



GREATER TEXAS FOUNDATION

The Power of Human Connection in Disruptive Times:

**Early College High School Graduates'
Transition to Undergraduate Studies
in the Context of the COVID-19 Pandemic**

A 2024 research report on the [GTF
Scholars Program](#) authored by program
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Background and Purpose

Early college high school graduates who transition to four-year institutions to complete bachelor's degrees are a unique group. Early college high schools themselves are an intervention designed to provide support to historically underserved students (Jobs for the Future, 2008). Thus, early college high school students, on average, have characteristics associated with reduced likelihood of undergraduate degree attainment. But this group also arrives with advantages: ECHS graduates matriculate having already engaged in college coursework and having earned college credits (and often credentials like associate's degrees). These academic experiences should position them to successfully (and relatively speedily) attain bachelor's degrees.

Evidence shows that early college high school students are indeed more successful than their peers who did not attend early college high schools. Rigorous research finds they are more likely to attain college credentials, particularly associate's degrees, and that they do so faster than non-attendees (Edmunds et al., 2020; Song et al., 2021). The latest research also shows that six years after expected high school graduation, 25% to 30% of early college high school graduates have completed a bachelor's degree (Edmunds et al., 2020; Song et al., 2021), a percentage that is slightly higher than similarly attributed peers who did not attend early colleges (Edmunds et al., 2020; Song et al., 2021). Given the high value of bachelor's degrees in the labor market (Belfield & Bailey, 2019; Carnevale et al., 2018), increasing the bachelor's degree attainment of early college high school graduates is a worthy endeavor.

To strengthen early college high school graduates' chances of completing bachelor's degrees, it is essential to understand what specific challenges these students face and what types of supports are most effective given their unique circumstances. The literature identifies possible mechanisms through which ECHSs generate positive effects on their students, and these same mechanisms may offer effective strategies for supporting them as they work to complete their undergraduate degrees. For example, there is evidence that early college high schools' use of "mandated engagement" (Edmunds et al., 2013) effectively promotes success. Other scholars point to various forms of socialization (Duncheon, 2020) and social relationships that early college high schools prioritize as well as the sense of community that early college high schools cultivate (Kaniuka & Vickers, 2010; Ongaga, 2010; Thompson & Ongaga, 2011).

A full understanding of the lived experience of early college high school graduates who transition to four-year universities is best developed through the voices of students themselves. Unfortunately, limited existing literature documents the nature of these students' experiences, the supports they value, and their perceptions of their transitions to four-year institutions. Further, no literature explores the potential of university-based interventions to effectively support these students on their way to bachelor's degrees.

This study helps to address gaps in the literature through a **multiyear, multisource analysis of qualitative data drawn from 225 first-year early college high school graduates** who were enrolled at Texas public universities. Student respondents participated in an innovative scholarship and support program—the [Greater Texas Foundation Scholars Program](#) (GTF Scholars Program)—which operates at eight Texas public universities. The program provides last-dollar scholarships that are renewable over three years to early college high school graduates seeking bachelor's degrees. Equally important is the program's provision of nonfinancial supports, including the intentional development of a community of peers who share an early college background, the work of a program coordinator who serves as a key point of contact for participants who experience challenges, and ongoing monitoring of and support for students' progress (Goldberg et al., 2021).

This article describes the experiences of a group of Greater Texas Foundation Scholars who transitioned from early college high schools to undergraduate degree programs during the academic years 2019–2020 and 2020–2021. Because these years included the onset and continued disruption of the COVID-19 pandemic, students in this study have a unique perspective. This moment is a particularly compelling time to study early college high school students' transition to four-year colleges because the supports that the literature suggests may be effective were of heightened importance and much more difficult to carry out due to the institutions' necessary shifts to emergency remote learning.

Thus, this study seeks to address, through the voices of participating students, the following questions:

Question 1: How did early college high school graduates **characterize their experiences** during their first year of post-high school education within the context of the COVID-19 pandemic?

Question 2: How did students describe the **value of the supports** they received from the GTF Scholars Program and from their institutions more broadly?

