students take two courses with LU, and the university will become more directly involved with the program.

Potential Project Implications

This project will provide comprehensive descriptive information about the current state of CHN and its implementation. This information can be used to inform decisions regarding the

current program's structure. The program data and dashboard can be used as a template to consolidate future program data and other indicators. This information can be used to track indicators related to the program's outcomes and how it is perceived by the stakeholders. This data can be used to inform judgments about the program's effectiveness and to guide decisions about future improvements to its implementation. As developed, this study's tools and data collection methods can be replicated for future evaluations and process monitoring, resulting in a sustained program that achieves its identified goals.

Outlining the Problem of Practice

The Problem of Practice at SASD

The problem of practice facing SASD relates to the need to understand whether CHN is working as intended. SASD did not have mechanisms in place to evaluate the program's implementation to inform improvements and modifications. Addressing this problem involves unpacking and analyzing the complexities associated with the CHN program design. Since the program is concluding its second year, answering this question also involves an analysis of its implementation going back to when the program was first conceptualized and introduced to the public. These initial experiences are the first contact many stakeholders had with the program and, therefore, are also associated with understanding this problem (Edmunds et al., 2010; MEASURE Evaluation [ME], 2015; Meyers et al., 2021). An additional factor related to answering this question is the program's alliance between two different organizations, SASD and LTC, each with their own culture, personnel, practices, and history (Duncheon & Relles, 2020; Howley et al., 2013).

The Problem of Practice Within CHN

This problem was identified primarily due to a lack of data about CHN. Beyond the program's broad structure and vision (See Appendix C), neither specific goals nor associated leading and lagging indicators had been identified. Student enrollment was viewed as the primary indicator of initial success. School leaders wanted to gain a more complex understanding of the program's effectiveness. (SASD superintendent, personal communication, February 21, 2020)

Why is the Problem Important?

Addressing this problem of practice will affect CHN stakeholders and the potential benefits the program is designed to create. Current and future CHN students will immediately benefit from a successful program. As CHN is conceptualized, students are provided a structured opportunity to graduate with a bachelor's degree in computer science, with little to no debt, by age 20. This outcome is possible due to CHN addressing key barriers many high school students encounter in their pursuit of future gainful employment: high school coursework perceived as irrelevant for one's future (American Institutes for Research & Stanford Research Institute International [AIR & SRI], 2013), misaligned credit requirements between secondary and postsecondary institutions (Symonds et al., 2011), entering the workforce unprepared (Fletcher & Tyson, 2017; Woods, 2015), and high student debt (NCES, 2019; Tobolowsky & Allen 2016).

SASD also stands to gain from addressing this problem of practice. Considering the time, organizational energy, and additional resources allocated to CHN, the program's success will be an important accomplishment for the district. The ability to conceptualize, design, and

implement this program, which is directly aligned with the district Mission, can contribute greatly to the institutional knowledge and professional capacity of its teams and individuals. As an organization, achieving success with high-profile and complex initiatives such as CHN, can help to prevent teacher burnout and attrition (Ari et al., 2017).

The problem is also important for the Sheboygan community, including LTC and LU. The long-term beneficiary of an effective and successful CHN program will be the wider community. The institutional bonds forged through the development of CHN will strengthen relationships that can lead to future innovations. Particularly as the program aims to address equity and access for groups traditionally underrepresented in the IT field, including a wider range of students into the pipeline that leads toward gainful employment will benefit the community by decreasing socioeconomic gaps. Extensive data shows that higher levels of education are correlated with increased earnings and increased well-being (Cheeseman et al., 2002; Baum et al., 2010; National Center for Education Statistics [NCES], 2019). Some researchers even go so far as to argue that a failure to address economic inequities will tear our society apart (Symonds et al., 2011). Therefore, this problem is of high importance for all involved; SASD students, SASD as an organization, and the entire community.

Failure to address this problem would be a missed opportunity. Key community stakeholders have demonstrated a strong commitment to realize the CHN vision. Data indicates that more than 65% of jobs considered gainful employment require a postsecondary degree (Bottoms & Sundell, 2016). Local businesses have expressed their need for IT professionals (Romell, 2016). Taken together, all these contextual factors indicate the wide-ranging importance of CHN.

Literature Review

To address the identified problem of practice, I conducted literature review to first situate CHN within the wider context of dual-enrollment programs and to then identify the key features of successful programs.

A Brief History of Career and Technical Education

While the core ideas associated with today's dual-enrollment programs are rooted in the purpose of any educational endeavor, that a person will be to improve a skill, deepen an understanding, or gain new knowledge, our current school-based and federally funded programs can be traced back to the 1917 Smith-Hughes Act. This act provided federal funding for states to use for secondary school programs that promoted vocational education. This was done, in part, to meet labor demands that were shifting away from agricultural work and toward work in the growing industrial sector. This act was followed by similar acts and amendments that continued the same purpose. In 1963, the passage of the Vocational Education Act signaled an expansion in funding, an expansion in vocational fields, and provisions to afford wider access to these programs (Wolfe, 1978). In 1984 and onward, these acts were named the Perkins Acts and five of them were authorized from 1984 to 2018. As the economy modernized, these acts increasingly incorporated all trades, especially those associated with high tech fields. The acts substituted the term career and technical education in place of vocational education, while including support for pathway programs targeting workforce development, especially those related to high tech fields. The latest Perkins Act (V) appropriated over \$1.2 billion dollars in state funding and extends to 2024. These funds are

meant to support programs that enhance the employability skills of students in career and technical education programs (Perkins Collaborative Resource Network, 2019).

Defining Dual-Enrollment Programs

Within this context, and as a postsecondary secondary education has become increasingly necessary for finding gainful employment (Baum et al., 2010; Carnevale et al., 2011), schools have developed programs that allow students to merge secondary and postsecondary educational experiences. The nature of these programs has evolved together with the evolving economy and the increasing demands placed on schools to prepare students for the modern economy. There is wide variation in these programs as they relate to, among many other factors, organizational structure, program culture, goals, standardization, size, site location, student eligibility, teacher certification, and the degree of association with the Institution of Higher Education (IHE) (Bragg et al., 2006). To better understand these programs, I will sort them into the following categories: dual-credit programs, dual-enrollment programs, and dual-enrollment pathway programs. These categories are not clearly determined, nor do they have widely accepted definitions. All the categories can be seen as dual-enrollment programs in the sense that students can earn both high school and IHE credits through one course.

Dual-Credit Programs

The common feature of these programs is that students take high school courses which can potentially be accepted by IHEs for credit, but where this final determination is left to each IHE where a student enrolls (Tobolowsky & Allen, 2016). These programs, sometimes called singleton programs because students select individual courses of interest, typically are not

accompanied by high levels of specific student support and are taken as courses that fulfill normal high school graduation requirements (Barnett & Stamm, 2010). Some schools offer in-house courses, but most programs involve standardized courses such as those offered as College Board's Advanced Placement (AP) courses or the International Baccalaureate Organization's Diploma Programme (IBDP) courses. Both IBDP and AP courses have expanded significantly worldwide over the past 30 years, now being offered in most every country. Certain scores on these course exams often guarantee credits in college programs, but not always. While a majority of IHEs accept these courses for transfer credit, a growing number of IHEs restrict or completely prohibit these credits from transferring to their schools (Weinstein, 2016). These programs are generally seen as options for high-performing students to get a head start on IHE graduation requirements and to increase the likelihood these students are accepted to the IHE of their choice. These programs can also involve coursework that is designed for transfer credit to technical colleges.

Dual-Enrollment Programs

These programs share many characteristics of dual-credit programs, but they are defined by the level of association with the IHE. In these programs, high schools and an IHE have a specific agreement where the courses are officially designated as both high school and IHE courses (Piontek et al., 2016). These courses are typically taught by IHE teachers or high school teachers who are approved by the IHE. Students are simultaneously enrolled at both institutions and receive transcripts for these courses from the high school and the IHE. The courses normally take place at the IHE, but there are programs that take place at only the high

school or at both locations. These programs typically involve students taking courses within their normal high school graduation requirements (Tobolowsky & Allen, 2016).

Dual-Enrollment Pathway Programs

The main factor separating these programs, which have emerged in the past 20-30 years, from the previous two is that students can graduate high school with an associate degree and a high school diploma. Often, these programs take place on an IHE campus and are specifically designed, smaller schools that students must apply to. The programs are normally separate from other schools and involve comprehensive academic coursework that requires enrollment from grades 9-12 (Bailey & Karp, 2003). Students select a specific associate degree they wish to pursue, and this coursework features prominently within their high school plan. Given this level of coordination, these programs have high levels of collaboration between the high school and the IHE (Purnell, 2014). These programs have multifaceted and targeted support for student academics and social-emotional development. The Early College High School programs fall within this category. In line with the ECHSI core principals, these programs typically have a culture that emphasizes engaging underrepresented students (AIR & SRI, 2013) in a highly personalized learning environment (Brewer et al. 2007).

CHN at SASD

As can be seen from these categories and descriptions, CHN at SASD does not fit neatly into any category; few programs do. CHN differs from most dual-enrollment pathway programs in two main areas. First, although CHN classrooms are separate and clearly branded as CHN spaces (See Photo 1), they are still located within the high school campus. Most dual-enrollment pathway programs are in separate facilities, and typically on a college campus.

Second, while most dual-enrollment pathway programs have specifically designed systems for high levels of student academic and social support, CHN at SASD does not yet have such a system. Despite these two main differences, CHN fits the defining feature of dual-enrollment pathway programs. It has a streamlined curricular plan with coursework that leads directly to a specific associate degree (Castellano et al., 2016; Passarella, 2018). Therefore, I have placed CHN in this category.

Photo 1

CHN Classroom Space



Results of Dual-Enrollment Programs

Given the wide variation in dual-enrollment programs, there is an equally wide variation in the studies that examine their results. To review the research in this section, I refer to dual-enrollment programs and dual-enrollment pathway programs as dual-enrollment programs. This gray area is one factor that affects wide-scale research into these programs and this phenomenon. The research reviewed here examines the results of such programs.

Although these studies analyze dual-enrollment programs that have a wide range of individual characteristics, I focused specifically on the results of these programs and categorized the results into the following outcomes. I did this because research suggests that students who

participate in dual-enrollment programs outperform other students by these measures: high school grades, high school graduation, IHE enrollment, and IHE graduation (AIR & SRI, 2013; Bailey & Karp, 2003; Berger et al., 2010; Castellano et al., 2016; Garcia et al., 2018; Haxton et al., 2016; Song et al., 2021). Findings across multiple studies indicate that participating in a dual-enrollment program relates to higher college attendance and graduation. For example, research has shown the students who participate in dual-enrollment programs in Minnesota (Davis et al., 2017), New York (Allen & Dadgar, 2010), and California (Domina & Ruzek, 2012) are more likely to attend and graduate from college. The same has been found for students in dual-enrollment programs in Texas (Garcia et al., 2018; Giana et al., 2014; Struhl & Vargas, 2012), North Carolina (Edmunds et al., 2012; Edmunds et al., 2017; Lauen et al., 2017), and Florida (Backes et al., 2015; Karp et al., 2007).

While the body of research reveals overall favorable results of dual-enrollment programs, there are notable areas where the results are not desirable. One study shows that lower performing students who participate in dual-enrollment programs in Washington are more likely to drop out of high school yet are also more likely to earn their GED and enroll in a two-year, but not a 4-year college (Cowan & Goldhaber, 2015). Researchers have found that students who participated in dual-enrollment programs only showed significant gains in reading, but no gains in math (AIR & SRI, 2013; Chapa et al., 2014). While other studies show increased performance in high school graduation, college enrollment, and graduation, but no significant difference in high school grades (AIR & SRI, 2013; Bragg, 2001). In addition to these concerns, other questions have been raised about the unforeseen legal ramifications of exposing high school students to university settings (Nelson & Waltz, 2019) and the potential

downsides of pushing students into college-level coursework without proper support (Thomson, 2017). As dual-enrollment programs grow in scope and number, the focus on these and other questions will likely continue to grow as well.

Of particular interest within the dual-enrollment movement, highlighted by the ECHSI core principles (American Institutes for Research [AIR], 2014), is the engagement and success of students who are traditionally underrepresented among postsecondary graduates. Research into these groups, specifically racial minorities and students qualifying for free and reduced lunch, has shown favorable outcomes according to the measurables listed above (Edmunds et al., 2010; Hughes et al., 2012; Karp et al., 2007; Struhl & Vargas, 2012). These studies cite substantial gains for underrepresented students compared to those who do not participate in dual-enrollment programs. Still, there is not widespread agreement that these results show the entire picture. Taylor (2015), in a study of Illinois dual-enrollment students, showed that while all dual-enrollment students outperform their peer groups, students of color and low-income students did not outperform their peer groups as much as did other groups. In addition to potential inequities in effect size, researchers also showed that students of color do not represent a proportional number of students participating in dual-enrollment programs (Tobolowsky & Allen, 2016). The same has been found with students who qualify for free and reduced lunch (Museus et al., 2007).

