

**Earn a Degree-Graduate Early (EDGE)**  
**Annual Report to the Legislative Oversight Commission**  
**On Education Accountability**  
**December 2015**

## **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), 2013, 2014, and 2015**

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, 2014, and 2015 first semester 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, 2014 WV high school graduates earned **10,472** EDGE credits and 2015 WV high school graduates earned **11,296**.

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 **2,669** credit hours based on their EDGE transcripts. These credit hours translate into **\$354,100** tuition savings for the students.

In the fall of 2015, community and technical colleges verified that **516** (4.57%) of the 11,296 reported high school graduates with EDGE credit enrolled in a CTC and were awarded **2,525** credit hours based on their EDGE transcripts. These credit hours translate into **\$375,518** tuition savings for the students

**Note:** There was an increase in the number of students earning EDGE credits and matriculating to postsecondary in 2014 and a significant increase in the average earned credit hours from 2012-2013. The results were an increase in tuition savings for students enrolled in the fall of 2014. In 2014-2015, there was a slight increase in the number of students with EDGE credits matriculating to postsecondary.

*\*Note: the overall number of CTC EDGE credits available in 2014 declined.*

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

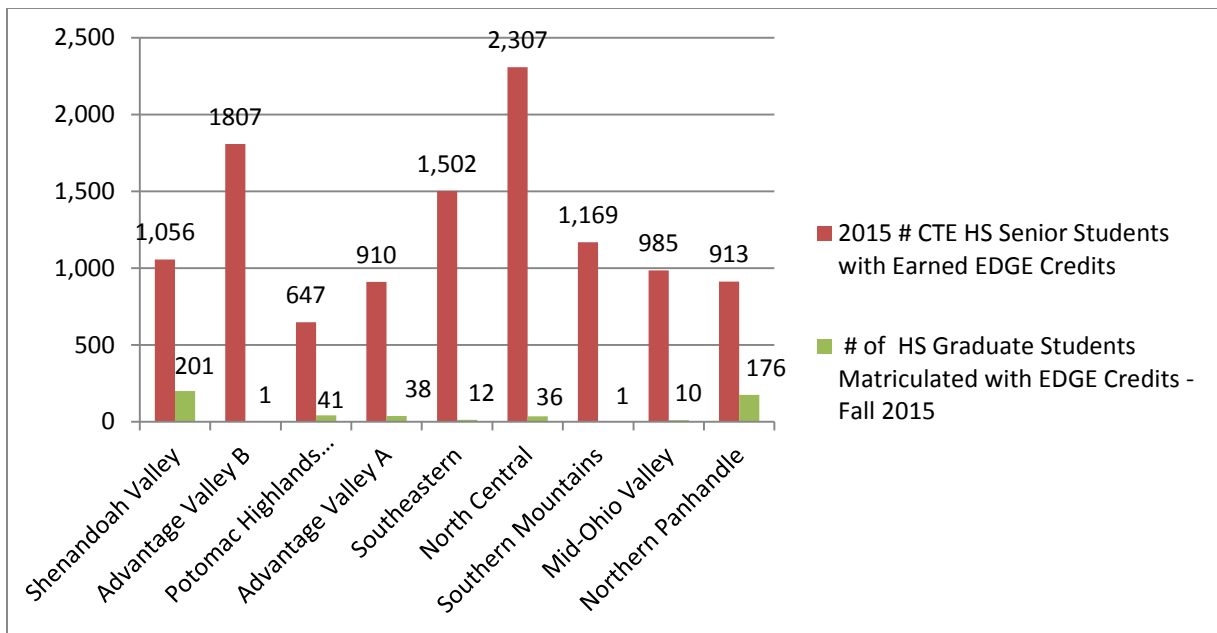
The number of 2015 high school graduates who earned EDGE credits and enrolled in each of the CTCs in the fall, 2015 semester, the number of credits awarded, and the total tuition dollars saved.