Literature Review

Postsecondary credentials confer substantial economic and social benefits (Card, 1999; Haveman & Wolfe, 2002; Oreopolous & Petronijevic, 2013). Early college high schools are an increasingly prevalent educational reform intended to open the doors to these benefits to students who have historically been marginalized in postsecondary education (Jobs for the Future, 2002, Jobs for the Future 2009). Early college high schools offer participants the opportunity to earn college credits at no cost while they earn high school diplomas, but further, they provide a suite of supports and services intended to make college feasible, accessible, and efficient.

While a great deal of research quantifies the effect of early colleges on student outcomes (An, 2013; Berger, Garet, Hoshen, Knudson, & Turk-Bicakci, 2014; Edmunds et al., 2020; Edmunds et al., 2015; Giani et al., 2014; Song, Zeiser, Atchison, Brodziak de los Reyes, 2021; Struhl & Vargas, 2012), less research is available to illuminate the specific mechanisms through which early colleges may be effective (Edmunds et al., 2013), and most of such research is conducted using small samples and/or focused on a single early college high school (Duncheon, 2020; Thompson & Ongaga, 2011).

The mechanisms through which early colleges affect students can be separated into two distinct categories: First, early colleges imbue students with skills, knowledge, and experience that students then carry with them beyond high school and into their remaining postsecondary years. Early college students earn credits that can be transferred to their eventual university and will “count” toward a student’s degree. These credits give students “academic momentum” (Adelman, 2006; Attewell, Heil, & Reisel, 2012). They are also taught important study skills like time management and self-monitoring (Conley, 2007), which are intended to help them navigate upper-level coursework. As students complete high school and continue toward their educational goals, they benefit from these skills and knowledge even when they are no longer connected to their early college high school itself.

Second, early colleges provide their students with ongoing, individualized support and assistance and surround students with a community of peers who share a college-going orientation. These supports take the form of nurturing relationships between early college staff and students, “mandated engagement” (Edmunds et al., 2013), where students are expected to succeed and where structures are in place to ensure that they are involved, engaged, and working toward that success. These supports work through carefully cultivated program structures (Edmunds et al., 2013) as well as through responsive, trusting, reciprocal relationships (Woodcock & Beal, 2013; Thompson & Ongaga, 2011; Toblowsky & Ozuna, 2016). As Edmunds et al. (2013) describe, early college high schools offer a structure that makes it nearly impossible for students to avoid

becoming engaged with their schools. Edmunds and colleagues (2013) describe a student focus group participant who remarked, “There are no failures at this school. They help you. They will make you win. They won’t let you fail anything. It’s just not an option” (p. 19). “Mandated engagement” can take the form of high standards, required participation in tutoring, highly committed staff who build and maintain close relationships with students, and a school environment that strongly encourages and facilitates social interaction and community building among students (Edmunds et al., 2013).

The distinction between these two categories of support is an important one: The first (knowledge, skills) category can be thought of as altering early college students themselves by increasing their credit accumulation, knowledge, skills, and experiences upon which they can always draw. The second category is composed of supports, structures, and services that operate on an ongoing basis, taking the form of continued interactions between students and their early college high schools. Depending on the early college graduates’ next steps, that second form of support may be reduced when students graduate from their early college high schools and begin working toward their bachelor’s degrees. Early college high school graduates who continue toward bachelor’s degrees post-high school graduation are likely to carry with them the advantages of the skills and knowledge they have accumulated during their early college days, but, once enrolled at a university, they may no longer have access to such high-touch, ongoing nurturing, “mandated engagement,” and closeness provided through trusting relationships with high school teachers and staff.

Despite studies estimating the causal effect of early college participation on postsecondary success, little work has explored the mechanisms that early college high schools employ. Further, very little work has explored the experiences of early college high school graduates who are enrolled at universities. To the authors’ knowledge, no literature describes or assesses interventions designed to serve this population of students after they complete early college high school and work toward bachelor’s degrees.

The Greater Texas Foundation Scholars Program was designed specifically to serve early college high school graduates seeking first bachelor’s degrees. Program participants across eight Texas public universities are representative of the larger population of early college high schools from which they are drawn, with about three-quarters identifying as first-generation college students (Goldberg et al., 2021). The program provides a comprehensive package of services, from renewable last-dollar scholarships to individualized social, academic, and peer support. The program, in many ways, carries forward some of the promising elements of early college high schools, including early colleges’ focus on social connections, community building, and structures that encourage engagement. Program evaluations of the GTF Scholars Program show that participants are persisting and graduating from college at relatively high rates (41% within three years) (Goldberg et al., 2021).

