

Earn a Degree-Graduate Early (EDGE)
Annual Report to the Legislative Oversight Commission
On Education Accountability
December 2014

Background

The EDGE status report is presented to the Legislative Oversight Commission on Education Accountability pursuant to the requirements of Senate Bill 436, enacted in the 2012 West Virginia Legislative Session.

The West Virginia EDGE was established in 2001. EDGE is an acronym for Earn a Degree Graduate Early and is a result of the seamless curriculum initiative that focuses on curriculum alignment between educational levels. The alignment process identifies curriculum gaps, eliminates curriculum duplication and sets curriculum mastery levels to pre-determined standards.

EDGE was created to address certain areas of curriculum duplication and, at the same time, provide incentives for more students to continue their education beyond high school. Students who participate in the EDGE initiative can earn community and technical college credit, free of charge, for the duplicated secondary and postsecondary career and technical courses identified during the curriculum alignment process.

Goals, Guidelines and Accountability for the EDGE Initiative

Goals

The statutory goals of the West Virginia EDGE initiative, as established by Senate Bill 436 are:

1. *Create incentives for more students to continue their education beyond high school by providing all students with information about and access to courses that will prepare them to meet college-level standards;*
2. *Expand successful concurrent enrollment programs that include all students, not just those who are designated as college bound;*
3. *Align junior and senior year secondary courses with community and technical college certificate and associate degree programs;*
4. *Increase the number of students attending public community and technical colleges by participating in a collaborative partnership between the public schools and the state community and technical colleges; and,*
5. *Establish programs of study pathways in combination with early entrance college courses which together allow a student to obtain an associate degree one year after*

high school graduation or to receive an associate degree along with the high school diploma.

Guidelines

In 2011, the West Virginia Department of Education through WVEIS (the education data management system) established a database for collecting EDGE data across the Community and Technical College Consortia and nine Career Technical Education centers (CTC Consortia/CTE). The database provides a secure and consistent procedure for each Consortium to report EDGE data at the public school level. In addition, Administrative Guidelines were established for data collection and source documentation to ensure consistent and reliable data across the state (*Appendix A*). These guidelines are provided to the consortium EDGE Coordinators. They agreed to the protocol used for data collection, student tracking and analysis.

The guidelines further define the role of the high schools, faculties, students, EDGE coordinators and participating community and technical colleges in assuring that qualified students receive validated EDGE credits and that those credits are consistently transcribed and applied to applicable degrees/certificates.

Accountability

Pursuant to Senate Bill 436, a Joint Rule for the Administration of EDGE was passed by the State Board of Education and the WV Community and Technical College Council in July 2012 (*Appendix B*). This rule sets forth the standards for the administration of the EDGE program, including the following operational and record-keeping procedures:

- Creating or adapting a comprehensive rational database and data analysis system for student tracking to assure that consistent, reliable data relevant to the goals of the program are available;
- Tracking and evaluating EDGE outcomes across all eight consortia districts by creating a standardized reporting procedure for collecting consistent EDGE data at the state level;
- Assuring that coordinators in the district consortia prepare and retain reliable source documents necessary to validate the data included in the electronic database;
- Providing documentation to substantiate program outcomes, including the number of students who enroll in the program, specific courses taken, student course and final exam grades, the number who earn EDGE credits, and, of these, the number who apply the credits in pursuit of degrees or certification at state community and technical colleges; and,
- Collecting data relevant to the goals and objectives established for this initiative, analyzing the data, and preparing an annual program outcome report for the Legislative Oversight Commission on Education Accountability (LOCEA).

The Joint Rule further defines the specific roles and responsibilities of the Community and Technical College/Career and Technical Education Consortium Planning Districts (CTC/CTE), Community and Technical Colleges and public school Career and Technical Education facilities in the EDGE initiative.

Each of the CTC/CTE Consortium Planning Districts also entered into a Collaborative Agreement with the State Director of EDGE detailing the goals and criteria for the EDGE initiative as identified in SB 436 (*Appendix C*). These agreements clearly define the consortia role in developing, promoting and administering the EDGE initiative.