Study Samples and Methods

A potential limitation for much of the research in this area relates to sampling. In every study, student participation in the dual-enrollment program is first sparked by the student's interest in joining the program. This self-selection factor likely affects the sample in that these

students already possess the commitment to succeed in these programs (Howley et al., 2013). This affects any comparisons made with students not enrolled in these programs. To address this, the studies analyzing results look at programs where interest outsized available spots in the program and, therefore, a lottery was used to determine admission. Comparing the selected and unselected students for comparison can mitigate this self-selection concern (Edmunds et al., 2017; Haxton et al., 2016; Song et al., 2021). Also, ethical and legal concerns prevent researchers from randomly assigning students to these programs. This further complicates attempts to claim that participation in dual-enrollment programs causes the student outcomes described above. To address this reality, researchers have used advanced statistical practices such as propensity score matching to create similar groups for comparison (Lauen et al., 2017; Struhl & Vargas, 2012). While these methods still cannot guarantee a causal relationship between participation in the program and student outcomes, they do advance the claim that the relationship is far more than coincidental (AIR & SRI, 2013). Also noteworthy is that the individual characteristics of each dual-enrollment program negatively impact the generalizability of these studies. Although these factors affect how the studies are interpreted and can be applied to different contexts, the large amount of favorable evidence, spanning several decades, paints a clear picture that these programs are succeeding by many measures (Song & Zeiser, 2019).

Characteristics of Dual-Enrollment Programs

Having found convincing evidence that dual-enrollment programs are associated with positive student outcomes, my research shifted to understand what characteristics successful and long-standing dual-enrollment programs shared. This understanding was crucial to my

problem of practice as it applied to my partner organization, SASD. Reviewing studies that identified these characteristics, it became clear there were commonalities in the areas of program attributes, implementation, and the student outcomes. These studies used data from student and teacher narratives, focus groups, and open-ended survey questions. Researchers typically performed a qualitative analysis of this data to identify themes.

With wide variation among the specific features of dual-enrollment programs, and even wider variation among the contexts surrounding the communities, the schools, and the students, I approached the literature from this point in an inductive manner to look for common traits of successful and long-standing dual-enrollment programs. Approaching the research in this way led me to identify two overarching concepts: program attributes and student outcomes. The literature revealed core domains of each concept that were prevalent in similar and long-standing dual-enrollment programs. I identified five common domains within the program attribute concept: a targeted focus, a personalized learning environment, academic rigor, effective organizational structure, and effective implementation. I identified four common domains within the student outcomes concept: a sense of belonging, an improved educational self-image, and target population participation. To clarify the domain meanings, although some degree of overlap is unavoidable, I also identified specific indicators of each. An explanation of these concepts, domains, and indicators follows and is outlined in Figures 1 and 2. It is fair to say that several of these studies addressed, either directly or indirectly, all concepts and dimensions of this framework; however, I cite them below according to the most prominent dimensions within each study.

Program Attributes

Program attributes refers to features that are regarded as key characteristics of the program. Although there is wide variation among dual-enrollment programs, five common attributes of successful dual-enrollment programs emerged from the literature.

Targeted Focus

Dual-enrollment programs consistently demonstrated a targeted focus that stakeholders all understood (Dahir, 2020). Programs shared a focus on a detailed pathway to a postsecondary goal. Whether a career, an associate degree, or a bachelor's degree, the connection between a student's secondary experiences and the postsecondary destination was clearly documented and widely understood (Alfeld & Bhattacharya, 2012; Stockdyk et al., 2020). This focus was reflected by stakeholders indicating a connection between their schoolwork and a career or IHE (Edmunds et al., 2013; Fletcher & Tyson, 2017). This factor was apparent by students commonly receiving credit for coursework on both high school and IHE transcripts (Balestreri et al., 2019). Encapsulating these indicators, dual-enrollment participants indicated the presence of a strong college-going culture (AIR & SRI, 2013).

Personalized Learning Environment

Research showed that strong relationships were a common feature of dual-enrollment programs. Not only relationships between students and teachers, but also within the student body and the teacher team (Garcia et al., 2018; Le & Frankfort, 2011). The counselors also figured prominently within the relationship's structures (Ormsmith & Mansfield, 2014). The relationships were leveraged to build a climate of care and to personalize learning strategies and assessments (Thompson & Ongaga, 2011). This learning environment, demonstrated by

high levels of teacher and organizational commitment, was assisted by a multifaceted system of support (Berger et al., 2010).

Academic Rigor

Given dual-enrollment's focus on postsecondary education, a common characteristic of all programs was a high level of academic rigor (Passarella, 2018). Earning IHE credits required a significant commitment from students to meet the standards at such a young age. Researchers showed academic rigor was often seen as a main reason for establishing strong relationships (Ari et al., 2017). Program stakeholders cited the high academic standards as the main reason for having such refined supports, structures, and systems (Ongaga, 2010). In their comprehensive analysis of dual-enrollment programs, Ferguson and Lamback (2014) cited academic rigor and the core curriculum required to achieve it as the central component of strong programs. Maintaining high academic rigor was possible due to early and focused academic intervention for those in need (AIR & SRI, 2013).

Effective Organizational Structure

Successful dual-enrollment programs had clearly defined goals and responsibilities, especially for the adult stakeholders (Alfeld & Bhattacharya, 2012; Conley et al., 2010). The program structure also involved a sense of separateness from students not enrolled in the program. In most cases this occurred due to the program taking place in a different location, but it also involved having separate spaces and teacher interactions when the program did not take place in a different location (Duncheon & Relles, 2020; Slade, 2006). Another key indicator of an effective organization structure was the level of partnership with the IHE. The IHE

presence and community integration experienced within these programs was unmistakable (Karp, 2015).

Effective Implementation

There is strong evidence that implementation influences the desired outcomes of any program (Meyers et al., 2012). Carrying out program implementation in an effective manner was also shown to be a critical factor for dual-enrollment program success (Brewer et al., 2007; Purnell, 2014). This is not a surprise given program implementation is a field of study in and of itself. Aspects of program implementation specific to dual enrollment have been highlighted by researchers. Howley et al. (2013) noted the importance of including teacher perspectives and cross-organizational dynamics into an implementation plan. Taczak and Thelin (2009) found it necessary to squarely address dual-enrollment program implementation from a curricular perspective.

Figure 1 below summarizes the concept of program attributes, the domains, and the indicators.

Figure 1

Successful Dual-Enrollment Program Attributes

Concept	Domain	Indicators
Program Attributes	Targeted Focus	<ul style="list-style-type: none"> ● Culture of connecting schoolwork to postsecondary education and careers ● Coursework reflected on IHE transcripts ● Clearly defined curricular pathway to career, associate degree, or bachelor’s degree

	Personalized Learning Environment	<ul style="list-style-type: none"> ● Commitment to understand and value each student’s unique journey ● Use knowledge of each student’s journey to inform program decisions ● Presence of strong, supportive teacher-student and peer relationships ● Professional relationships focused on program support among teachers, counselors, and administration within IHE and secondary school
	Academic Rigor	<ul style="list-style-type: none"> ● IHE certified teachers, curriculum, and standards (behavior, assessment, maturity) ● Challenging coursework ● Sense of high expectations (self-awareness, self-direction, academics) ● Early, focused academic intervention
	Effective Organizational Structure	<ul style="list-style-type: none"> ● Clearly defined goals and strategy ● IHE leadership of program (transcripts, teachers, courses) ● Program branding, communication, and separateness ● Effective supports (training, positions, time) ● Local organization partnerships
	Effective Implementation (QIF)	<ul style="list-style-type: none"> ● Initial considerations regarding the host setting ● Creating a structure for implementation ● Ongoing structure once implementation begins ● Improving future applications

Student Outcomes

The student outcomes concept refers to desirable sentiments within the students and observable behaviors. Within the wide variation of dual-enrollment programs, these student outcomes were consistently present.

Sense of Belonging

Students expressed a clear sense of belonging within dual-enrollment programs (Woodcock & Beal, 2013; AIR & SRI, 2013). Students felt teachers saw them as complex

individuals, beyond only being a student (Thompson & Ongaga, 2011). This sense was clearly communicated by students and teachers alike throughout multiple studies and was characterized by students feeling they were at home within the program with teachers and classmates who cared about them (Ari et al., 2017; Edmunds et al., 2007; Kaniuka & Vickers, 2010).

Improved Educational Self-Image

Students in dual-enrollment programs revealed an improved educational self-image, characterized as an increased belief in one's educational abilities and prospects for success (American Institutes for Research & Stanford Research Institute International [AIR & SRI], 2009). They reported improved belief in their capabilities to succeed in school and overcome the challenges they faced (Stipanovic et al., 2017). Students felt more positive about taking advanced classes and their abilities to succeed in those classes (Edmunds, 2010). Students also reported that they felt more comfortable in school and more capable of achieving postsecondary educational goals (Barnett & Stamm, 2010; Edmunds et al., 2013).

Improved Student Performance

In addition to how dual-credit students felt about their program and their abilities, actual improvements in attendance, behavior, and grades have been observed over several decades (AIR & SRI, 2013; Castellano et al., 2017; Edmunds et al., 2017; Taylor, 2015; Song et al., 2021). While studies show improved performance extended into postsecondary experiences, for the purposes of this capstone project, I associate this dimension with attendance, grades, and behavior. These outcomes have been shown to align with dual-enrollment programs.

Target Population Participation

The fourth dimension of student outcomes is associated with the background of students in the programs. A key feature of dual-enrollment programs is the intention for traditionally underrepresented groups to access and succeed within high school and postsecondary IHEs (AIR & SRI 2009). This common program attribute is designed to afford equal access to dual-enrollment programs through structured supports and clearly defined program pathways (Karp et al., 2007; Le & Frankfort, 2011; Struhl & Vargas, 2012). A diverse student body is, therefore, observed as a common outcome (Edmunds et al., 2017; Song & Zeiser, 2019).

Figure 2 below summarizes the concept of student outcomes, the domains, and indicators.

Figure 2

Successful Dual-Enrollment Student Outcomes

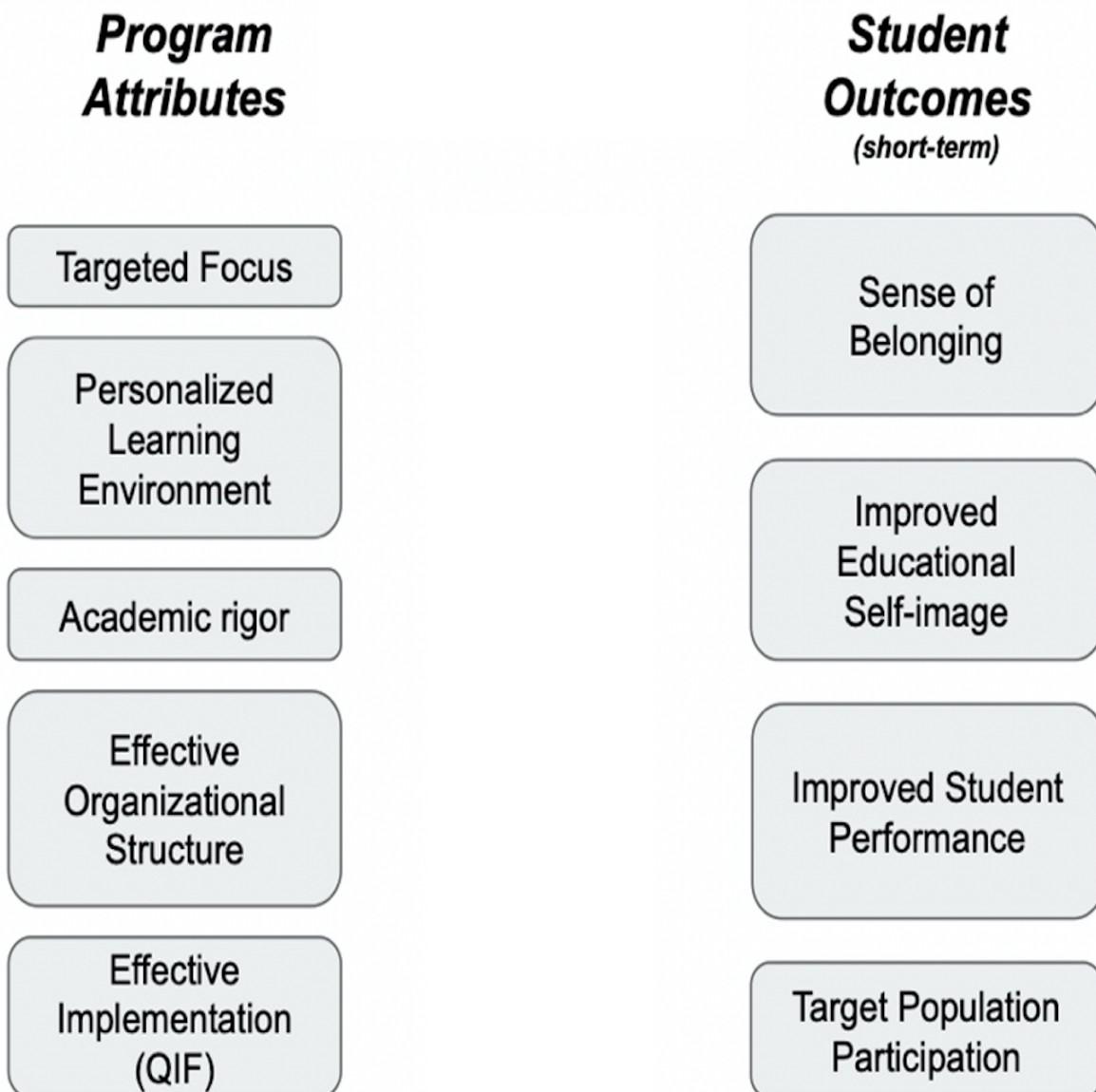
Concept	Domain	Indicators
Student Outcomes	Sense of Belonging	<ul style="list-style-type: none">● A shared sense of social and emotional engagement among all associated with the program
	Improved Educational Self-Image	<ul style="list-style-type: none">● Improved awareness and confidence in one's educational potential
	Improved Student Performance	<ul style="list-style-type: none">● Improved attendance, behavior, and academic achievement
	Target Population Participation	<ul style="list-style-type: none">● Enrollment achieves proportionate representation of student population● This population demonstrates high achievement

Conceptual Framework

Grounded in the research on dual-enrollment programs, I established the following conceptual framework (Figure 3) to guide this study.