Methods

This study sheds light on the experiences of a unique group of students at an important transition point as they participate in an innovative intervention and do so at a unique point in time. Using qualitative methodology, we conducted an exploratory study to understand how students experienced their first year of program participation during the COVID-19 pandemic and what lessons were learned about serving this group of students. Following Merriam and Tisdell's (2016) basic qualitative approach, we use multiple surveys to provide a rich description of students' lived experiences in their first year of undergraduate education during the pandemic.

These surveys were fielded during or shortly after students' first post-high school years in 2019–2020 and 2020–2021. In November 2020,¹ 244 students who had been first-year program participants during the 2019–2020 academic year were surveyed, and 137 students responded. In April 2021, 248 first-year program participants were surveyed, and 88 responded. Both surveys included general questions regarding program participation and students' views about the GTF Scholars Program, as well as prompts designed to understand students' feelings about the impact of the pandemic. Importantly, the first group of students surveyed had experienced two semesters of program participation, one that was prepandemic and one during the beginning of the pandemic.

Findings

Students consistently described their first-year experiences as being shaken deeply by the events of the COVID-19 pandemic. While their comments also illustrated remarkable resilience, they faced substantial challenges related to health, finances, employment, motivation, social isolation, and learning. Many students referenced the expectations they had for their first years of college and the ways in which those expectations had been shattered. Survey responses showed that many aspects of students' lives were substantially disrupted.

Students also, however, indicated that despite missing the “foundation of face-to-face interaction,” they received critical support from the GTF Scholars Program, as well as from faculty on their campuses. Students commented that while the pandemic had complicated their paths, they were holding fast to their goal of completing bachelor's degrees. A handful noted that the pandemic's onset had simplified college participation for them because they worked from home and avoided long commute times and found that remote learning made it easier to balance work and family responsibilities.

¹ This survey was planned to be fielded in April 2020 but was delayed due to the beginning of the pandemic.

Question 1: How did early college high school graduates characterize their experiences during their first year of post-high school education within the context of the COVID-19 pandemic?

Finances and Employment

Asked about the effects of the pandemic on their first year of undergraduate enrollment, GTF Scholars described several prominent and pressing difficulties. As one student declared, “It affected a lot. COVID has taken a lot away. It’s been terrible.” Others described very personal losses, including the loss of family members and recovering from infection:

“The pandemic really took a toll on my mentality and motivation. I lost two family members, my aunt and my dad; it’s been hard to focus on school.”

“This year has been crazy for me as much as it might have been for any other student. I was sick with COVID for some time, which really threw me off track and took me a while to recover from. All I was able to do was try to catch up as much as I could with both work, school, and my own family responsibilities.”

Multiple GTF Scholars’ first responses to the effects of the pandemic on their college experiences related to finances. GTF Scholars, like the population of early college graduates from which they are drawn, are on average from households with lower incomes and were already at risk of experiencing basic needs insecurity prior to the beginning of the pandemic (Broton et al., 2014) so they may have been particularly likely to experience financial need due to the pandemic. Students reported losing jobs, stopping work, or having hours cut back. Some reported the need to either obtain work or increase their work effort to support their parents or families. Others noted the increased financial burden, saying they had to take out loans or that the pandemic “made it harder to pay off school.” Representative student comments include:

“The pandemic has been hard, I lost my job and I’ve been trying to help my family with our economic situation and still manage to focus on school.”

“I have had to find a job because I need to help my parents with bills.”

“COVID affected my situation mostly financially. I stopped working and it was hard to adjust at first.”

“It has been a little difficult due to our income. I have to work and be a full-time student in order to help my parents financially.”

“In the beginning of the pandemic, I was laid off for 6 months before I was able to return to a different job. My father was also laid off and tried to find many jobs as a replacement, but at that time, he was hospitalized and was in an ICU for a week. We did not receive any unemployment benefits during this time, although we applied. My mother had reduced hours during the pandemic due to no work. Paying out of pocket has become very hard and discouraging.”

Relatedly, GTF Scholars also reported that they had experienced job-related ramifications of the pandemic. These ranged from needing to work additional hours either to increase earnings or to meet the demands of their employers (e.g., for those employed in front-line settings such as health care). The pandemic also caused some students to lose planned internships or research positions.

