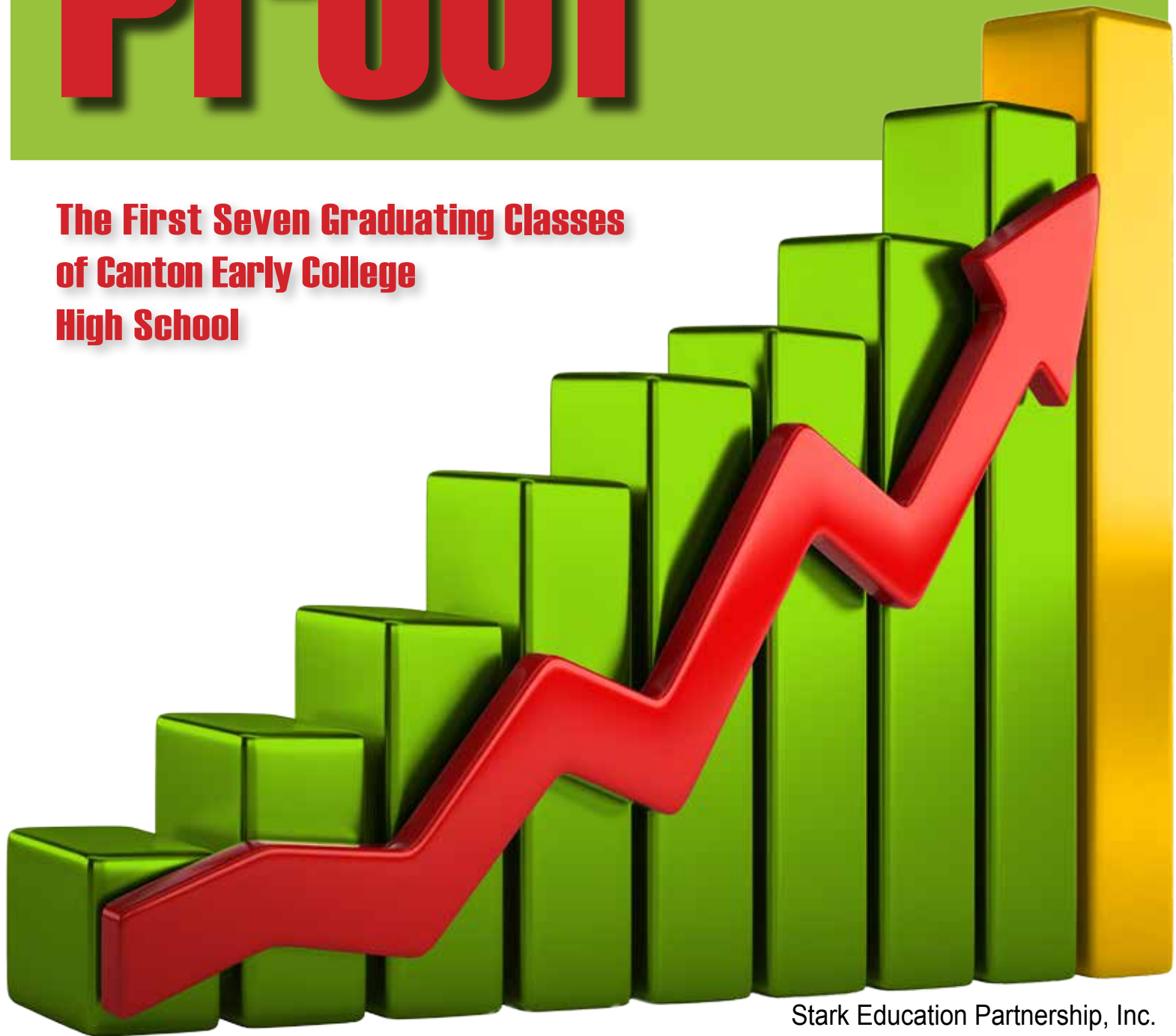


Continued Proof

September 2015

**The First Seven Graduating Classes
of Canton Early College
High School**



Stark Education Partnership, Inc.

▶ Canton's Early College High School

In 2005, when the Canton City School District, Stark State College, the Canton Professional Educators Association, and the Stark Education Partnership came to together to establish Canton's Early College High School (CECHS), the percentage of the city's young adults with some college or an associate degree was 33%.¹ Startup funding for the school was provided by the Bill and Melinda Gates Foundation through KnowledgeWorks and the state of Ohio.

CECHS affords students an opportunity to earn both a diploma and an associate degree during their high school career.

In 2005 with only 12.5% of its adults (today it's 13.2%) with a bachelor's degree or higher and 81% of its students in poverty,² Canton's poorest neighborhoods needed a compelling example that college is possible. From the onset, CECHS was envisioned not just as a school, but as a culture shifting community "proof-point" that impoverished inner city students can be successful with college-level work.