Figure 3

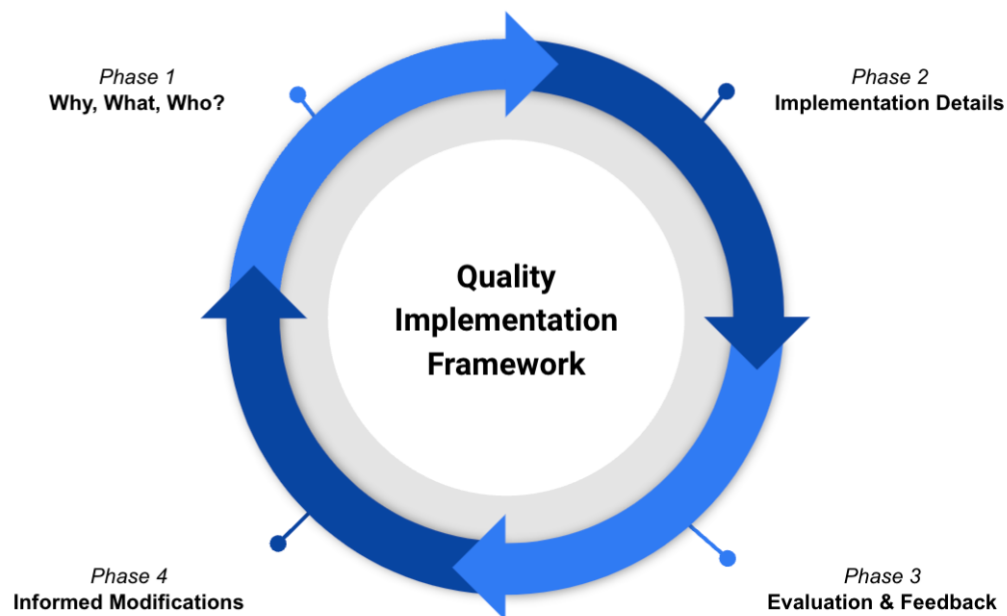
Dual-Enrollment Program Conceptual Framework



To structure and expand upon the effective implementation domain, I viewed this domain through Meyers et al.'s (2012) Quality Implementation Framework (QIF) (Figure 4). This framework is a synthesis of 25 implementation frameworks from fields such as health care, education, and management. The phases in this framework are only sequential to a limited extent. Each phase is meant to be considered before and during program implementation. The first phase involves a fit assessment of the organization and its wider context. The second phase addresses the development of a specific implementation plan, outlining who will perform what aspects of the implementation, when, and how. The third phase clarifies processes related to how eventual problems will be identified and what structures are present for support. The fourth phase involves determining how modifications will be decided based on what has been learned during the program implementation.

Figure 4

Quality Implementation Framework (QIF)



Adapted from Meyers, et al. 2012

Research Questions

To gain insight into the initial implementation and success of the CHN program, I designed the following research questions. These questions target specific dimensions of the conceptual framework. While answers to these questions will reveal information pertinent to SASD and their quest to understand and improve CHN, the questions' connection to the literature will help to contextualize SASD's experiences within the wider field of study and problem of practice. SASD district administrators reviewed these questions and agreed they would reveal information they hoped to better understand about CHN.

1. What do the stakeholders view as the main goals of College Here & Now?
2. To what extent have these goals been achieved?
3. What are the outcomes of students who participated in CHN?
4. To what extent does College Here & Now exhibit the program attributes of successful dual-enrollment pathway programs?
5. What challenges and successes have been experienced while implementing College Here & Now?

Project Design

The purpose of this study was to better understand the CHN program by capturing a clear picture of its program attributes and student outcomes. To accomplish this, I implemented a mixed-methods sequential explanatory design (Ivankova et al., 2006). With this approach, like that of Orsmith and Mansfield (2014), I gathered data in two specific phases. This

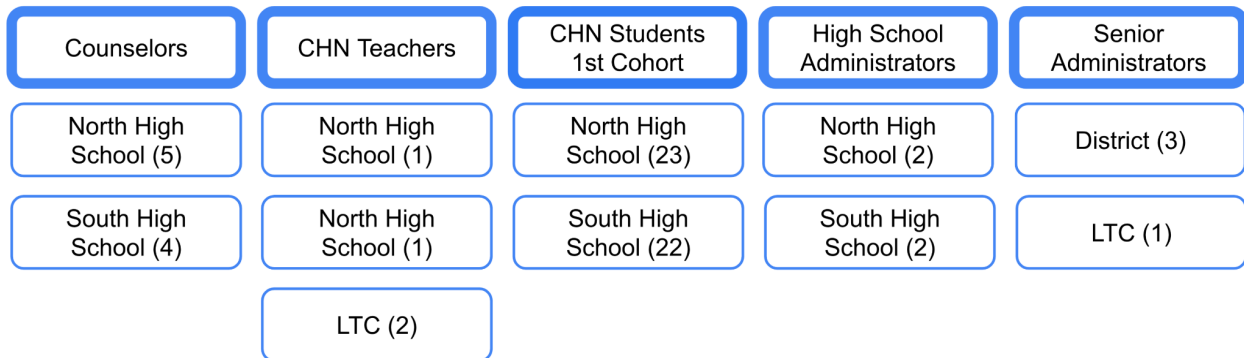
allowed me to use the first phase of data to approach gathering the second phase of data with a deeper understanding of the problem of practice.

Study Participants

The study participants (Figure 5) were chosen because they have direct contact with CHN. I invited all stakeholders who were present from the official announcement of CHN in the fall of 2018 until the study’s conclusion at the end of the fall 2020 semester, the third semester of CHN. The participants were drawn from five stakeholder groups: counselors, CHN teachers, CHN 1st cohort students, high school administrators, and senior administration. There were nine counselors: five from North and four from South. There were four CHN teachers; one from North, one from South, and two from LTC. There were 45 CHN 1st cohort students 23 from North and 22 from South. There were four high school administrators: two from North and two from South. There were four senior administrators: three from district administrators from SASD and one from LTC. Except for students, all stakeholders participated in the focus groups. Survey response rates for all stakeholder groups are listed in Figure 6.

Figure 5

Study Participants & Stakeholder Groups



Data Sources

To understand multiple perspectives on the research questions, I collected data from four sources (Figure 6): CHN program records (See Appendix B, C, D, & E), CHN 1st cohort student records, surveys (See Appendix F & G), and focus groups (See Appendix H & I). Although I could not conduct site visits due to COVID-19, I based these data collection activities on Berger et al.'s (2010) study of the ECHSI and Babbie's (2017) description of surveys and focus group protocols. Figure 6 shows the number of participants that responded to surveys and that contributed to focus groups. These four data sources provided comprehensive information about the study's research questions (Figure 7) and its conceptual framework; the CHN program attributes and the CHN student outcomes.

Figure 6

Data Sources and Collection Activities

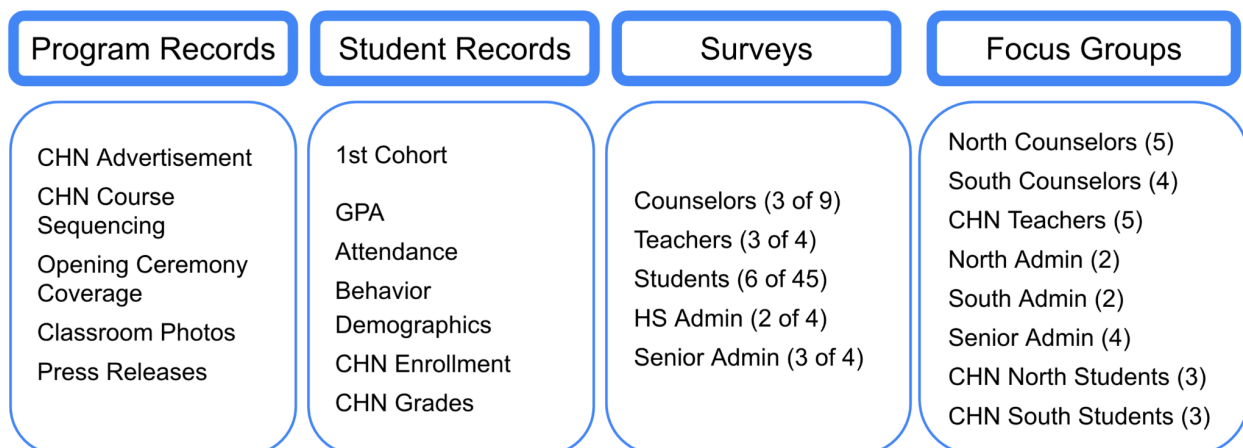
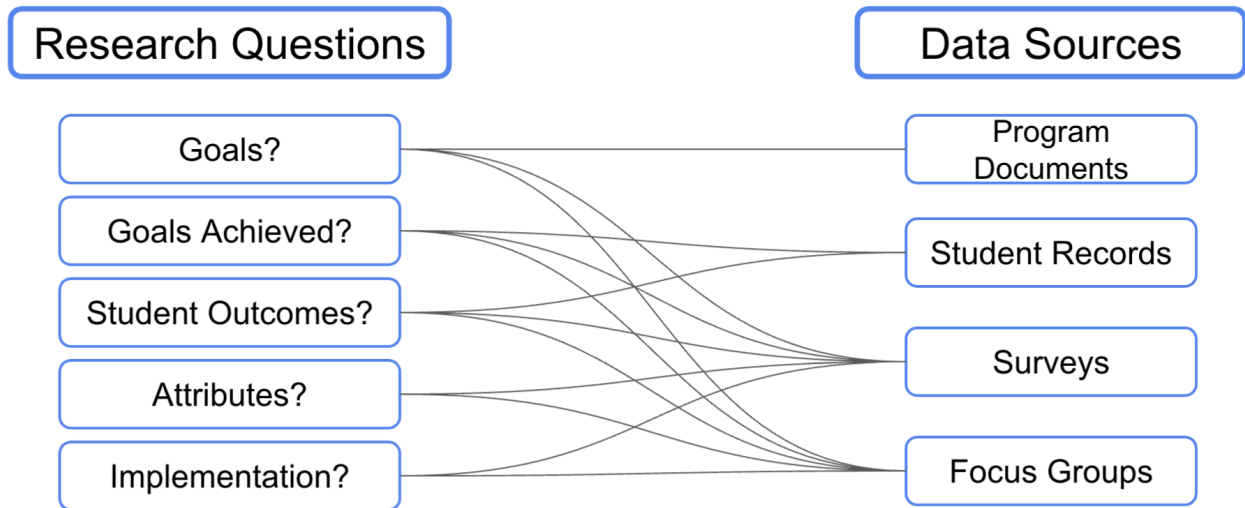


Figure 7

Data Sources and Research Questions



Data Collection

Program Documents. The CHN program records consisted of information related to advertising the program, its purpose, and documenting its structure. This information was obtained through the SASD website and from a district secretary. I uploaded the text documents to Dedoose (Version 8.3.41) to perform a qualitative analysis. I viewed the course sequencing and photos to develop a deeper understanding of the program’s resources and curriculum.

Student Records. I collected records of the CHN 1st cohort’s student’s demographics, grades, behavior, and attendance from grade 8 to the 1st semester of their sophomore year, the third semester of CHN. I obtained these records in Microsoft Excel from a district secretary. The records were difficult to decipher and took considerable time and communication to understand. I organized this data to conduct a quantitative analysis. Cleaning the data required

sifting through reports generated through SASD's student information system, Skyward. I generated a spreadsheet that contained each CHN student's demographic information, CHN grades, all SASD grades, attendance, and behavioral records from grade 8 through their first semester of grade 10.

Surveys. I designed two surveys, one for students and one for the adult stakeholder groups. The student survey had 50 total questions with one required free-response question. The adult survey had 57 total questions with five required free-response questions. The student and adult surveys were primarily the same, except the adult survey contained a more robust subsection about the effective implementation domain because the adult stakeholders were more knowledgeable about how the implementation unfolded as seen through the QIF. The QIF questions were based on those outlined in Meyers et al.'s (2012) framework. The survey questions operationalized this study's conceptual framework dimensions. I used a 5-point Likert scale (1 - Strongly agree, 2 - Disagree, 3 - Neither agree nor disagree, 4 - Agree, 5 - Strongly agree). I developed subsections with multiple questions for each dimension. Each question was followed with an optional free response to elaborate. I pre-tested the survey with counselors, colleagues, and administrators. A senior administrator first notified the teachers, counselors, and administrators via email about the survey, its purpose, and the study. Counselors then notified the students about the same information. I designed the surveys with Google Forms and distributed them to stakeholders via their SASD Google accounts. This approach was recommended by SASD senior administrators because the district deploys Google Workspace for Education, and all stakeholders are familiar with its use. I sent two reminders to participants at one-week intervals. I uploaded the free-response answers to Dedoose to perform a

qualitative analysis. I compiled the Likert-scale questions with Microsoft Excel to perform a quantitative analysis.

Focus Groups. The focus group questions operationalized this study’s conceptual framework dimensions. I used a narrative inquiry approach (Savin-Baden & Van Niekerk, 2007). I conducted eight focus groups (Figure 6). The focus group questions were modified based on a preliminary analysis of the previously collected data from CHN program documents, CHN 1st cohort student records, and the survey data. While allowing stakeholders to tell their stories, I aimed to fill in gaps, confirm areas of alignment, and probe inconsistencies. I recorded the conversation and converted it to text using Microsoft Word’s speech-to-text feature. I reviewed the transcribed texts together with the voice recording to correct any transcription errors. I then uploaded the texts to Dedoose to perform a qualitative analysis.