Motivation and Learning

First-year GTF Scholars reported that they struggled to stay motivated during their first year. Many attributed that struggle directly to learning through a virtual modality.

“Studying and learning has been much harder in the non-classroom virtual setting. I have not been as engaged and my time management has also suffered as a consequence of this.”

“I really struggle to learn online because I like being able to see the professor and it really helps me to learn when I am in an environment where everyone is learning at the same time. Doing classes online takes away that environment and the human aspect of the teaching profession. Most of my classes are asynchronous, so I am basically watching video lectures all day, and it really inhibits my learning. Online classes are very hard to learn given the environment.”

“It’s just not something I personally enjoy at all and don’t even feel like I’m learning.”

“I felt that I had a little more trouble learning online compared to being in person. It was also very hard to branch out and expand your network as far as meeting other students in the classroom.”

“Classes require more studying since virtual class can’t substitute [for] face to face teachings.”

“The pandemic has greatly affected my study habits. It is hard for me to learn through online courses.”

Other students noted a lack of motivation without addressing specific causes. They also commented on being challenged to maintain good study skills due to burnout, distractions, and competing priorities:

“The pandemic made me lose my motivation for school and feel overwhelmed.”

“I just lost motivation along the way.”

“I feel less motivated to complete tasks.”

“It has greatly affected my concentration and task management. I do not feel like I am learning anymore.”

“It has been hard to keep a structured schedule.”

“It has made it a little more stressful. It is difficult to continue online classes as I feel I am not learning as much as I should. I also feel there has been a heavier workload recently.”

“It has regularly affected my schedule and mental health. From being on campus 24/7 to only working and doing schoolwork constantly, the pandemic has caused a terrible burnout that harms my motivation for daily parts of my life.”

“It’s been more difficult to focus on my studies because of distractions at home but overall, I have transitioned pretty well.”

Social Connections and Community Building

A prominent theme in student responses was the profound loss in the development and maintenance of social relationships with peers on campus. Students perceived the loss of connecting with old friends, but also voiced missing the chance to develop new friendships. They noted multiple purposes that “school friends” serve, from “reducing stress” to helping with coursework. Representative comments included:

“It has been a negative experience regarding my education as it has prohibited me from the social interactions I previously relied on.”

“It has prevented me from attending events in order to help me step out of my comfort zone and be more outgoing.”

“I’ve lost a lot of connections with people that could help me through struggles and confusion from classes.”

“There is an understandable decrease in social interactions which can be a bit sad as I miss interacting with friends. School life with friends makes the stress of school feel less sad, but I’m making strides to stay connected to those I care about.”

“I just wish I would get to meet all my peers. I’m an extrovert and I like to meet new people. I hope we can go back to campus next semester so I can meet my peers. When I had my on-campus class, I was the one who brought everyone together and made us all a GroupMe and we all became friends after that. I like to go to school so I can have connections in life. This pandemic has stopped that, but I hope things are soon to return.”

“It made the learning atmosphere and learning from my classmates and getting help from them hard.”

Many students specifically reported missing the chance to connect with fellow GTF Scholars, whom they saw as valuable connections due to having shared backgrounds and because they had expected to engage with a community of peers. They compared their experiences to what they knew of prior cohorts, and those who had attended their first semester just prior to the onset of the pandemic missed specific things like socializing with GTF Scholars peers.

“I don’t have that ‘family connection’ with the first cohort. ... It has socially impacted the program.”

“As a GTF Scholar, the pandemic has made connecting with other GTF Scholars harder as the activities are now remote.”

“I was less able to interact with the fellow scholars which was disappointing.”

“I wasn’t able to see many of the other scholars as I did before the pandemic began.”

“It has made me miss all the times I was able to be in the GTF lounge with my peers.”

“The pandemic has affected my experience as a GTF Scholar in the way where all our events are online. I enjoy that, don’t get me wrong, but I looked forward to meeting in one specific room with my colleagues and talking. During this pandemic, I haven’t been able to see any of my colleagues and it makes me sad.”

“Well, because of the pandemic we aren’t able to meet so that hinders a bit our relationship as a cohort, but we will be able to meet soon just as we did on Zoom a few weeks ago.”

“The pandemic has robbed me of the university lifestyle I was hoping to experience and has forced the GTF Scholars to not participate in fun activities like the previous cohort in which allowed to create a bond between GTF members.”

