

May 14, 2018

Council on Teaching
Teaching in Higher Education Travel Award

Leslie Ann Locke, Department of Educational Policy and Leadership Studies (EPLS)

Summary of Shared Professional Experience

I was able to share my professional experience from participating in the Annual Meeting of the American Educational Research Association (AERA) in New York in April of 2018, with my departmental colleagues (15-20 minute PowerPoint presentation with time questions/discussion) during an EPLS meeting on May 1, 2018. I plan to further share this experience, and the results of the study that was presented at AERA, with students in my Policy and Politics of Leadership course in the Fall of 2018.

Abstract of the Study Presented at AERA

The paper presented at AERA outlined a study with a goal to understand the perceptions of women who identify as of Color and/or low-income, who graduated from an Early College High School (ECHS) and are now in college or are recent college graduates, regarding their experiences attending an ECHS and their preparation for postsecondary success. Specifically, the study sought to understand the transition from the ECHS to college and their subsequent engagement and success in the postsecondary environment. In doing so, the voices of 13 women who graduated from an ECHS and are now in or recently graduated from college were centered. Hearing the participants' perspectives provided an increased understanding about the academic and social challenges they face and the processes they find supportive in navigating those challenges. Findings suggest that the ECHS prepares its students for a successful transition to college through a set of simultaneous actions, including academic and social support, providing an intimate learning environment, imposing high levels of rigor alongside high expectations, and providing access to college courses and credit while students are still in high school.