EDGE Program Outcomes 2012 (baseline) and 2013

This report is focused on the West Virginia high school graduates by CTC/CTE District Consortia who met the eligibility criteria for the award of EDGE credit, received transcribed EDGE credit, and enrolled in the community and technical colleges in the fall 2012, 2013, and 2014 term.

The student data generated by the state database and verified by the EDGE contact in each CTC/CTE consortium reported that 2012 WV high school graduates earned **10,339** EDGE credits, 2013 WV high school graduates earned **11,257** earned EDGE credits, and 2014 WV high school graduates earned **10,472** EDGE credits.

In the fall of 2012, community and technical colleges verified that **193** (1.87%) of the 10,339 reported high school graduates with EDGE credit enrolled in a CTC and were awarded **1,911** credit hours based on their EDGE transcripts. These credit hours translate into **\$260,257.85** tuition savings for the students.

In the fall of 2013, community and technical colleges verified that **269** (2.39%) of the 11,257 reported high school graduates with EDGE credit enrolled in a CTC and were awarded **1,331** credit hours. These credit hours translate into **\$177,968.00** tuition savings for the students.

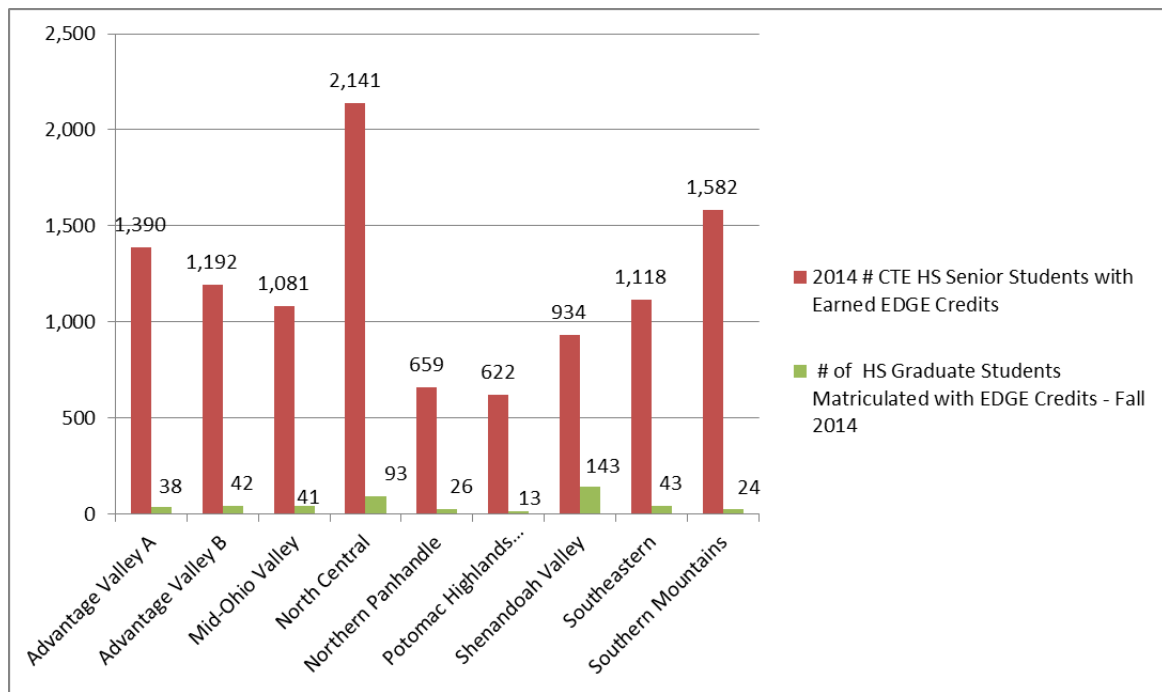
In the fall of 2014, community and technical colleges verified that **463** (4.32%) of the 10,719 reported high school graduates with EDGE credit enrolled in a CTC and were awarded **2669** credit hours based on their EDGE transcripts. These credit hours translate into **\$354,100** tuition savings for the students.

Note: There was an increase in the number of students matriculating to postsecondary in 2014 and a significant increase in the average earned credit hours from 2012-2013. This results in an increased tuition savings for students enrolled in the fall, 2014.