Expectations

GTF Scholars keenly felt the loss of the expectations they had had for “normal” college life. Comments ranged from highlighting relatively minor unmet expectations such as sharing a common space with their GTF Scholars peers, to more significant sentiments such as feeling that their entire university experience had been thrown off track. Many students referenced missing out on “the full experience” or on “real college life” as they described the loss of something they had planned for and anticipated. For the most part, students referenced unmet expectations around “college life” in general, but a few also noted that they were disappointed to miss out on what they considered to be the “real experience” of GTF Scholars. Several noted that they had not yet physically been present on the campus where they were enrolled. Still others mentioned campus traditions in which they had planned to participate. Sample comments included:

“I felt like I lost a big part of the experience in being a new student at my university. I was not able to live on campus and didn’t have the same resources as those on campus. I was really excited to be part of a small community with people who had similar backgrounds to me, but I was really disappointed that due to the pandemic everything was virtual.”

“I wasn’t able to participate in [campus tradition] which was something I was really looking forward to doing. I also miss seeing students and the overall feel that [university attendance] has due to things not being normal.”

“I believe that I am missing out on the real experience as a GTF scholar when being on campus. I wish we could soon be able to get together face to face to meet with my entire cohort and make new relationships.”

Question 2: How did students describe the value of the support they received from the GTF Scholars Program and from their institution more broadly?

Support from GTF Scholars Program

First-year students described the GTF Scholars Program as being an important support for them in various ways, but their responses mainly fell into two broad categories: the importance of peers and the GTF Scholars community, and the value of the support they received from GTF Scholars Program coordinators.

Students appreciated their GTF Scholars peers. They mentioned how meaningful it was to know they could enter a community composed of others who understood the experience of transitioning from an early college high school to being a “full university student.” They repeatedly mentioned the value of their relationships with their peers in the program and their desire to maintain and build new connections with GTF Scholars.

Students valued the close ties they had established with program staff and noted how much they relied on the coordinators to assist them in responding to challenges, gaining access to help, and providing encouragement and care. They referenced valuing caring gestures, including small gifts (sweet treats and program “swag”) that coordinators provided. They valued being “checked up on” by the program staff. In this way, GTF Scholars coordinators functioned similarly to Bensimon’s (2007) conception of the original definition by Stanton-Salazar (1997, 2011) of an “institutional agent” who influences student success by providing “confidence and affirmation as well as the academic, cultural and informational resources they needed to succeed” (p. 442). These were particularly important to students given the shifts necessitated by the pandemic. Representative comments included:

“The most valuable part of being in the GTF Scholars program is being a part of a group that feels like family. We’re all here to help each other and it feels good to go to someone that has been in your situation before as an early college student transitioning to a full university student.”

“The one-to-one meetings I had with the advisors gave me the chance to talk to someone directly at [my university] (as I was remote) so that I didn’t feel out of the loop. I was constantly provided with resources to help me figure things out in both academics and finances.”

“Online school was really tough, but it was a learning process and adjustment. I have suffered with anxiety and depression throughout my first year of college, but GTF has helped me and reminded me that I can make it through, and that people are there to help if all I do is just ask.”

“The GTF Scholars Program supports me enough through financial aid, but the fact that I am checked up on is appreciated.”

“I was still able to meet and build relationships with other GTF Scholars while being online due to the pandemic and I always had the GTF Program coordinators’ contacts accessible to me whenever I needed help.”

“The GTF program has made an attempt to engage us even though we are remote, so it’s nice to know they care.”

Support from Campus Resources

While students were disappointed that their GTF Scholars interactions had to be limited to virtual experiences, they generally still expressed appreciation for the program’s supportive approach and felt that they still had access to the resources they needed from the program. When it came to describing their access to the resources they needed from their institutions more generally, many students were slightly more challenged. As one student said, “I have less access to university resources and community than I had in the past.

GTF resources are still available, but of course require a different process to access than in the past.” Another student was starker, saying the pandemic had a “huge impact, I’ve had no access to resources such as libraries.”

Some students remarked on finding resources more difficult to access, or just less useful, in new formats:

“I prefer meeting face-to-face for any inquiries, but the pandemic restricted many of the services given in person. Personally, I do not fully enjoy meeting via Zoom or taking online classes.”