Community Technical College	Consortium	2015 # CTE HS Senior Students with Earned EDGE Credits	# of HS Graduate Students Matriculated with EDGE Credits - Fall 2015	Total Edge Hours Transcribed - Fall 2015	Credit Hour Tuition Rate - Fall 2015	Total Tuition \$ Saved by EDGE
Blue Ridge CTC	Shenandoah Valley	1,056	201	1,811	\$154.00	\$ 278,894.00
BridgeValley CTC	Advantage Valley B	1807	1	1	\$132.00	\$ 132.00
Eastern CTC	Potomac Highlands District Consortium	647	41	45	\$25.00	\$ 1,125.00
Mountwest CTC	Advantage Valley A	910	38	482	\$146.70	\$ 70,709.40
New River	Southeastern	1,502	12	12	\$157.00	\$ 1,884.00
Pierpont CTC	North Central	2,307	36	85	\$185.00	\$ 15,725.00
Southern CTC	Southern Mountains	1,169	1	3	\$133.00	\$ 399.00
West Virginia University at Parkersburg	Mid-Ohio Valley	985	10	82	\$75.00	\$ 6,150
WV Northern CTC	Northern Panhandle	913	176	4	\$125.00	\$ 500.00

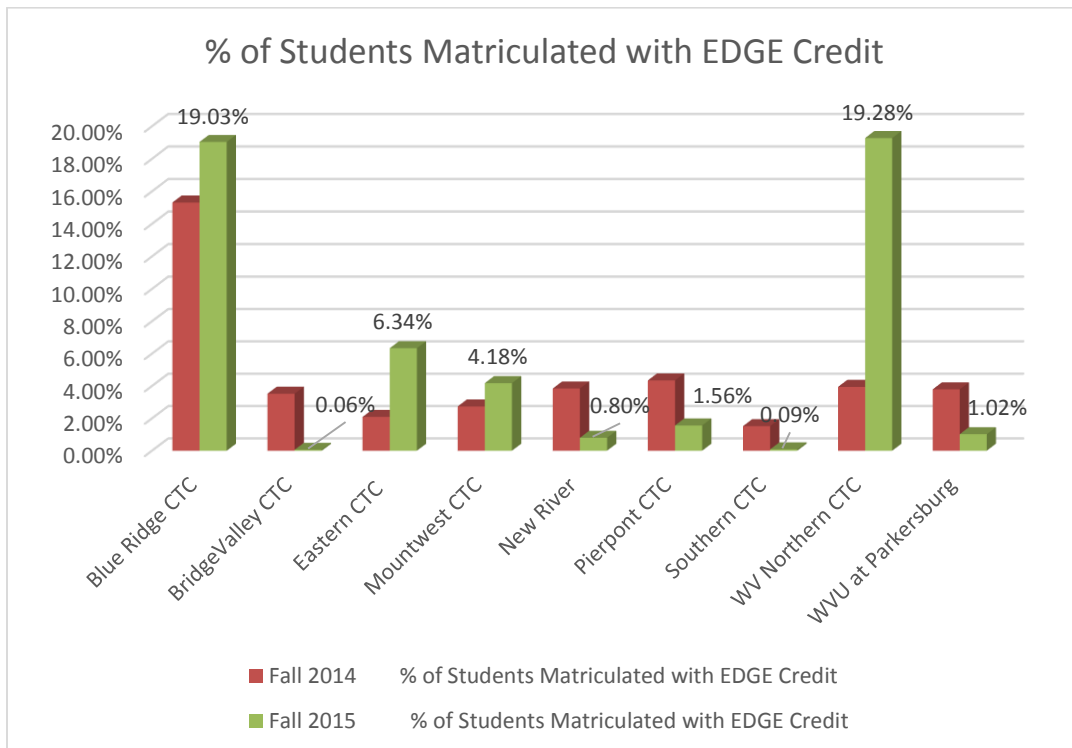
**TOTAL** **11,296** **516** **2,525** **\$375,518.40**

4.57% 4.83

Percentage of Students Matriculated with EDGE Average Credit Hours Transcribed



Comparison of the 2013-2014 and 2014-2015 high school graduating students with EDGE credits matriculating to community and technical colleges - the number EDGE credits earned in high school, the number and percentage of students matriculating to the community and technical college and the number of EDGE credits awarded at the CTC.