Figure 8 below links each research question to the collection method and stakeholder groups that provided data.

Figure 8

Research Questions, Collection Methods, and Stakeholder Groups

Research Question	Collection Method	Stakeholder Groups
1.What do stakeholders view as the main goals of the College Here & Now program?	Surveys <ul style="list-style-type: none"> ● Adults <ul style="list-style-type: none"> ● Program Goals (Section 10) ● Students <ul style="list-style-type: none"> ● Program Goals (Section 2) Focus Groups <ul style="list-style-type: none"> ● Adults <ul style="list-style-type: none"> ● Program Goals (Section 1) ● Students 	Students Teachers Counselors School Admin Senior Admin

	<ul style="list-style-type: none"> ● Program Goals (Section 1) <p>Program Documents</p> <ul style="list-style-type: none"> ● CH&N Announcement ● Press Releases ● SASD CH&N Flyer 	
<p>2.To what extent have these goals been achieved?</p>	<p>Surveys</p> <ul style="list-style-type: none"> ● Adults <ul style="list-style-type: none"> ● Program Goals (Section 10) ● Students <ul style="list-style-type: none"> ● Program Goals (Section 2) <p>Focus Groups</p> <ul style="list-style-type: none"> ● Adults <ul style="list-style-type: none"> ● Program Goals (Section 1) ● Students <ul style="list-style-type: none"> ● Program Goals (Section 1) <p>Student Records</p> <ul style="list-style-type: none"> ● CH&N Course Enrollment & Grade ● Attendance ● Behavior ● GPA 	<p>Students Teachers Counselors School Admin Senior Admin</p>
<p>3.To what extent does participation in College Here & Now lead to the desired student outcomes?</p>	<p>Surveys</p> <ul style="list-style-type: none"> ● Adults <ul style="list-style-type: none"> ● Sense of Belonging (Section 3) ● Improved Educational Self-Image (Section 4) ● Improved Student Performance (Section 2) ● Target Population Participation (Section 5) ● Students <ul style="list-style-type: none"> ● Sense of Belonging (Section 4) ● Improved Educational Self-Image (Section 5) ● Improved Student Performance (Section 3) ● Target Population Participation (Section 6) <p>Focus Groups</p> <ul style="list-style-type: none"> ● Adults <ul style="list-style-type: none"> ● Program Goals (Section 2) 	<p>Students Teachers Counselors School Admin Senior Admin</p>

	<ul style="list-style-type: none"> ● Students <ul style="list-style-type: none"> ● Program Goals (Section 2) <p>Student Records</p> <ul style="list-style-type: none"> ● CH&N Course Enrollment & Grade ● Attendance ● Behavior ● GPA 	
<p>4.To what extent does College Here & Now exhibit the key attributes of successful dual-enrollment programs?</p>	<p>Surveys</p> <ul style="list-style-type: none"> ● Adults <ul style="list-style-type: none"> ● Targeted Focus (Section 10) ● Personalized Learning Environment (Section 6) ● Academic Rigor (Section 7) ● Effective Org. Structure (Section 8) ● Effective Implementation (Section 9) ● Students <ul style="list-style-type: none"> ● Targeted Focus (Section 2) ● Personalized Learning Environment (Section 7) ● Academic Rigor (Section 8) ● Effective Org. Structure (Section 9) ● Effective Implementation (Section 10) <p>Focus Groups</p> <ul style="list-style-type: none"> ● Adults <ul style="list-style-type: none"> ● Program Goals (Section 1) ● Students <ul style="list-style-type: none"> ● Program Goals (Section 1) 	<p>Students Teachers Counselors School Admin Senior Admin</p>
<p>5.What challenges and successes have been experienced while implementing the College Here & Now program?</p>	<p>Surveys</p> <ul style="list-style-type: none"> ● Adults <ul style="list-style-type: none"> ● Program Goals (Section 2-10) ● Students <ul style="list-style-type: none"> ● Program Goals (Section 2-10) <p>Focus Groups</p> <ul style="list-style-type: none"> ● Adults <ul style="list-style-type: none"> ● Program Goals (Section 1-3) ● Students <ul style="list-style-type: none"> ● Program Goals (Section 1-3) 	<p>Students Teachers Counselors School Admin Senior Admin</p>

	<p>Student Records</p> <ul style="list-style-type: none"> ● CH&N Course Enrollment & Grade ● Attendance ● Behavior ● GPA 	
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Data Analysis

Quantitative Analysis

In this mixed-methods sequential explanatory design, I first performed a quantitative analysis of the student record data and the survey results. With the student record data, I analyzed demographic trends associated with the indicators of the improved student performance domain listed in Figure 2. With the survey data, I conducted a means analysis of the Likert scale questions to determine trends within each dimension as a whole and within each stakeholder group. I also analyzed the dispersion between stakeholder groups to understand the different perspectives each group had on the framework dimensions.

Qualitative Analysis

While performing the quantitative analysis, I concurrently conducted a qualitative analysis of the CHN program documents and the free-response survey questions. I analyzed this data to search for alignment between the texts and the conceptual framework. After this was complete, my last step was to conduct a qualitative analysis of the focus group data. Using a deductive approach, these texts were all coded according to the conceptual framework domains: targeted focus, personalized learning environment, academic rigor, effective organizational structure, effective implementation (QIF), sense of belonging, improved

educational self-image, improved student performance, and target population participation.

Given that no other themes emerged, I did not add any additional codes. I returned to index the texts several times to search for deeper understanding and refine my analysis.

Findings

Research Question 1: What do the stakeholders view as the main goals of College Here & Now?

- All stakeholder groups and program documents indicated that students gaining college experience was a CHN goal.
 - There was variation in how stakeholders viewed the level of student commitment that would indicate CHN program success.
 - There was variation in how stakeholders viewed the proportional representation of the student body within CHN courses that would indicate success.

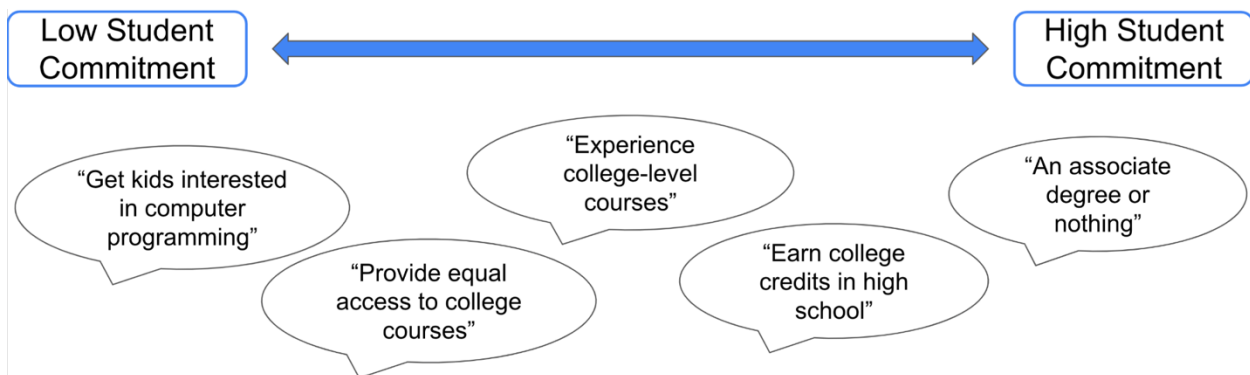
In survey free-response questions, all participants cited college coursework as the main goal of the program. In focus groups, all stakeholders also said a main CHN goal was to provide students with the opportunity to study college coursework. Program documents also clearly highlight college coursework as the main CHN goal. Within that main goal, two themes emerged.

The first theme is related to variation in what level of student commitment to earning the associate degree would indicate CHN program success. The level of student commitment identified as the CHN goal varied from low to high. This theme emerged across stakeholder

groups in surveys, focus groups, and within program documents. Figure 9 shows quotes from focus groups that represent the spectrum of perceptions related to this theme. All members of the senior administration and principal groups said CHN goals aligned more with experiencing college courses than with earning an associate degree. Taking a course or two, instead of the full four-year program, is a lower level of student commitment to the program. On the other hand, all teachers and counselors said they viewed the goal as more directly tied to earning an associate degree and completing the entire four-year program. One counselor described the program as, “You’re all in, or you’re not. That can definitely turn some people off.” Another counselor questioned, “Why is it an associate degree or nothing?” The program documents also clearly emphasize earning an associate degree as the program’s goal. The fact that CHN courses can be taken without committing to the full associate degree program does not appear in the program advertisement poster (See Appendix D) and is only mentioned in the last paragraph of the page-long program introduction letter (See Appendix E).

Figure 9

Stakeholder Views of CHN Goals Related to Student Commitment to Earn Associate Degree



The second theme is related to variation in what level of student proportional representation would indicate CHN program success. In survey free-response answers, stakeholders from all groups noted a desire for the program to be inclusive and highlighted the fact that any student could enroll for the program. In the senior administration focus group, one individual mentioned they will now, “look at the demographics and make sure that we have proportional representation.” One senior administrator also commented on this theme as viewed through a socio-economic lens by saying a goal was to “lift families up ... so they can do better than their parents.” In survey free-response answers, the teachers, counselors, and principals mentioned this theme as it related to male and female representation; however, in focus groups, the theme of proportional representation was not mentioned.

Research Question 2: To what extent have these goals been achieved?

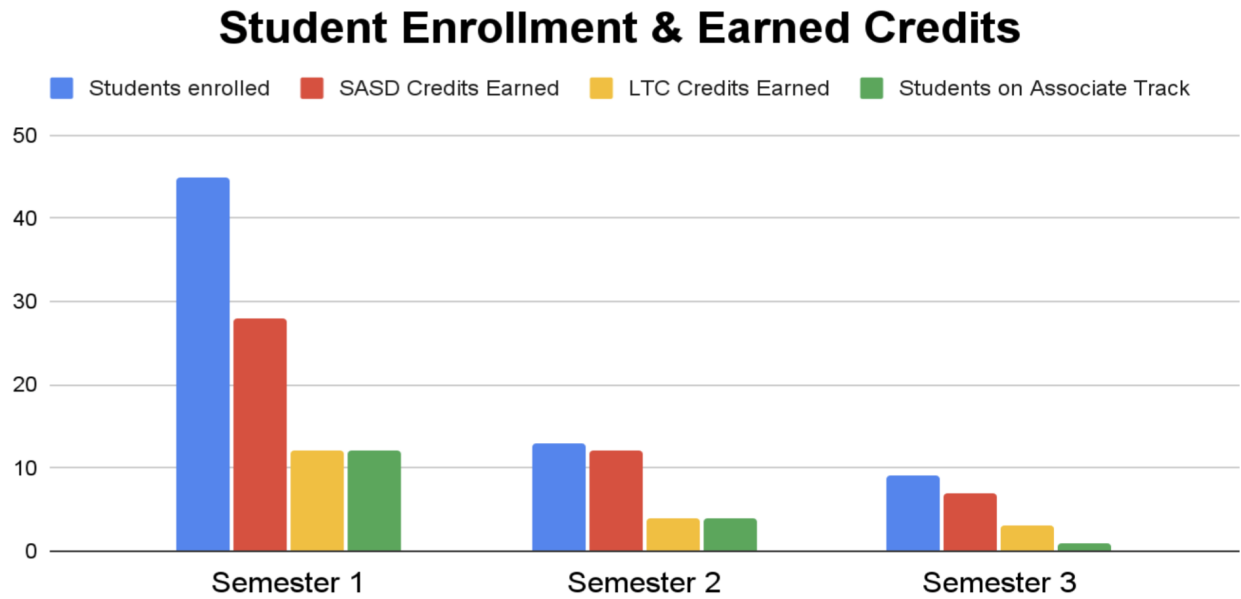
- *Goal: Provide an opportunity for students to experience college-level courses.* Although CHN courses provide the opportunity for students to take college courses, low student enrollment and credit attainment suggest this goal is not being met beyond students having the opportunity.
 - *Theme 1: Provide an opportunity for students to experience college-level courses with either a high or low commitment to the full four-year associate degree.*
Student records indicating low enrollment and credit attainment show this goal is not being met for those with neither high nor low program commitment.
 - *Theme 2: Achieve proportional representation of SASD students within the CHN students.* Student records show proportional representation has not yet been

achieved as viewed by those qualifying and not qualifying for free and reduced lunch, most racial groups, or gender.

Figure 10 shows that, although students can take college-level courses through CHN, few are taking advantage of this opportunity. In the first semester of the program, 45 students enrolled for the first course, with 12 earning LTC credit. In the third semester, nine students were enrolled in a CHN course and three earned LTC credit, with one student on track to earn the associate degree. Having one student on track to earn the associate degree and the low number of students enrolled in CHN courses shows, regardless of the level of student commitment, the program is falling short in its ability to attract students to take college-level courses. In both survey responses and focus groups, teachers and counselors identified the drop in enrollment, and attributed it mainly to what they saw as the grade 9 students not being prepared to meet the demands of the college-level coursework. Additionally, in focus groups all teachers and counselors shared that there was not middle school curriculum specifically designed to lead into the CHN courses.