“It brought a level of difficulty, because even though we have access to all programs on campus online, I still found it difficult to reach out to my advisor or any other office I needed to contact. I just don’t think it is the same.”

“Some study resources have been lacking. I used to visit help sessions regularly, but some sessions are no longer offered.”

“It’s harder to ask for help. Although you can schedule appointments, online just isn’t the same.”

One student noted how the challenges of accessing helpful information were further complicated by their first-year status:

“As an incoming freshman by year, I struggled on how to navigate my university’s policies in terms of registration and financial aid.”

Summary of Findings

In summary, students reported that their lives—both inside and outside of postsecondary education—were upended by the onset of the COVID-19 pandemic. The pandemic affected students financially, professionally, personally, and socially. It fundamentally altered the ways they learned, and many reported negative effects on their motivation and study habits. GTF Scholars expressed missing out on what they considered to be the “real college experience,” which they identified as requiring time on campus, with peers and faculty, in person.

Given these heavy challenges, students reported that some available supports were vital. They felt that the **GTF Scholars Program was a critical support, both because of the program’s ability to offer a community of peers and social connections and because of the individualized, ongoing support they received from program staff.** These findings align well with the research suggesting that key mechanisms of early college high schools’ success include various forms of ongoing engagement and close social ties with teachers and peers. These types of intensive, high-touch support may be more feasible for small settings like ECHS, but more difficult for larger universities to provide. Data from the GTF Scholars Program suggests that extending these types of supports to early college high school graduates who continue in postsecondary education may prove valuable, perhaps especially so during students’ first year and during a pandemic.

Discussion

Our findings are important both for practice and research. Early college high schools provide ongoing, relationship-based support for their participants. That support is not guaranteed to be available to early college high school graduates once they continue their education post-high school. While ECHS graduates bring many assets and advantages with them (improved study skills, completed college-level credits), they also benefit from an extension of the nonacademic supports provided by their early college environment. Our findings demonstrate that students do voice both the need for and the value of these socially based and interpersonal connections when they transition out of high school. They report the value of these connections for both academic and emotional reasons. They value connections with peers who share their early college high school backgrounds, they value friendships as a form of stress reduction, and they value the information sharing and academic support that social connections facilitate.

Despite the context of the disruption brought on by the COVID-19 pandemic, GTF Scholars Program coordinators found innovative, thoughtful ways to maintain a level of engagement and connection to their program participants. These approaches often took forms akin to the approaches used by early college high schools to “mandate engagement” and to create a warm, nurturing environment where students feel cared for and are held to high expectations. Our findings suggest that initiatives like the Greater Texas Foundation Scholars Program have value in supporting students as they seek to complete their bachelor’s degrees.

Our study adds to the small evidence base focused on early college high school graduates who seek to complete bachelor’s degrees, providing insight into students’ experiences after early college. Our findings show that early college high school graduates in their first year after high school strongly articulate the value of social connectedness, of engagement, and of supports available from their institutions. We also offer some of the first evidence of the experiences of this specific group of students during the COVID-19 pandemic, which, by greatly altering the ways in which students could socialize, connect, and learn, provided a unique lens through which students described their experiences. Future research to better understand and quantify the effects of various types of support on the outcomes of undergraduates who are early college high school graduates would be a helpful next step.

Conclusion

This study is valuable in several respects. First, we contribute to the literature focused on early college high schools by offering insight into the experiences and perceptions of early college high school graduates as they transition toward completing their bachelor’s degrees at four-year universities. Second, we explore the value these students place on the support they received from the GTF Scholars Program, and in so doing, offer some early evidence of the capacity of such programs to effectively improve the experiences of early college graduates and their chances of succeeding in college. Third, we explore the experience of recently

matriculated early college graduates during the COVID-19 pandemic, a time when effective student support was both desperately needed and far more difficult to effectively provide.

Our findings show that early college high school graduates in the early stages of their post-high school education experienced substantial difficulties due to the COVID-19 pandemic. We also found that ECHS graduates received valuable support from the Greater Texas Foundation Scholars Program and that the key supports took the form of social connectedness, with both key “institutional agents” (Bensimon, 2007) and GTF Scholars peers. This study documents the experience of GTF Scholars during their first year of college and the onset of a pandemic, detailing the challenges students voiced and the supports that the program provided to early college high school students who transitioned to undergraduate studies during the COVID-19 pandemic.

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