The following charts illustrate the outcomes of the CTC/CTE Consortia EDGE initiative required in Senate Bill 436.

The number of 2014 high school graduates who earned EDGE credits and enrolled in each of the CTCs in the fall, 2014 semester, the number of credits awarded, and the total tuition dollars saved.

Community Technical College	Consortium	2014 # CTE HS Senior Students with Earned EDGE Credits	# of HS Graduate Students Matriculated with EDGE Credits - Fall 2014	Total Edge Hours Transcribed - Fall 2014	Credit Hour Tuition Rate - Fall 2014	Total Tuition \$ Saved by EDGE
Mountwest CTC	Advantage Valley A	1,390	38	107	\$ 149.75	\$ 16,023.00
BridgeValley CTC	Advantage Valley B	1,192	42	112	\$ 156.00	\$ 17,472.00
West Virginia University at Parkersburg	Mid-Ohio Valley	1,081	41	125	\$ 113.00	\$ 14,125.00
Pierpont CTC	North Central	2,141	93	249	\$ 166.00	\$ 41,334.00
WV Northern CTC	Northern Panhandle	659	26	198	\$ 100.00	\$ 19,800.00
Eastern CTC	Potomac Highlands District Consortium	622	13	96	\$ 112.00	\$ 10,752.00
Blue Ridge CTC	Shenandoah Valley	934	143	1084	\$ 130.00	\$ 140,920.00
New River	Southeastern	1,118	43	576	\$ 137.00	\$ 78,912.00
Southern CTC	Southern Mountains	1,582	24	122	\$ 121.00	\$ 14,762.00
TOTAL		10,719	463	2,669	\$ 131.64	\$ 354,100.00
			4.32%	5.76		
			Percentage of Students Matriculated with EDGE	Average Credit Hours Transcribed		



Comparison of the 2013-2014 and 2012-2013 high school graduating students with EDGE credits matriculating to community and technical colleges - the number EDGE credits earned in high school, the number of EDGE credits awarded at the CTC, and the number and percentage of students matriculating to the community and technical college.

Community Technical College	Consortium	2013 # CTE HS Senior Students with Earned EDGE Credits	2013 # CTE HS Senior Students with Earned EDGE Credits	2013 % of Students Matriculated with EDGE Credit	2014 # CTE HS Senior Students with Earned EDGE Credits	2014 # of HS Graduate Students Matriculated with EDGE Credits - Fall 2014	2014 % of Students Matriculated with EDGE Credit
Blue Ridge CTC	Shenandoah Valley	1,067	57	5.34%	934	143	15.31%
BridgeValley CTC	Advantage Valley B	1,249	12	0.96%	1,192	42	3.52%
Eastern CTC	Potomac Highlands District Consortium	677	8	1.18%	622	13	2.09%
Mountwest CTC	Advantage Valley A	1,324	37	2.79%	1,390	38	2.73%
New River	Southeastern	1,227	25	2.04%	1,118	43	3.85%
Pierpont CTC	North Central	2,360	44	1.86%	2,141	93	4.34%
Southern CTC	Southern Mountains	1,482	19	1.28%	1,582	24	1.52%
WV Northern CTC	Northern Panhandle	903	28	3.10%	659	26	3.95%
West Virginia University at Parkersburg	Mid-Ohio Valley	968	39	4.03%	1,081	41	3.79%
TOTAL		11,257	269		10,719	463	
			2.39%			4.32%	