Figure 10

CHN Student Enrollment & Earned Credits



As the CHN goals relate to proportional student representation, Figure 11 shows the enrollment and credit attainment of groups that are traditionally underrepresented in postsecondary education and the IT field. Student records show proportional representation has been achieved for students who identify as having two or more racial groups and for the students who identify as Asian. White students are overrepresented while Hispanic and Black students are underrepresented in both enrollment and credit attainment. Disparities exist between those who qualify for free and reduced lunch and those who do not. While enrollment in CHN courses is within 15% of proportional representation, only 5% of the LTC credits earned by CHN students were earned by students that qualify for free and reduced lunch. Disparities in enrollment and credit attainment also exist between gender groups where females earned 16% of the LTC credits earned by CHN students. Female enrollment in CHN courses stood at 22%. In

focus groups and on survey free-response questions, participants most frequently mentioned gender disparity as their main concern regarding the program’s inclusiveness. The disparity regarding credit attainment as it relates to students that qualify for free and reduced lunch was not mentioned in focus groups or in survey free-response questions.

Figure 11

Student Enrollment & Earned Credits by Demographic Group

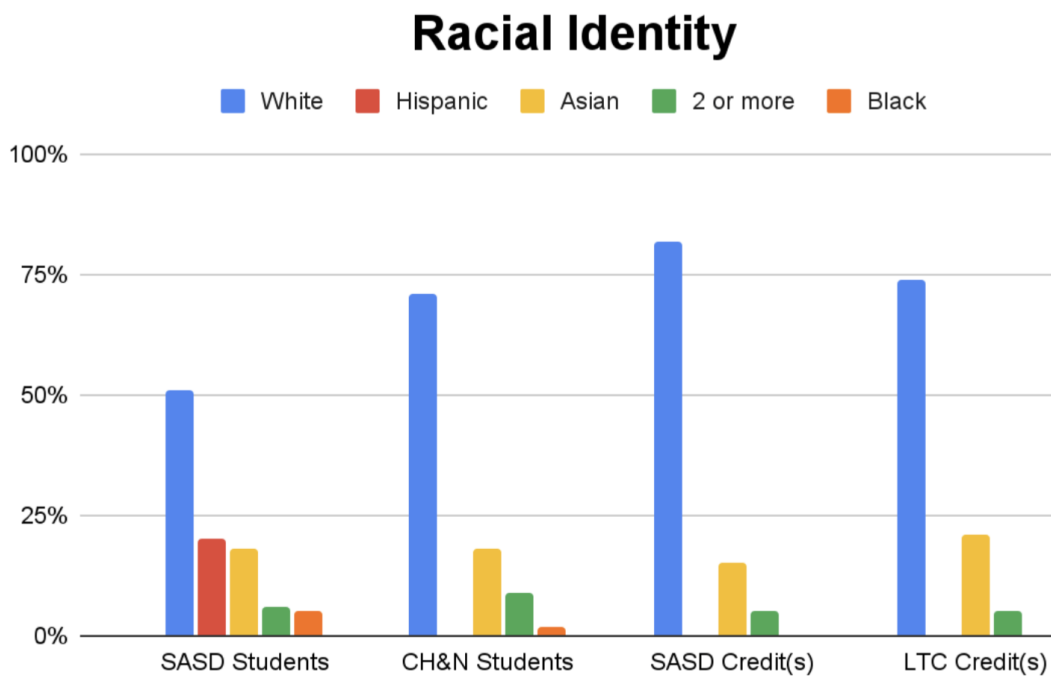
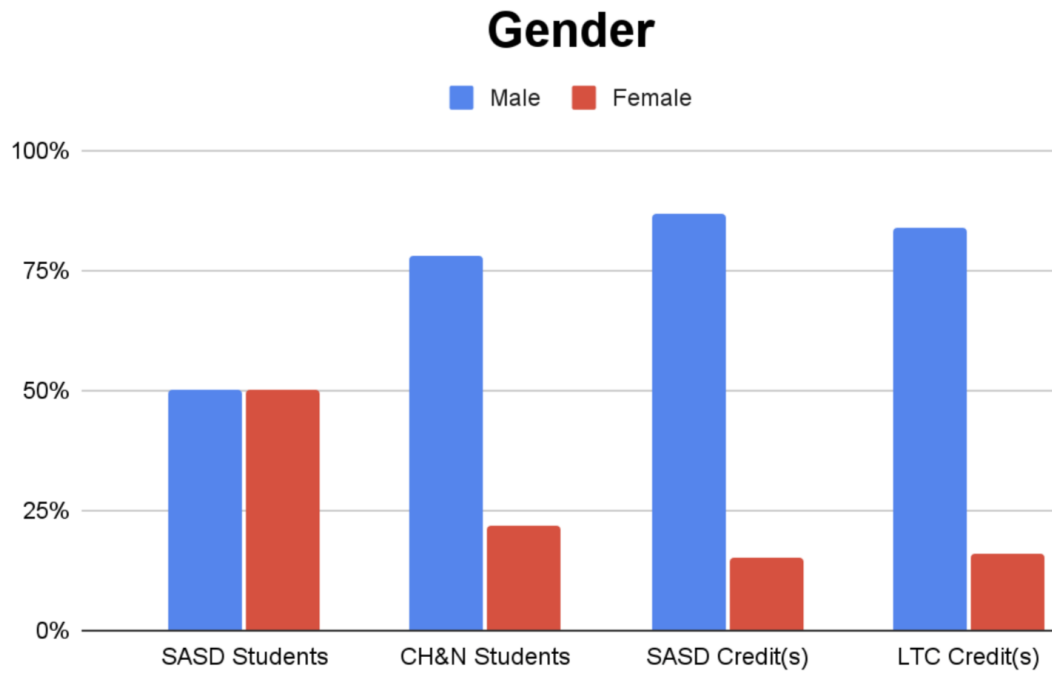
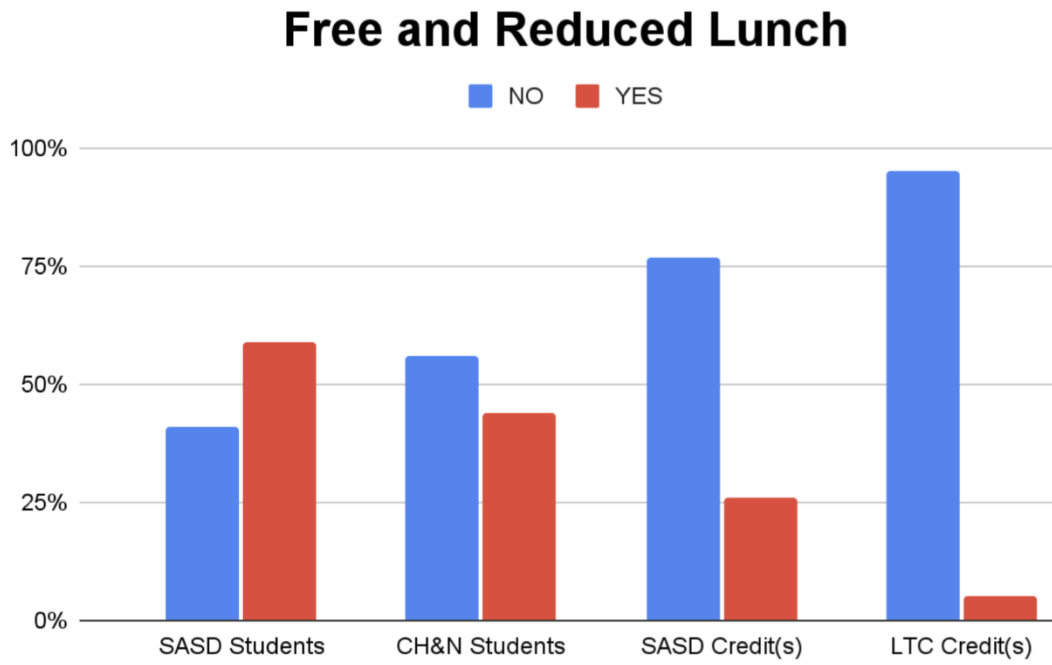


Figure 11 (continued)



Research Question 3: To what extent do College Here & Now students demonstrate the identified student outcomes?

- Stakeholders expressed that CHN students did not demonstrate the identified student outcomes: sense of belonging, improved educational self-image, improved student performance, or proportional representation of CHN students that mirrors the wider SASD student body

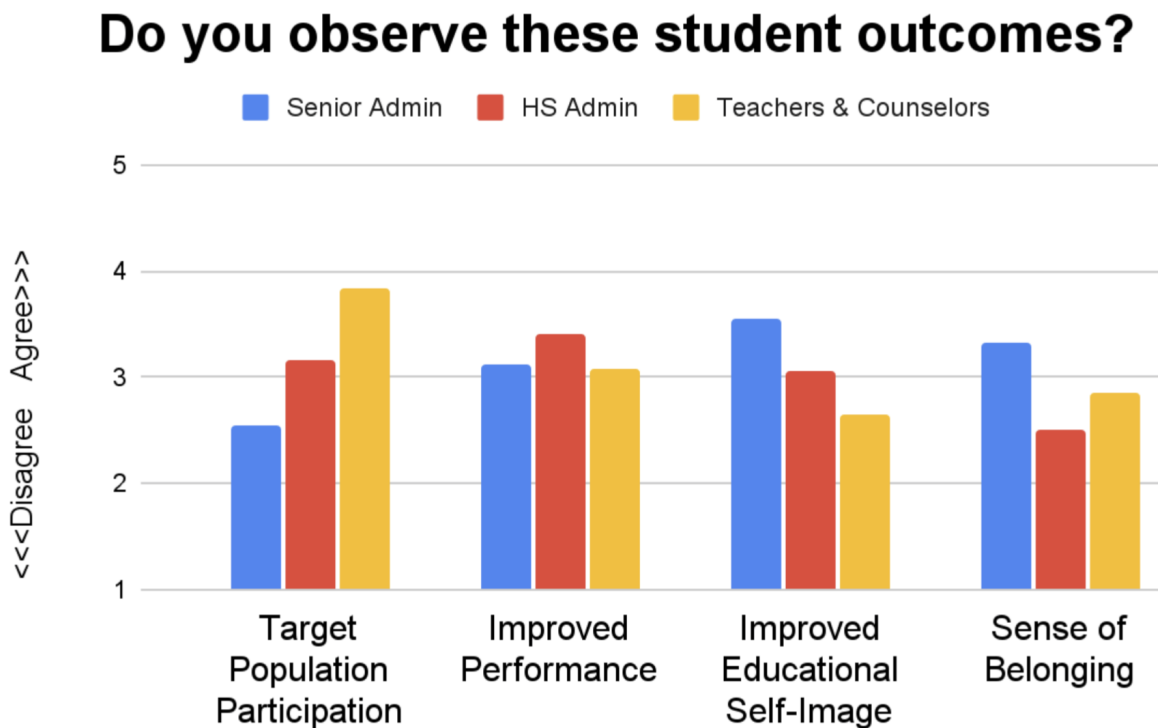
Survey and focus group data indicate that most stakeholders shared a common sentiment that the program itself did not create an environment that led to the student outcomes experienced by similar successful dual-enrollment programs. As one principal explained in a focus group, “Students that are serious about it definitely have gotten a head start on college.” This quote captured the opinion of all stakeholder groups that students who were prepared would succeed and those who were not would struggle. CHN was seen as revealing what characteristics students already possessed upon entering the program in grade 9. This perspective contrasts with a common understanding in many dual-enrollment programs that are experiencing success, where the program is seen as a mechanism to create the desired student outcomes even when such outcomes were not previously present (Song et al., 2021).

Figure 12 shows the survey results of stakeholder groups according to how each group views each student outcome as being caused by participation in the CHN program. There was large dispersion between the senior administrator group and the teacher and counselor group in the domain of target population participation, which is defined as proportional representation of students in the CHN program. Focus group data showed this difference in

perception may be related to different understandings of the term. Senior administrators spoke directly about equity as it related to race and gender while counselors and teachers discussed the topic more in relation to students’ academic and social skills. To explain dispersion in the domains of improved education self-image and sense of belonging, where senior administrators had a more positive impression, focus group data showed senior administrators looked to evidence of successful students where teachers, counselors, and principals more frequently cited the examples of students who had struggled and dropped out of the program.

Figure 12

Survey Results: Stakeholder Group Perceptions of CHN Student Outcomes



Research Question 4: To what extent does College Here & Now exhibit the program attributes of successful dual-enrollment pathway programs?

- Key attributes of CHN that are strengths include high academic rigor and clear structure.
- The weakest attribute of CHN relates to views on program implementation.

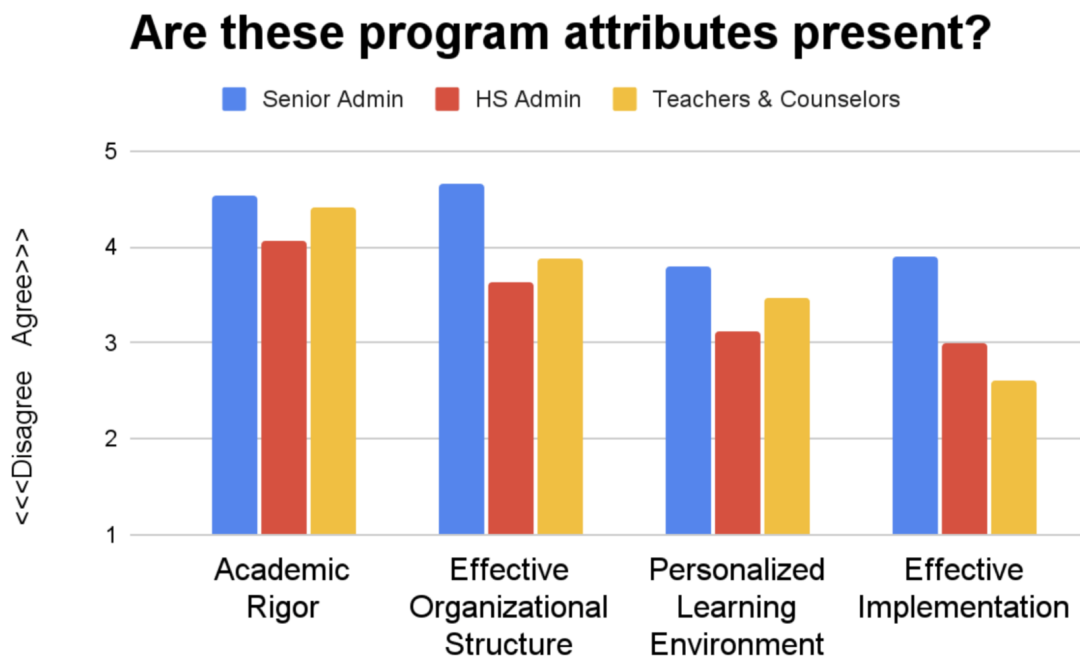
Focus groups data and survey free-response data showed stakeholders most frequently discussed the program attributes of academic rigor and effective implementation. These two emerged as central to the stakeholders' reflection about CHN and are therefore highlighted in these key findings. Survey results show (Figure 13) that stakeholders shared a similar observation that CHN courses have high academic rigor, a program attribute of similar programs that have experienced success (Ongaga, 2010; Passarella, 2018). This finding is corroborated by focus group data from all stakeholder groups that indicates the college-level standards were a significant challenge for the 1st cohort of students. All counselors, teachers, and principals cited this as the main reason for the drop in enrollment.