By CECHS's eighth year of operation in 2013 (the latest figure available) the percentage of young adults with some college or higher had increased to 57%.³



¹ U.S. Census designation of young adults as 18 to 24 years. Percentages are from the 2005 and 2011 American Community Survey.

² U.S. Census 2013 American Community Survey

³ Jobs for the Future (2014) Early College High Schools Get Results. http://www.jff.org/sites/default/files/services/files/ECHS_get_results_021014.pdf. Retrieved July 22, 2015



► **Prelude: The Class of 2015**

Three hundred and fifty nine students have graduated Canton Early College High School (CECHS) since 2009. The 58 members of the graduating class of 2015 were nearly all from populations underrepresented in higher education. Seventy one percent of the class were economically disadvantage. Forty percent were minorities. Thirty one percent were both.

CECHS students continued to outperform other early college high schools across the state and nation on key indicators – graduating high school on-time, graduating with college credit, and graduating with an associate degree.

CECHS's seven graduating classes have demonstrated that **urban students can succeed in a rigorous academic program** and earn both a diploma and an associate degree upon their graduation from high school.

Since 2009 **359**
Canton Early College High School
graduates



▶ Key Indicators of Success

Graduating High School On-Time

All 359 students who graduated CECHS have done so on-time. This compares to 93% for other early college high schools across the nation.⁴ In Canton and elsewhere, on time graduation is viewed as a function of those who have persisted in early college high school.

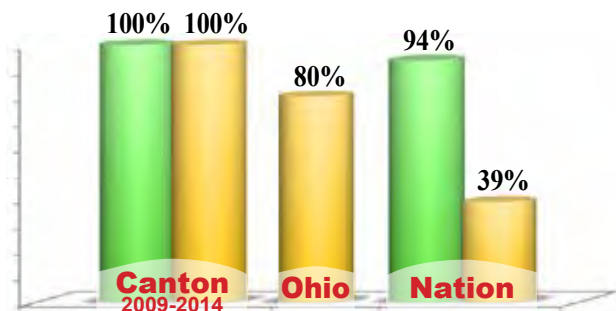
What happens to those who don't remain? Of the 24 students from the class of 2014 who did not persist in CECHS, 100% graduated on time from high school demonstrating the value of the early college experience.

**Canton
CECHS 100%** -vs- **Other
CECHS 93%**

Graduating with College Credit

All – 100% – of CECHS graduates have earned college credit compared to the national average of 94%.⁵ Further, every CECHS graduate has earned a least a semester of credit compared to the national average of 39% and the Ohio average of 80%. The average number of hours accrued by early college graduates across the nation is 36⁶ while in CECHS the average is 58 hours.⁷

■ Graduates earning college credit
■ Earned at least a semester of college credit



⁴ Webb, M. & Gerwin, C. (2014). *Early College Expansion: Propelling Students to Postsecondary Success, At a School Near You*. Boston and Washington, D.C.: Jobs for the Future

⁵ Webb & Gerwin (2014). Op.cit.

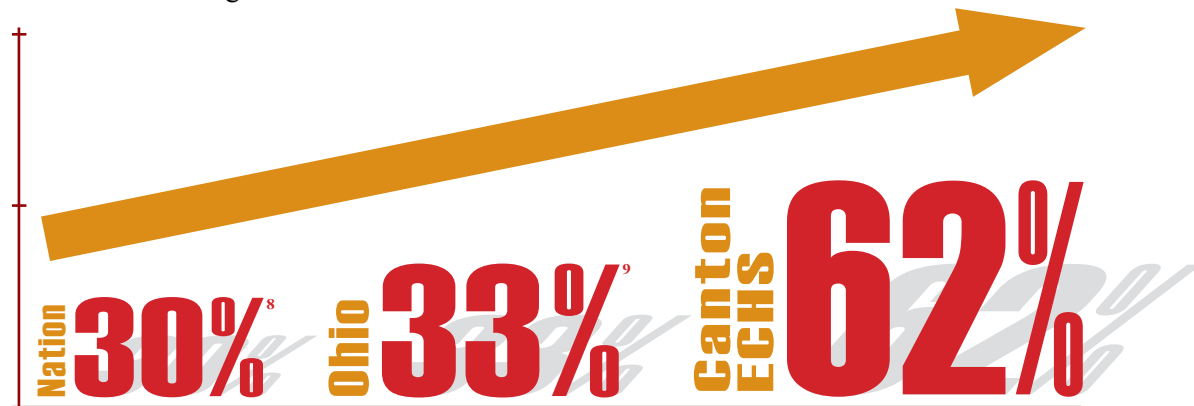
⁶ National data from Jobs for the Future: Early College High School Design Services publication, *Early College, Early Success: Early College High School Initiative Impact Study*. Washington, D.C.: American Institutes for Research.