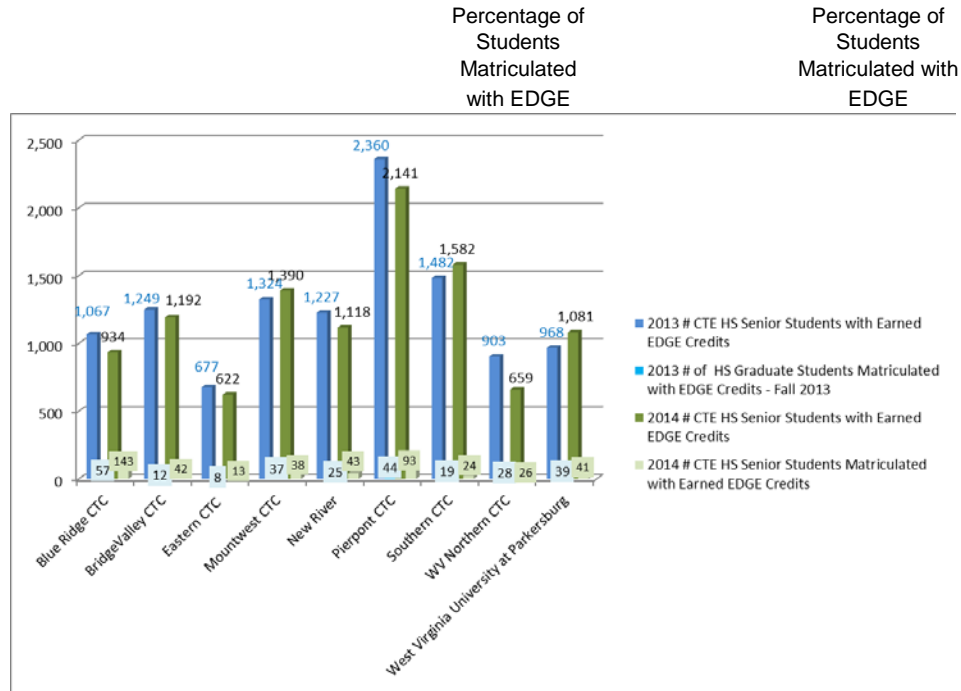
			Percentage of Students Matriculated with EDGE			Percentage of Students Matriculated with EDGE	
			2013			2014	

Comparison between fall, 2013 and fall, 2014 total number of seniors earning EDGE credits, and the number of students matriculating to community and technical colleges:

Community Technical College	2013 # CTE HS Senior Students with Earned EDGE Credits	2013 # of HS Graduate Students Matriculated with EDGE Credits - Fall 2013	2014 # CTE HS Senior Students with Earned EDGE Credits	2014 # CTE HS Senior Students Matriculated with Earned EDGE Credits
Blue Ridge CTC	1,067	57	934	143
BridgeValley CTC	1,249	12	1,192	42
Eastern CTC	677	8	622	13
Mountwest CTC	1,324	37	1,390	38
New River	1,227	25	1,118	43
Pierpont CTC	2,360	44	2,141	93
Southern CTC	1,482	19	1,582	24
WV Northern CTC	903	28	659	26

West Virginia University at Parkersburg	968	39	1,081	41
TOTAL	11,257	269	10,719	463

2.39% 4.32%

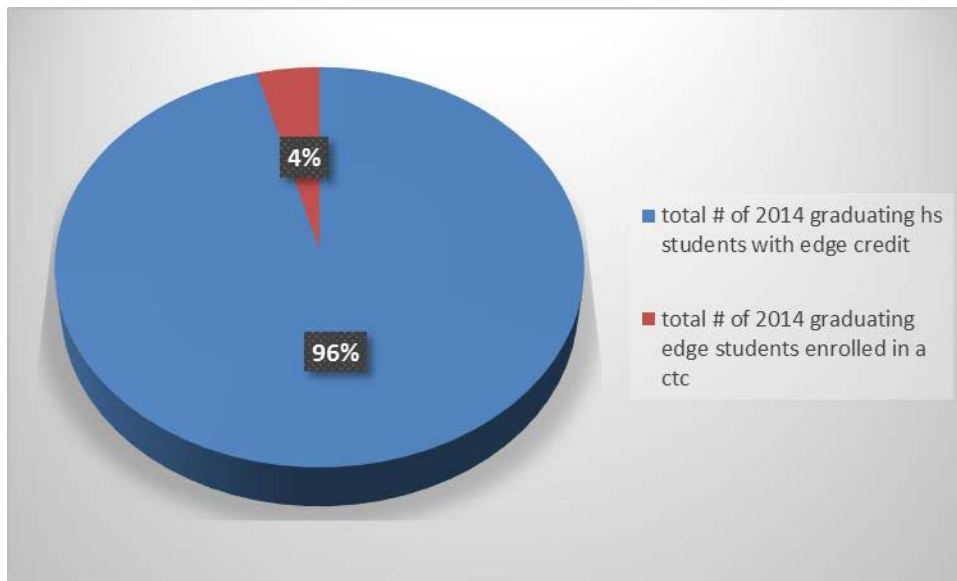


Percentage of the total EDGE credits matriculated into the community technical colleges based on the total students earning EDGE credit in the consortium shows the difference between fall, 2013 and fall, 2014. Declining percentages in fall, 2014 are noted in red.