As Figure 13 demonstrates, the front-line stakeholders, counselors, and teachers, did not feel the program was effectively implemented, while senior administrators felt implementation was generally effective. This may be explained by how the groups viewed their role in implementation. Focus group and survey data showed senior administrators viewed their role in the implementation as designing the larger program structure, most specifically as it related to creating and agreeing upon the memorandum of understanding between SASD, LTC, and LU. As one senior administrator shared in the focus group when talking about the program implementation, "You're just trying to set the foundation, get the memorandum of

understanding in place, get that structure up, and then you kind of have to hand it off.” On the other hand, all counselors shared in focus groups and in survey free-response questions that they had hoped for more input in designing the program structure. This feeling was represented by the following counselor's comment in a focus group, “One of the errors that happened early is that we were not involved at all with the building of this program.” More detailed findings about the program’s implementation are outlined below as they pertain to the final research question.

Figure 13

Survey Results: Stakeholder Group Perceptions of CHN Program Attributes



Research Question 5: What successes and challenges have been experienced while implementing College Here & Now?

Stakeholders identified the following implementation successes:

- A dual-enrollment IT pathway program aligns with the SASD Mission
- SASD, LTC, and LU achieved explicit organizational buy-in and established key program infrastructure
- Front-line stakeholder feedback eventually led to program modifications and organizational growth

One component of the first phase of QIF relates to assessing the fit between an innovation and the existing context. CHN succeeds in this regard. The SASD Mission highlights an active partnership with family and the community. CHN's structure is built on collaboration with two other community organizations, LTC and LU. In bringing college to the high school campus at no additional cost, CHN addresses students' family situations related to transportation and the cost of postsecondary education. The SASD Mission also aims to inspire students "to access the opportunities of society." Focus group data from all stakeholders shows one reason CHN was developed was to equip SASD students for the opportunities available in the local IT field. Business leaders cited this need and SASD designed CHN, in part, for students to take advantage of this opportunity. Further, CHN aligns with the history of collaboration between SASD and local businesses that was outlined earlier in this report.

CHN's memorandum of understanding between SASD, LTC, and LU is evidence of these organizations have explicitly bought into the program. Each organization has demonstrated this

commitment by dedicating significant resources to the program's infrastructure and its credibility. Survey data indicates all stakeholders agree the larger structural components required by the participating organizations are in place.

While the lack of an evaluation plan at the outset of the program hindered efforts to quickly modify the program based on initial feedback, eventually the feedback did lead to changes the teachers, counselors, and principals identified as necessary. The ability to learn from experience is highlighted in the QIF's fourth phase. As shown by focus group and survey data, all stakeholders mentioned that SASD hired additional staff and worked with LTC instructors to improve the curricular fit between the two organizations. In focus groups with teachers, counselors, principals, and senior administration, all stakeholders shared the need to continue modifying the program based on what they had learned through its initial implementation.

Stakeholders identified the following implementation challenges:

- A CHN innovation champion was not identified
- The lack of initial capacity-building strategies
- Unclear evaluation plan inhibited process monitoring and stalled effective program modifications

In survey responses tailored to the Quality Implementation Framework's (QIF) four phases (Meyers et al., 2012), these three implementation challenges emerged. Related to the first phase of QIF, stakeholders did not identify a champion of CHN. One counselor wrote in a

survey free-response question about the program's champions, "I'm not clear who was at the table for the creation of CHN." In a focus groups, one counselor said, "There is no entity that owns this." Survey results across stakeholder groups indicated that the champions of the program were, as one senior administrator wrote, "at the highest levels of leadership," but no specific names were shared by any stakeholders.

The finding above leads to the second, which is also related to the first phase of QIF. Front-line stakeholders, the teachers and counselors, reported in surveys and focus groups that they did not feel their capacity was developed to the extent they could take charge of the program and deliver it successfully. In free-response survey questions and in focus groups, the first-year teachers indicated they only received training to teach the first course in the summer before it started. One senior administrator wrote in the survey, "The high school teachers had to do a crash course in the prior summer. It felt rushed." Another senior administrator commented in a focus group when talking about the initial capacity-building, "We could have been more patient and more empathetic." Focus group data also shows counselors felt they could have been more informed in advance about the program and their role. One counselor shared, "It was just presented to us as a done deal, and we were asked to promote it."

Focus group data revealed all stakeholders felt there were no specific plans to evaluate the program after its initial implementation. Survey data about this fourth phase of QIF shows all but one stakeholder disagreed with the statement that there was a clear evaluation plan shared upon initial implementation. In a focus group, one principal noted that efforts to revise and evaluate the program only began during the first semester of the program when they

realized, “We have kids failing this left and right. What are we going to do with them?” At that point, stakeholders began to evaluate the program’s short-term outcomes.

Recommendations

1. Identify a CHN champion or a champion team of stakeholders.

A key component of QIF Phase 1 is to identify an innovation champion(s) (Meyers et al., 2017). This individual or team of individuals are responsible for and take ownership of inspiring and maintaining buy-in from a wide range of stakeholders. This entity should coordinate resources, advertise success, evaluate the program’s outcomes, and advocate for continuous improvement to support program goals.

2. Define CHN goals for success according to student outcomes

Clear program goals will help solidify the program’s targeted focus. A focus connecting the coursework to clearly defined student outcomes was a common attribute among successful dual-enrollment programs (AIR & SRI, 2013; Dahir, 2020; Edmunds et al., 2013). With the organizational agreements in place between SASD, LTC, and LU, CHN students will benefit from a program that is designed to improve the following student outcomes because of enrollment in the program: a sense of belonging, educational self-image, performance, and target population participation.

3. Establish a process monitoring plan

Meyers et al. (2012) identified the importance of a clear plan to evaluate the program as part of a constant process. Designing this feature into the program structure has been shown to achieve success and improve adaptability to changing contexts (Purnell, 2014). Once goals are

clearly defined, appropriate measurables and data can be identified to track leading and lagging indicators. Establishing a clear feedback mechanism to report and analyze this data will support stakeholder efforts to design official procedures and practices for a continuous improvement process.

4. **Vertically align a sequenced program curriculum that structures academics and learning dispositions**

Having a clearly articulated curriculum that aligns with CHN content and skills, both behavioral and academic, will allow counselors and teachers to identify areas where students need intervention quickly and accurately. This level of targeted and early support has been highlighted as a key component of successful dual-enrollment programs where students experience classroom demands beyond those of other courses (AIR & SRI, 2008). These supports can lead to the creation of an enhanced culture of care that was observed at successful dual-enrollment programs (Ari et al., 2017; Thompson & Ongaga, 2011; Berger et al., 2010).

5. **Continue strengthening ties with LTC and LU**

Strong organizational ties and effective communication are key features of successful dual-enrollment programs (Alfeld & Bhattacharya, 2012). High levels of organizational commitment were seen as crucial factors associated with dual-enrollment programs achieving their goals (AIR & SRI, 2013). Proactively reinforcing the organizational relationships between SASD, LTC, and LU to increase the common focus and clarify decision-making processes will be beneficial for future improvements and modifications to the CHN structure.

Discussion

This project provided an in-depth analysis of the CHN program as viewed through the framework developed that shows what works at similar, successful dual-enrollment programs. The goal was to describe what was currently happening with the CHN program and provide insight into ways the stakeholders could make potential improvements.

In addition to analyzing the first CHN cohort of students through their first three semesters, this study can serve as a template to track and analyze each successive cohort through the CHN program. Viewing data of following cohorts can provide valuable information regarding CHN student outcomes and the impact of various improvements. The longitudinal data will be crucial to inform future modifications.

Limitations

This project was limited by two main factors. The first relates to the circumstances created by the COVID-19 pandemic. Just as I began gathering data, SASD and the entire U.S. began quarantines. Access to stakeholders was limited through the internet and access to the high school campuses was not allowed. As SASD's entire learning program moved online, attention to this study was likely limited. A second limitation relates to the low sample size. This restricted my ability to draw conclusions from survey data or to observe wider statistical trends.

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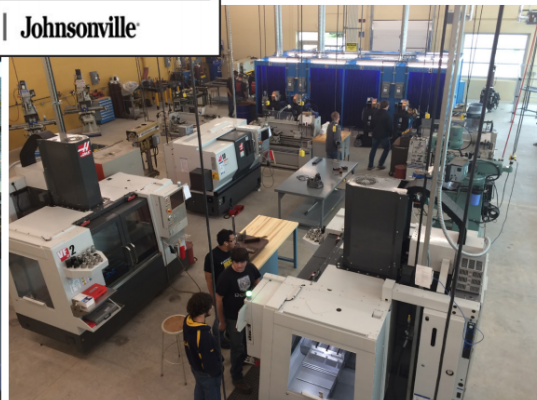
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Appendix A



ADVANCED TECHNOLOGY CENTER
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ADVANCED MANUFACTURING CENTER

SPONSORSHIP LEVEL

EXTERIOR NAMING RIGHTS - **JOHNSONVILLE SAUSAGE**

VISIONARY

INTERIOR WING - **PLASTICS ENGINEERING**

INNOVATION

CLASSROOM 1 - **VOLLRATH COMPANY**

AUTOMATION

CLASSROOM 2 - **AMERICAN ORTHODONTICS**

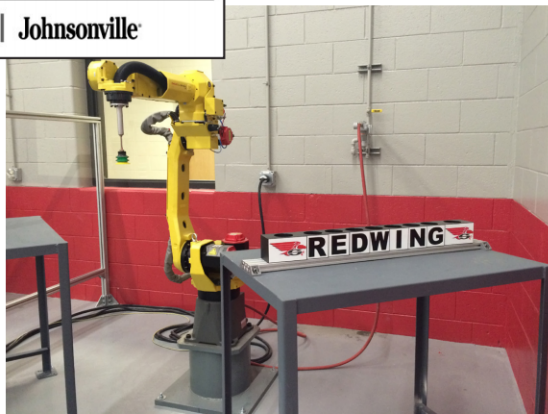
AUTOMATION

CLASSROOM 3 - **BEMIS MANUFACTURING**

AUTOMATION



ADVANCED TECHNOLOGY CENTER
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ADVANCED MANUFACTURING CENTER

SPONSORSHIP LEVEL

EXTERIOR NAMING RIGHTS - **KOHLER COMPANY**

VISIONARY

INTERIOR WING - **THE MUTH FAMILY**

INNOVATION

CLASSROOM 1 - **ROCKLINE INDUSTRIES**

AUTOMATION

CLASSROOM 2 - **SARGENTO FOODS, INC.**

AUTOMATION

CLASSROOM 3 - **SHEBOYGAN CHEVROLET-CRYSLER**

AUTOMATION

Appendix B

Sample High School Schedule for a student enrolled in the IT Pathway

	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING
LTC	Programming Introduction	Introduction to Database Design and Development Web Development 1	Web Development 2 Advancements in Web Design & Development	Web Development 3	Mobile Device Development 1	Mobile Device Development 2	Internship: Web and Software Development	Web and Software Developer-Capstone Project Portfolio Assessment-Web and Software Development
					Object-Oriented Programming 1		Integrated Web Concepts - INubator edu Object-Oriented Programming 2	
SASD	PE9	Health (North) Elective (South)	PE10	Health or Elective (South) Elective (North)	PE11	Elective	Speech Elective	Composition Elective
	Algebra/Geometry English 9 Biology		Geometry/Advanced Algebra English 10 Chemistry/Physics		Advanced Algebra/Math Elective English 11 Chemistry/Physics/Science Elective			
LU							Data Base Basics	Web Security

..... Made Possible By



YOU'RE INVITED

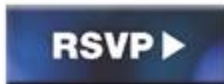
BE AMONG THE FIRST TO HEAR AN



MONDAY, OCTOBER 29, 2018 • 9-10 AM
at Sheboygan North High School Commons

Learn how the power of a public/private partnership will radically **REDUCE** the time to a college degree, **SAVE** families thousands of dollars, and **PREPARE** the next-generation workforce.