Comparison between fall, 2014 and fall, 2015 total number of seniors earning EDGE credits, and the number of students matriculating to community and technical colleges:

Community Technical College	Consortium	2014 # CTE HS Senior Students with Earned EDGE Credits	2014 # CTE HS Senior Students Matriculated with Earned EDGE Credits	2014 % of Students Matriculated with EDGE Credit	2015 # CTE HS Senior Students with Earned EDGE Credits	2015 # of HS Graduate Students with Matriculated Earned EDGE Credits - Fall 2014	2015 % of Students Matriculated with EDGE Credit
Blue Ridge CTC	Shenandoah Valley	934	143	15.31%	1,056	201	19.03%
BridgeValley CTC	Advantage Valley B	1,192	42	3.52%	1807	1	0.06%
Eastern CTC	Potomac Highlands District Consortium	622	13	2.09%	647	41	6.34%
Mountwest CTC	Advantage Valley A	1,390	38	2.73%	910	38	4.18%
New River	Southeastern	1,118	43	3.85%	1,502	12	0.80%
Pierpont CTC	North Central	2,141	93	4.34%	2,307	36	1.56%
Southern CTC	Southern Mountains	1,582	24	1.52%	1,169	1	0.09%
WV Northern CTC	Northern Panhandle	659	26	3.95%	913	176	19.28%
West Virginia University at Parkersburg	Mid-Ohio Valley	1,081	41	3.79%	985	10	1.02%

**TOTAL**

**10,719**

**463**

4.32%

Percentage of Students Matriculated with EDGE

**11,296**

**516**

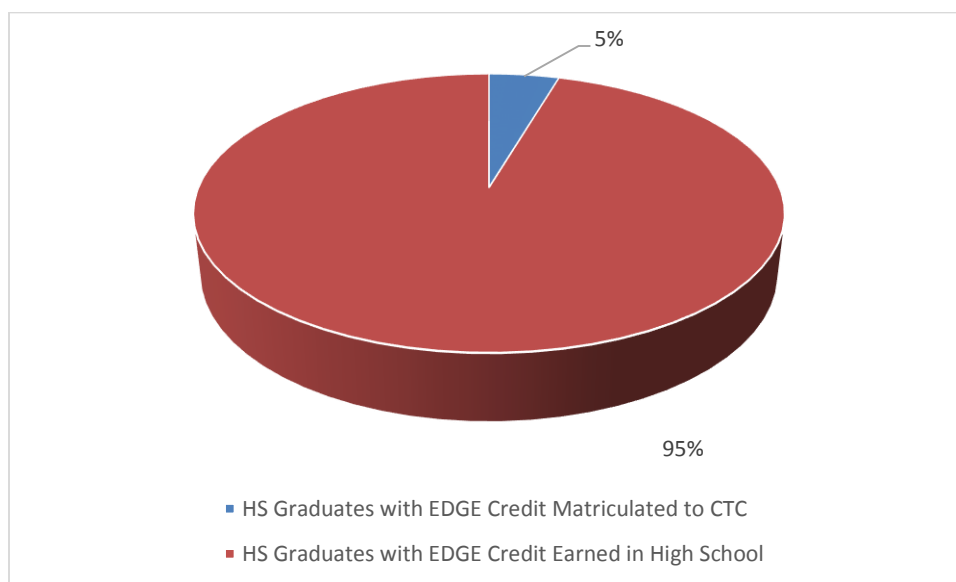
4.57%

Percentage of Students Matriculated with EDGE

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, 2014, and fall, 2015. Declining percentages in fall, 2015 are noted in red.

Community Technical College	Consortium	Fall, 2014 % of Students Matriculated with EDGE Credit	Fall, 2015 % of Students Matriculated with EDGE Credit
Blue Ridge CTC	Shenandoah Valley	15.31%	19.03%
BridgeValley CTC	Advantage Valley B	3.52%	0.06%
Eastern CTC	Potomac Highlands District Consortium	2.09%	6.34%
Mountwest CTC	Advantage Valley A	2.73%	4.18%
New River CTC	Southeastern	3.85%	0.80%
Pierpont CTC	North Central	4.34%	1.56%
Southern CTC	Southern Mountains	1.52%	0.09%
WV Northern CTC	Northern Panhandle	3.95%	19.28%
West Virginia University at Parkersburg	Mid-Ohio Valley	3.79%	1.02%

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 and 2015.

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 significant breakdown is occurring with the transition of EDGE students to the CTC; 4) 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.

The following recommendations are made:

1. Develop CTC technical program career pathways that align with secondary CTE programs
2. Design and implement an aggressive one-on-one CTC recruitment strategy for EDGE students;
3. Post an EDGE link with information on CTC websites;
4. Place an EDGE denotation on all CTC admission forms;
5. Hold EDGE orientation sessions for specific CTC and CTE personnel – targeting CTC registrars, CTC admissions, financial aid, secondary and postsecondary instructors, and counselors; and,
6. Establish 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.

**The success of EDGE depends upon both education levels embracing the goals of the EDGE initiative.** 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.**