Community Technical College	Consortium	Fall, 2013 % of Students Matriculated with EDGE Credit	Fall, 2014 % of Students Matriculated with EDGE Credit
Blue Ridge CTC	Shenandoah Valley	5.34%	15.31%
BridgValley CTC	Advantage Valley B	0.96%	3.52%
Eastern CTC	Potomac Highlands District Consortium	1.18%	2.09%
Mountwest CTC	Advantage Valley A	2.79%	2.73%
New River CTC	Southeastern	2.04%	3.85%

Pierpont CTC	North Central	1.86%	4.34%
Southern CTC	Southern Mountains	1.28%	1.52%
WV Northern CTC	Northern Panhandle	3.10%	3.95%
West Virginia University at Parkersburg	Mid-Ohio Valley	4.03%	3.79%

The following graphs illustrate the numbers and percentage of high school graduates with EDGE credit that matriculated to a community and technical college.



Conclusions and Recommendations

The data show a small percentage of EDGE students matriculating to a community and technical college (CTC) in the fall of 2012. The matriculation rate was slightly higher in 2013 and 2014. In addition, the number of EDGE credits awarded in 2014 increased.

An overall analysis of the EDGE initiative shows that: 1) the Community and Technical College/Career Technical Education Consortium (CTC/CTE) have reviewed the curriculum at both education levels and identified EDGE courses; 2) the secondary Career Technical Education system has produced a large number of qualified EDGE students; 3) a concerted effort to market EDGE by the CTC/CTE consortium needs to be increased; 4) a significant breakdown is occurring with the transition of EDGE students to the CTC; 5) a lack of available career pathways exist for students in secondary CTE programs that would offer a higher skill level attainment.

The majority of EDGE recipients are first generation college-going students. These students lack the “college knowledge” (procedures for admissions, financial aid, registration, etc.) particulars and logistic requirements for incoming college freshmen. Therefore, aggressive strategies for transitioning the EDGE students to the CTCs need to be in place and the following issues need to be addressed:

1. Lack of targeted recruitment of EDGE students;
2. Lack of CTC skill enhanced programs that align with secondary CTE programs;
3. Lack of understanding by key personnel at the CTC level (registrars, admissions, etc);
 4. Delays in transcribing EDGE credits in a timely manner; and,
5. Lack of promotion of the EDGE credit at the CTC level.

There is significant capacity within the EDGE initiative to provide secondary students multiple opportunities to acquire college credits and to successfully transition to postsecondary education without duplication and remediation. To be successful, there needs to be a large number of career pathway choices for CTE students and these programs need to be marketed using EDGE credits as incentives.

The success of EDGE depends upon both education levels embracing the goals of the EDGE initiative. To assist the CTC/CTE consortia in developing the EDGE initiative further, the following recommendations are made:

1. Each Consortium should design and implement an aggressive one-on-one CTC recruitment strategy for EDGE students;
2. All CTCs and CTE schools should post an EDGE link with information on their websites;
3. An EDGE denotation should be placed on all CTC admission forms;
4. EDGE orientation sessions should held for specific CTC and CTE personnel – targeting CTC registrars, CTC admissions, financial aid, secondary and postsecondary instructors, and counselors; and,
5. Establishment of an annual consortium meeting between the CTC/CTE Consortium co-chairs, EDGE coordinator, CTC admissions/recruitment, and the CTC registrar, to review the current school year’s high school graduation list of EDGE students to ascertain if these students have applied to the college. If so, what EDGE credit will be awarded and if not, determine the process that will be used to recruit these students.

EDGE is an initiative that, if developed and nurtured, can positively impact the quality of West Virginia’s future workforce. **It is our collective responsibility to make this happen.**