What is the Early Intervention Program?

The Early Intervention Program is designed primarily to help NYC public high school students meet CUNY standards for placement into credit-bearing college courses, in an effort to decrease the chances that these students will need remediation upon entry to college and increase the chances that they will persist and earn their degree. The program will also integrate college success strategies that will help students develop the academic and social behaviors as well as the financial understanding needed to succeed in college.

The pilot will begin with a Summer 2012 program for approximately 200 rising high school seniors to take place on two CUNY campuses (LaGuardia and Bronx CC or Hostos CC). Participating students will complete a 60-hour course over five weeks in reading & writing or math. In addition, they will also receive supplemental tutoring, attend college access and success workshops, and be provided with student Metrocards and CUNY application fee waivers. At the conclusion of the program, students will take the CUNY Assessment Test; those who meet the CUNY entrance standards will have the opportunity to enroll in College Now courses from CUNY’s many transferable general education offerings (i.e. Pathways). Successful completion of these credit-bearing courses helps students accumulate college credit towards a degree.

During the academic year, the pilot will continue with a semester-long program that will meet on Saturdays for 12 weeks at three CUNY campuses. Tutoring will be arranged on one weekday afternoon at participating high schools. The college success workshops will take place at the college site on five weekday afternoons spread over the semester.

Who is leading the planning for this program?

Given the charge from CUNY Executive Vice Chancellor Logue to develop and implement an early intervention program for NYC DOE students, a Design Team formed to lead the planning for a Summer 2012 pilot program. This Team consists of staff from CUNY, the DOE, and Graduate NYC!. Participating CUNY staff come from the Office of Academic Affairs, the Office of Institutional Research and Assessment, and Collaborative Programs; participating staff from the DOE come from the Office of Postsecondary Readiness and the Research and Policy Support Group.

Updated: March 19, 2012
How will the program be staffed?

In both the summer and fall, the Early Intervention Program will be coordinated by a team from CUNY Collaborative Programs and Graduate NYC! that will oversee the processes for curriculum development, professional development, college access and success workshop planning, and CUNY assessment test scheduling. A Program Coordinator will be identified to help administer the program and serve as the point of contact for administrators in participating schools.

Each campus will have a Site Coordinator responsible for supporting the students and instructors. This staff member will collect registration information and take daily attendance, call students who are absent, coordinate PD sessions, and distribute Metrocards and meal vouchers for both the summer and academic year models.

Instructors will be recruited through CUNY and DOE networks, especially those working in programs such as CUNY Start, At Home in College, and other similar college transition programs. Early Intervention Program administrators will work with CUNY and DOE program administrators in order to identify and invite appropriate candidates. All instructors will meet twice before the program begins to discuss the curriculum and give input for proposed modifications. They will also commit to attending weekly professional development sessions to discuss the curriculum and examine student work. A guiding principle of these sessions is to ensure that the skills students are developing in Early Intervention courses are aligned with those expected in college-credit courses.

Instructors will be supported by two tutors at each site in the summer – one in math and the other in reading/writing. Tutors will be recruited and trained to work with faculty in the classroom in order to provide individual support where needed. In the school-year model, tutors will travel to participating high schools one afternoon each week; school counselors will assist with coordinating this programmatic piece in their schools. Tutors will keep logs to document their interactions with students.

How will students be recruited for the program?

Staff from CUNY Collaborative Programs and Graduate NYC! will work with school and college staff to register 100 students at each participating campus over the summer. We expect half the students at each site to enroll in the Reading/Writing Course (two sections of 25 students), and the other half to enroll in the Math Course (also two sections of 25 students). Students may not participate in both the Math and Reading/Writing Courses simultaneously. Participants would meet the following eligibility requirements:

- For Summer Reading/Writing:
  - Enrolled at a participating high school
  - Rising senior
  - Received a 65-74 on ELA Regents
  - Average high school attendance above 90%

Updated: March 19, 2012
For Summer Math:
- Enrolled at participating high school
- Rising senior
- Received a 65-79 on the Algebra Regents or did not complete Algebra II/Trig by the end of junior year
- Average high school attendance above 90%

For the academic year, there will be one cohort of math and two cohorts of reading/writing at each of the three participating CUNY campuses; students who participated in the summer and have remaining remedial needs will be encouraged to apply. Eligibility for the academic year model will be the same as for the summer program except that students in the fall must be seniors. If the program is offered in the spring, juniors who have taken the ELA Regents exam and scored a 65-74 will also be eligible.

**How will the program be evaluated?**

The success of the Early Intervention Program will be evaluated through the collection and analysis of the following data:
- Participants’ performance on the CUNY assessments
- Participants’ program attendance records
- Participant surveys
- Focus groups with instructors and tutors
- Course observations and evaluation of student work
- Postsecondary outcomes of participants: college enrollment rates, first year GPA, credits attempted, and credits earned.

**What is the timeline for implementing the Early Intervention Program Pilot in Summer 2012?**

| March – April, 2012 | Collaborative Programs and GNYC! staff will work with the DOE to identify participating high schools
| | A CUNY and DOE team will review existing curriculum and propose changes
| | Begin instructor recruitment (to focus initially on instructors from At Home in College and CUNY Start)
| April – June, 2012 | Recruit students from participating high schools
| | Recruit instructors and campus-based staff, and begin professional development

*Updated: March 19, 2012*
| July 9 – August 9, 2012 | **Pilot Summer Program** (on 2 campuses with 200 students)  
| | o Mon-Thur, 9:30am-12:30pm, with an afternoon workshop on one TBD afternoon each week  
| | o On-going weekly professional development will support instructors and tutors. |
| August, 2012 | **Participants take CUNY Assessment Tests at the end of the summer program**  
| | o Students who exit the developmental sequence will be recommended for College Now through their school’s participating campus  
| | o Students who progress one level or who improve but still require developmental skills instruction will be recommended for the fall program  
| | **Program reporting/evaluation** |
| September–December, 2012 | **The fall pilot will serve 225 students on three campuses.** |