- 9:00 AM Welcome Reception
- 9:15 AM Program Begins
- 9:45 AM Closing Remarks



PRESENTED BY



COLLEGE

HERE & NOW

Information Technology Pathway

A program exclusively for students in the Sheboygan Area School District

Program Highlights

- High school students can earn an associate degree in Information Technology (IT) – Web and Software Developer from Lakeshore Technical College while earning their high school diploma from Sheboygan Area School District
- Associate degree classes at NO COST to students and families
- All classes delivered AT Sheboygan North and Sheboygan South High Schools
- Classes are taught by college instructors – these are the same classes with the same rigor as our college students
- Students earn Junior Year admission status at Lakeland University to continue with a bachelor’s degree in computer science
- Lakeland cooperative education offers minimal debt education at Lakeland University

Appendix D



Sheboygan Area School District, Lakeshore Technical College and Lakeland University Announce Innovative New Partnership College Here & Now to Launch in Fall 2019

The Sheboygan Area School District (SASD), Lakeshore Technical College (LTC), and Lakeland University (LU) are leading the nation with the first program that will allow high school students to earn an associate degree at their high school and complete a bachelor's degree in just two years following graduation.

College Here & Now, an innovative public-private partnership, was unveiled on Monday, Oct. 29, at Sheboygan North High School.

By taking dual-credit courses, SASD high school students can earn an LTC associate degree in Information Technology (IT) – Web and Software Developer at the same place and the same time they complete their high school diploma. Through the partnership, the associate degree will be offered with no tuition cost to students and their families.

Students can then continue their education to earn a Lakeland bachelor's degree in computer science in just two years following graduation. If those students participate in Lakeland's Cooperative Education program, they can earn scholarship money and wages to graduate with little or no tuition debt.

While College Here & Now will debut in the fall of 2019 as a pathway to gain entry into the computer science and information technology fields, future pathways under discussion by the three institutions include majors in business, healthcare and education.

LTC and Lakeland classes will be offered at North and South High Schools in dedicated classrooms which the higher education institutions will also use to offer other college coursework. "College Here & Now expands and enhances learning opportunities and experiences for students, which in turn, will ensure our students are highly qualified and have the skill sets needed for success in our competitive world," said Sheboygan Area School District Superintendent Seth Harvatine. "Having two classrooms at both North and South High School for LTC and Lakeland removes the time and transportation barriers for students seeking to take college-level classes."

Paul Carlsen, president of Lakeshore Technical College, noted that while College Here & Now is a win for the entire Sheboygan community, it is most importantly a win for students. "College Here & Now is a commitment to provide a college education to every student in the Sheboygan Area School District, including students who never thought college was for them, but take college courses because of this partnership. College is not hundreds of miles away and only attainable through crippling student loan debt," Carlsen remarked.

College Here & Now creates a new workforce for local employers fueled by a student-centered approach by SASD, LTC and Lakeland.

Lakeland President David Black said the university's co-op program is a perfect match for College Here & Now. "By working together, we are eliminating the barriers that prevent many students from earning a college degree," Black said. "At the same time, we're providing human capital for the many great employers in this region, especially in areas where they have high needs. We are excited to continue working with SASD and LTC to expand College Here & Now to more academic areas so we can reach more students."

The program includes a full set of courses starting a student's freshman year, and continuing each year until graduation. However, students can enroll in the program at any time and take advantage of the various college courses offered on campus. Information will be provided to students starting in eighth grade as they begin planning their high school coursework.

For more information about College Here & Now, contact the Superintendent's Office in the Sheboygan Area School District at (920) 459-3512. Students can begin registering for courses in the pathway program in February 2019.

COLLEGE

HERE & NOW

Information Technology Pathway

A program exclusively for students in the Sheboygan Area School District

Earn an Associate Degree

Through the College Here & Now program, high school students in the Sheboygan Area School District can earn an associate degree in Information Technology (IT) - Web and Software Developer from Lakeshore Technical College (LTC) at the same time they graduate from high school.

The associate degree is available at NO COST to students and their families.

Earn Junior Admission Status at Lakeland University

Students can continue their education to earn a Lakeland bachelor's degree in computer science in just two years following graduation.

Lakeland's cooperative education program offers students the opportunity to graduate with little to no debt.

All IT Pathway Coursework Completed on Campus

The program includes a full set of courses starting a student's freshman year, and continuing each year until graduation. However, students can enroll in the program at any time and take advantage of the various college courses offered on campus.

Classes will be offered starting Fall 2019 at North and South High School. Incoming freshman can register for courses in this program starting in February.

How to Learn More

Contact your child's high school counselor

North High School Counseling Center - (920) 459-3611

South High School Counseling Center - (920) 459-3645

Appendix F

Student Survey: College Here & Now Implementation

Dear students,

Thank you for taking time to share your thoughts about your experiences with the College Here & Now (CH&N) program. The answers you provide are to better understand what the program is like for you as a student. The information will be used to analyze the program and make improvements for you and future students. This survey should take you less than 30 minutes to complete. Please take care with your answers. Each question was carefully considered, and all respondents' answers will be carefully analyzed.

Current School

- Sheboygan North
- Sheboygan South

Current Grade

- 10
- 11
- 12

If currently in grade 10, continue.

If not, jump to Racial Background question

Did you attend a Sheboygan middle school in grade 8?

- Yes
- No

If yes, continue.

If not, jump to Racial Background question

Which Sheboygan middle school did you attend in grade 8?

- Etude Middle
- Farnsworth
- Horace Mann
- Lake Country Academy
- Sheboygan Leadership Academy
- Urban
- Warriner Middle

Racial Background

- Asian

- Black
- Hispanic
- White
- Other
- Two or more

Gender

- Female
- Male

This first question is to get an idea of what you think is the main focus of the College Here & Now (CH&N) program for you as a student. Please answer how much you agree with the statement and then write what you feel is the main focus. There are no right or wrong answers. This question is about what you feel.

I feel the CH&N program has a clear focus.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
How would you describe the main goals of the CH&N program?					

The following questions are based on your experience last year as a student in the College Here & Now (CH&N) program. Again, there are no right or wrong answers; these questions are about what you feel based on your experiences. After each question you can write an example of why you feel the way you do. These examples will help to better understand your answer, but there are 49 questions, so you don't have to write an example for every question.

How much do you agree or disagree with the following statements?

(Questions 1-6)

Because of CH&N, my attendance has improved.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

Because of CH&N, I am more interested in school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
Because of CH&N, I have less behavior problems at school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
Because of CH&N, I am more focused on school during and outside of school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
Because of CH&N, my grades have increased.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
Because of CH&N, I am learning more in school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

(Questions 7-14)

I feel there is a positive team spirit in CH&N.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel connected to the CH&N program (teachers, classmates, what I'm learning in classes)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel the CH&N teachers care about me as a person, not only as a student.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel I'm an important part of the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel the CH&N teachers give an extra effort to get to know me.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

I enjoy being with my CH&N classmates.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel my CH&N classmates and teachers appreciate who I am.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel I belong in the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

(Questions 15-22)

Because of CH&N, I feel like school is where I want to be.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
Because of CH&N, I feel I'm a better student.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

I'm learning skills in CH&N that help me overcome challenges in school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
Because of CH&N, I feel more confident in school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
Because of CH&N, I'm more motivated to go to school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
Because of CH&N, I feel more positive about school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
Because of CH&N, I am more confident I can graduate from high school with an associate degree from LTC.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

Because of CH&N, I am more confident I can graduate from Lakeland University with a bachelor's degree in computer science.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

(Questions 23-25)

My CH&N classmates are a mixture of all students represented at my school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
If they wanted to join, all students at my school would be welcomed in the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
All students would feel comfortable in the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

(Questions 26-33)

I feel teachers in the CH&N program focus on helping me become a better student.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I can tell the CH&N teachers at my school communicate with other adults in the school to make the experience better for me.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I have strong and supportive relationships with CH&N teachers.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I have strong and supportive relationships with CH&N classmates.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

I feel that in the CH&N program I get the attention and support I need to help me succeed with the academics.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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Examples of why you feel this way

I feel that in the CH&N program I get the attention and support I need to help me succeed in managing the workload.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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Examples of why you feel this way

I feel the CH&N program connects what I'm doing now in school with where I want to go in my future.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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Examples of why you feel this way

I have chances to give my ideas about how to make the CH&N program better.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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Examples of why you feel this way

(Questions 34-41)

My CH&N courses are challenging.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
My CH&N courses require more attention and focus than my other courses.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
My CH&N courses require me to be more responsible for my learning than my other courses.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
Succeeding in the CH&N program requires me to be more mature.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
My CH&N teachers have high expectations for my learning.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Examples of why you feel this way					
My CH&N teachers have high expectations for me to be responsible for my actions.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel like my CH&N classes are college-level courses.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel like my CH&N teachers are prepared to teach the courses well.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

(Questions 42-45)

I feel the CH&N program has good connections with local companies, colleges, or other organizations.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

I feel the CH&N program's structure is clear – I know what I have to do to be successful in the program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel I know who can help me if I have questions about the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel LTC has a big role in the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

(Questions 46-49)

I feel the CH&N program was clearly explained to me before I signed up for it.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel like the CH&N program is what I expected it to be.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Examples of why you feel this way					
I feel the CH&N program fits well with what I need from high school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					
I feel the CH&N program can be modified if it's clear there is a better way to do something.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way					

You have completed the survey! Thank you for taking the time to share how you feel about the CH&N program. Your feedback will be used to analyze the program and make it better. You may be contacted to participate in an interview to learn more about your experiences with the CH&N program. Enjoy your day.

Appendix G

Teacher, Administrator, Counselor Survey: College Here & Now Implementation

Dear teachers, administrators, and counselors,

Thank you for taking time to share your thoughts about your experiences with the College Here & Now program. The answers you provide are to better understand what the program is like for you in your role. The information will be used to analyze the program and make improvements for this and future cohorts. This survey should take you less than 30 minutes to complete.

What is your role with the College Here & Now program?

- CH&N Teacher (North, South, LTC)
- Counselor (North or South)
- High School Administrator (North or South)
- SASD District Administrator
- LTC Administrator

For all answers but the last two and CH&N LTC teacher, continue

For last two answers, jump to survey

What school do you work at?

- Sheboygan North
- Sheboygan South

This first question is to get an idea of what you think about the main goals of the College Here & Now (CH&N) program. There are no right or wrong answers. This question is about what you feel.

I feel the CH&N program has clear goals.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
How would you describe the main goals of the CH&N program?					
To what extent do you feel these goals have been achieved?					

The following questions are based on your experience last year as a teacher, counselor, or administrator in the College Here & Now program. Again, there are no right or wrong answers; these questions are about what you feel based on your experiences. After each question you can write an example of why you feel the way you do. These examples will help to better understand your answer, but there are 49 questions, so you don't have to write an example for every question.

Questions 1-25 ask you to consider aspects of the student experiences with the College Here & Now (CH&N) program.

Questions 26-45 ask you to consider aspects of your experiences with the CH&N program.

Questions 46-

How much do you agree or disagree with the following statements?

(Questions 1-6) Student Performance

CH&N students have excellent attendance.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
CH&N students demonstrate high interest in school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
CH&N students have few if any behavior problems at school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					

CH&N students demonstrate high focus on school during and outside of school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
CH&N students earn high grades.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
CH&N students are learning a great amount in school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					

(Questions 7-14) Student Sense of Belonging

I think CH&N students feel the program has a positive team spirit.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					
I think CH&N students feel connected to the program (teachers, classmates, coursework)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Examples of why you think this way?					
I think CH&N students feel teachers care about them as a people, not only as students.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					
I think CH&N students feel they are an important part of the program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					
I think CH&N students feel teachers give an extra effort to get to know students.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					
I think CH&N students enjoy being with their classmates.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					

I think CH&N students feel appreciated for who they are by teachers and classmates.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					
I think CH&N students feel they belong in the program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					

(Questions 15-22) Student Educational Self-worth

I think CH&N makes students feel like they want to be in school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					
I think CH&N makes students feel they are better students.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					

I think CH&N makes students feel they are learning skills that help them overcome challenges in school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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Examples of why you think this way?

I think CH&N makes students feel more confident in school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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Examples of why you think this way?

I think CH&N makes students feel more motivated to go to school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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Examples of why you think this way?

I think CH&N makes students feel more positive about school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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Examples of why you think this way?

I think CH&N makes students feel more confident they can graduate from high school with an associate degree from LTC.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					
I think CH&N makes students feel more confident they can graduate from Lakeland University with a bachelor's degree in computer science.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you think this way?					

(Questions 23-25) Inclusiveness

CH&N students are a mixture of all students represented at the school.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
If they wanted to join, all students at my school would be welcomed in the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Examples of why you feel this way?					
All students would feel comfortable in the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					

The remaining questions focus more on your experiences with the College Here & Now (CH&N) program.

(Questions 26-33) Personalized Learning Environment

CH&N teachers focus on helping participants become better students.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
The CH&N teachers, administrators, and counselors communicate with each other to make the experience better for students.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					

I have strong and supportive relationships with CH&N students.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
I have strong and supportive relationships with CH&N colleagues.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
I feel that I get the attention and support I need to help me succeed in my role with the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
I feel that in the CH&N program I get the attention and support I need to help me succeed in managing the workload.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					

I feel the CH&N program connects what I'm doing now in school with where I want to go in my career.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
I have chances to give my ideas about how to make the CH&N program better.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					

(Questions 34-41) Academic Rigor

CH&N courses are challenging for students.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
CH&N courses require more student attention and focus than other courses.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					

CH&N courses require students to be more responsible for their learning than other courses.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
Succeeding in the CH&N program requires students to be more mature.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
CH&N teachers have high expectations for student learning.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
CH&N teachers have high expectations for students to be responsible for their actions.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
I feel like CH&N classes are college-level courses.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Examples of why you feel this way?					
I feel like CH&N teachers are prepared to teach the courses well.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					

(Questions 42-45) Effective Organizational Structure

I feel the CH&N program has good connections with local companies, colleges, or other organizations.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
I feel the CH&N program's structure is clear – I know what I have to do to be successful in the program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					
I feel I know who can help me if I have questions about the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Examples of why you feel this way?					
I feel LTC has a big role in the CH&N program.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Examples of why you feel this way?					