⁷ Based on results for the Class of 2009-2014



Graduating with an Associate Degree

Two hundred twenty-two of the 359 graduates of CECHS since 2009 have earned associate degrees. This 62% success rate is more than twice the national average.



⁸ Webb & Gerwin (2014). Op. cit.

⁹ Data Sources: CECHS records and *Ohio's Innovative High Schools Facing Closure Due to Budget Cuts*. June 26, 2009 Press release by Jobs for the Future.



► Further Success Indicators

Not One, But Two Degrees

Sixty-seven percent of the Class of 2015 (39 students) graduated with BOTH an Associate of Science (AA) and an Associate of Arts (AS) degree. This award of dual associate degrees appears to be unique among early college high schools across the country.

67%
Class of 2015

**Earned two
associate
degrees
upon
graduation**

Beyond Early College High School

In 2010, CECHS adopted a new emphasis on earning future bachelor's degrees. The entire class of 2015 plans to pursue additional college degrees or serve in the military.

100%
Class of 2015

**Plan to
pursue a
bachelor's
degree or
the military**

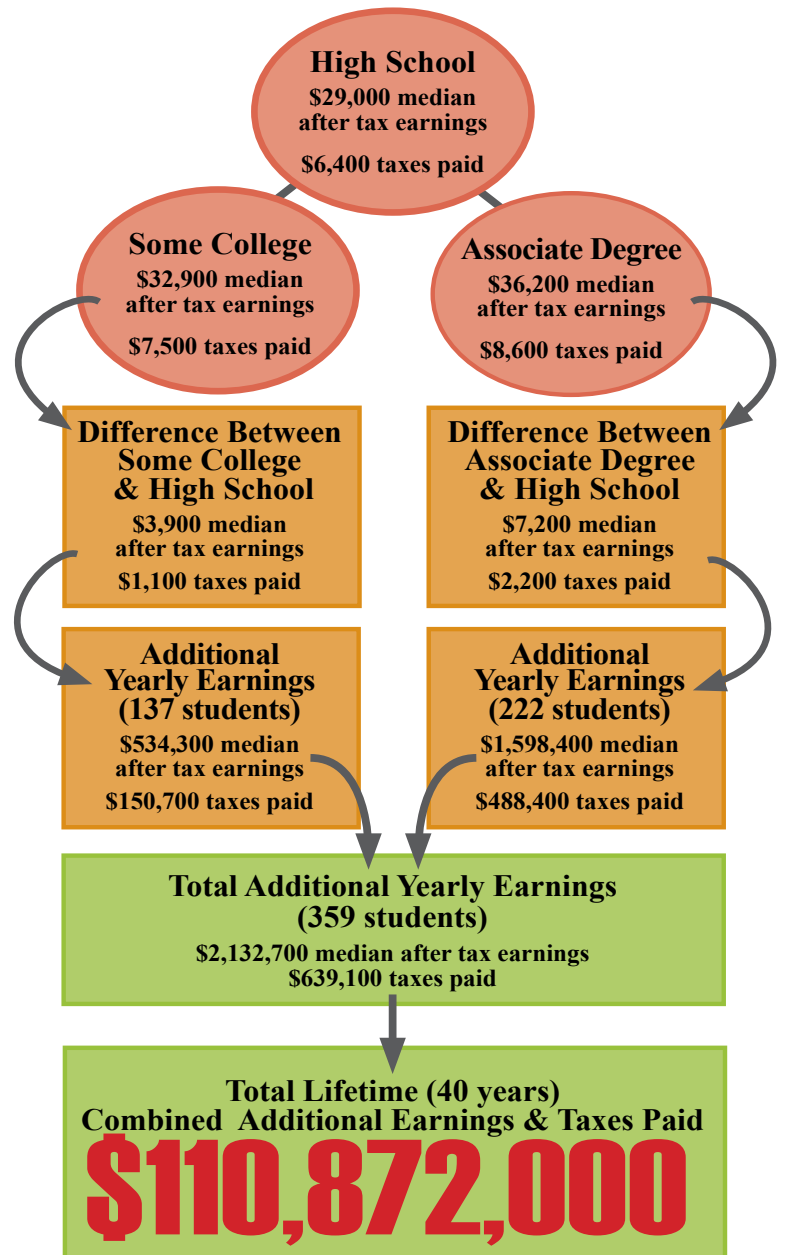


Conclusion: 7 Years of Ongoing Value

What is the Value of CECHS?

If CECHS graduates do not progress any further in their education, they will produce additional lifetime earnings and taxes exceeding \$110 million for themselves and their communities. The potential economic value will only increase as these students earn more degrees.

*Median Additional Economic Value
CECHS Graduation Classes of 2009-2015¹⁰*



¹⁰ Baum, S., Ma, J. & Payea, K. (2013). Education Pays: 2013 The Benefits of Higher Education for Individuals and Society. The College Board. Available at: <https://trends.collegeboard.org/education-pays>. Retrieved July 7, 2015.

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