The following 12 questions pertain specifically to the implementation of the College Here & Now (CH&N) program.

(Questions 46-52) Initial Considerations Regarding the Host Setting

The CH&N program fits the SASD setting. (The district, the schools, the teachers, the students and their families, the community, at this time)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Please elaborate					
The district, LTC, the schools, the students, and the community were ready for CH&N to be implemented.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Please elaborate					
The CH&N program was designed so that it can be adapted as needed after initial implementation.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Please elaborate					

There were at least a few champions of CH&N who were bought into the program and passionately pushed forward the idea and vision.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Please elaborate					
What were some components of the CH&N program that you initially saw as the most important to ensure its success?					
What were some of the roles in the CH&N program that you initially saw as needing the most attention for training and on-going support?					
Before implementing the program or in its early stages, SASD provided sufficient training for those roles that needed it most.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Please elaborate					

(Questions 53-56) Structural Features for Implementation and Ongoing Support

The CH&N program has clear roles and responsibilities.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Please elaborate					

Now that CH&N is underway, the necessary assistance, training, and coaching will be provided for teachers, students, counselors, staff, and administrators.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Please elaborate					
There are protocols in place to evaluate how well CH&N is functioning and meeting its goals.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Please elaborate					
There are structured ways feedback about the CH&N program will be shared and discussed.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Please elaborate					

(Question 57) Improving Future Applications

If you could turn back time and return to the planning stages of the CH&N program, what would be some things you would change about how the program was conceptualized, designed, and implemented?	
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You have completed the survey! Thank you for taking the time to share your thoughts about the CH&N program. Your feedback will be used to analyze the program and make it better. You may be contacted to participate in an interview to learn more about your experiences with the CH&N program. Enjoy your day.

Appendix H

Student Interview Protocol: College Here & Now Implementation

Before turning on the voice recorder:

Explain the purpose of the study is to improve the program for this first cohort and for upcoming cohorts. Also explain that I am doing a study for an EdD and my goal is to help make the school better for students and the whole school community. The information will be used to analyze the program and provide some ideas to continue making it better.

Say to the student, *“I want to remind you that participating in this interview is voluntary and your responses are completely confidential. You can stop the interview at any point or ask me to turn off the voice recorder. Do you have any questions about the interview or the study before we get started?”*

Turn on the voice recorder.

This is Sheboygan North/South. It is (date) at (time). My name is Alexander Pethan and I am interviewing (student’s name) who is currently in grade (?).

How long have you been a student in SASD?

Say to the student, *“We’ll be talking about how you felt as one of the first students in the program. The goal is to understand what the experience was like for you. There are no wrong answers and you only need to answer for how you personally feel, even if that is not how you think other people feel. We want to learn from your experience. The main topics are about the program itself and how you think the program affected you as a student and person. Do you have any questions about the topics?”*

Focus areas for interviewer

- Briefly explain each attribute and outcome before entering into that topic.
- Probe for anecdotes to corroborate any general impressions.
- Follow up statements about impressions or sentiments to seek specific examples – if appropriate: frequency of examples, dates of examples, who was involved, where the event(s) took place, linking impression to cause(s).
- Ask why a student thinks a certain way or feels something is important – try to place desired outcomes and place of program in student’s plans, linking program attributes to outcomes, or “other” if it does not fit within the framework.
- Ask students to link impressions to other events within the program.
- Generally, always ask follow-up questions to learn more background behind answers. Could you talk more about that? What makes you feel that way? What are

some reasons you see it that way? How did you come to that understanding? What are some things that happened that made that clear for you?

· Ask all questions in order if possible but note comments in the interview chart as they surface. It is ok to jump around the questions, addressing all eventually, if the conversation naturally flows that way. Don't let rigidity get in the way of the student telling their story.

Interview Questions

1. Program Attributes

a. Personalized Learning Environment

- i. How would you describe the overall atmosphere within the program?
- ii. How much do you feel there is a strong team spirit among the teachers and the students?
- iii. How would you describe the student/student and student/teacher relationships? What about the relationships among the teachers, counselors, and administrators as they relate to working together to make this program work for you as a student?
- iv. If you're challenged by the coursework or have some other challenge with doing your best in the program, what would you do to get help or advice with that?
- v. How much of the program allows for you to have a say in how you learn? (Projects, assignments, classwork)
- vi. How would you describe the teachers, classmates, counselors and their roles in helping you succeed in the program?

b. Targeted Focus

- i. What do you think are the main goals of the program?
- ii. How well are these being achieved?
- iii. What do you think the program is designed for you to accomplish, or how/what it's designed to help you get better at?

c. Academic Rigor

- i. Speaking only about the classwork and the material you need to learn, how difficult are the classes, or do you find them to be the same as your other classes?
- ii. What happens if you're falling behind?
- iii. What do you think it takes of you as a student and person to succeed in the program?
- iv. How much do you feel the classes are college-level classes?

- d. Effective Organizational Structure
 - i. Can you describe how the program works? What do you need to do to successfully complete the program?
 - ii. How much do you feel this program is separate from those who are not in the program?
 - iii. What local organizations or professionals have you been in contact with through this program?
 - iv. What are the roles of the adults running the program and describe what they do?
 - v. What is the role of LTC in the program?

- e. Effective Implementation
 - i. How did you find out about this program?
 - ii. What improvements have you seen from the start to now or areas where the program has been adapted to make it better?
 - iii. Looking back, how well prepared do you feel you were to start the program? (study skills, mindset, time management, content/concept knowledge)
 - iv. What are some areas you know now where the program was as you expected and other areas where you didn't expect some things?

2. Student Outcomes

- a. Sense of Belonging
 - i. How much do you feel you belong in the program?
 - ii. Knowing that there will be challenges to overcome, are there times where you feel that the program is perfect for you or times where you feel you wish you connected more with the teachers and students?
 - iii. How much do you feel the teachers and counselors take time to get to know what the program is like for you as a student?

- b. Educational Self-worth
 - i. As a student, how has this program affected your skills, capabilities, and confidence?
 - ii. What are some ways this program has affected your goals for your future?
 - iii. How has this program changed your attitude about school, learning, college, career, education, how you see yourself as a student?

- c. Performance

- i. How much more motivated do you feel to go to school as a result of this program?
 - ii. What impact has the program had on your behavior and focus in school?
 - iii. How has the program impacted your grades in the program's courses and other courses?
 - d. Target Population / Inclusiveness
 - i. Who do you think this program is for? Who would most benefit from this program?
 - ii. How much do you feel all students would feel welcomed and comfortable in the program?
 - iii. Are there any students you feel are missing out on the program who could do very well in it?
3. Additional Comments or Insights
 - a. Advice
 - i. What would you recommend changing in the program for your cohort? (time, difficulty, connections, pace, clarity, roles, information, input, culture, attention, other?)
 - ii. Thinking back to when you first started, what do you wish you would have known or been good at before you started the program?

Interview Coding Chart

1. Program Attributes	
a. Personalized Learning Environment	
b. Targeted Focus	
c. Academic Rigor	

d. Effective Organizational Structure	
e. Effective Implementation	
2. Student Outcomes	
a. Sense of Belonging	
b. Educational Self-worth	
c. Performance	
d. Target Population	
3. Additional Comments or Insights	

Appendix I

Teacher, Administrator, Counselor Interview Protocol: College Here & Now Implementation

Before turning on the voice recorder:

Explain the purpose of the study is to improve the program for everyone in this first cohort, upcoming cohorts. Also explain that I am doing a study for an EdD and my goal is to help make the school better for students and the whole school community, including how the program is implemented. The information will be used to analyze the program and provide some ideas to continue making it better.

Say to the interviewee, *“I want to remind you that participating in this interview is voluntary and your responses are completely confidential. You can stop the interview at any point or ask me to turn off the voice recorder. Do you have any questions about the interview or the study before we get started?”*

Turn on the voice recorder.

This is Sheboygan North/South. It is (date) at (time). My name is Alexander Pethan and I am interviewing (adult’s name) who is (position).

How long have you been working with SASD? What other roles have you had in education?

Say to the interviewee, *“We’ll be talking about how you felt as the program was implemented. The goal is to understand what the experience was like for you. There are no wrong answers and you only need to answer for how you personally feel, even if that is not how you think other people feel. We want to learn from your experience. The main topics are about the program itself and how you think the program has affected students and you in your role. Do you have any questions about the topics?”*

Focus areas for interviewer

- Briefly explain each attribute and outcome before entering into that topic.
- Probe for anecdotes to corroborate any general impressions.
- Follow up statements about impressions or sentiments to seek specific examples – if appropriate: frequency of examples, dates of examples, who was involved, where the event(s) took place, linking impression to cause(s).
- Ask why the interviewee thinks a certain way or feels something is important – try to place outcomes and attributes, linking attributes to outcomes, or “other” if it does not fit within the framework.
- Ask interviewees to link impressions to other events within the program.
- Generally, always ask follow-up questions to learn more background behind answers. Could you talk more about that? What makes you feel that way? What are

some reasons you see it that way? How did you come to that understanding? What are some things that happened that made that clear for you?

· Ask all questions in order if possible, but note comments in the interview chart as they surface. It is ok to jump around the questions, addressing all eventually, if the conversation naturally flows that way. Don't let rigidity get in the way of the interviewee telling their story.

Interview Questions

1. Program Attributes

a. Personalized Learning Environment

- i. How would you describe the overall atmosphere within the program?
- ii. How much do you feel there is a strong team spirit among the teachers and the students?
- iii. How would you describe the student/student and student/teacher relationships? What about the relationships among the teachers, counselors, and administrators as they relate to working together to make this program work for students and the professionals delivering the program?
- iv. What are students' options are if facing difficulties with coursework or if they have some other challenge with success in the program, what would they do to get help or advice with that?
- v. How much of the program allows for students to have a say in how they learn or you to have say in this? (Projects, assignments, classwork)
- vi. How would you describe the teachers, classmates, counselors and their roles in helping students succeed in the program?

b. Targeted Focus

- i. What do you think are the main goals of the program?
- ii. How well are these being achieved?
- iii. What do you think the program is designed for students to accomplish, or how/what it's designed to help them get better at?

c. Academic Rigor

- i. Speaking only about the classwork and the material needed to learn, how difficult are the classes for the students, or do they find them to be the same as other classes?
- ii. What happens if students fall behind?

- iii. What do you think it takes as a student and person to succeed in the program?
 - iv. How much do you feel the classes are college-level classes?
 - d. Effective Organizational Structure
 - i. Can you describe how the program works? What do students need to do to successfully complete the program?
 - ii. How much do you feel this program is separate from those who are not in the program?
 - iii. What local organizations or professionals have you and students been in contact with through this program?
 - iv. What are the roles of the professionals running the program and what are their responsibilities?
 - v. What is the role of LTC in the program?
- 2. Student Outcomes
 - a. Sense of Belonging
 - i. How much do you think students feel they belong in the program?
 - ii. Knowing that there will be challenges to overcome, could you share about times where you think students feel the program is perfect for them or times where they feel they connected more with the teachers and students?
 - iii. How much do you feel the teachers and counselors take time to get to know what the program is like from the students' perspective?
 - b. Educational Self-worth
 - i. How has this program affected students' skills, capabilities, and confidence?
 - ii. What are some ways this program has affected students' goals for their futures?
 - iii. How has this program changed student attitudes about school, learning, college, career, education, and how they see themselves as students?
 - c. Performance
 - i. How much more motivated do you feel students are to go to school as a result of this program?
 - ii. What impact has the program had on student behavior and focus in school?

- iii. How has the program impacted student grades in the program's courses and other courses?
 - d. Target Population / Inclusiveness
 - i. Who do you think this program is for? Who would most benefit from this program?
 - ii. How much do you feel all students would feel welcomed and comfortable in the program?
 - iii. Are there any students you feel are missing out on the program who could do very well in it and who it could serve?
- 3. Implementation
 - a. Initial Considerations Regarding the Host Setting
 - i. How well did/do you feel the program fits into the current context? (schools, students, families, community, timing)
 - ii. How well prepared did/do you feel participants (teachers, students, administration, staff, counselors) were to implement the program?
 - iii. How adaptable is the program?
 - iv. Who did/do you see as those carrying the torch of the CH&N program's vision and idea?
 - v. Initially, what did you think were the most important to ensure the program's success?
 - vi. What roles did you first see as needing the most support?
 - vii. What training took place for those and other roles and how well do/did you feel that addressed the needs?
 - b. Structural Features and Ongoing Support
 - i. How clearly defined are the program's roles and responsibilities?
 - ii. How is ongoing training, coaching, assistance going now that the program is underway?
 - iii. What protocols exist to monitor the program's success and check to see how well the goals are being met?
 - iv. How is feedback about the program shared and what happens with the feedback? (structures)
 - c. Improving Future Applications
 - i. What would you change about how the program was initially planned and implemented?
 - ii. What recommendations do you have to continuously improve the program?

Interview Coding Chart

1. Program Attributes	
a. Personalized Learning Environment	
b. Targeted Focus	
c. Academic Rigor	
d. Effective Organizational Structure	
2. Student Outcomes	
a. Sense of Belonging	
b. Educational Self-worth	
c. Performance	

d. Target Population	
3. Implementation	
a. Initial Considerations Regarding the Host Setting	
b. Structural Features and Ongoing Support	
c. Improving Future Applications	