



# Update on Dual Enrollment (Act 77)

Dr. Heather Bouchey, Deputy Secretary

1/16/18



# Outline

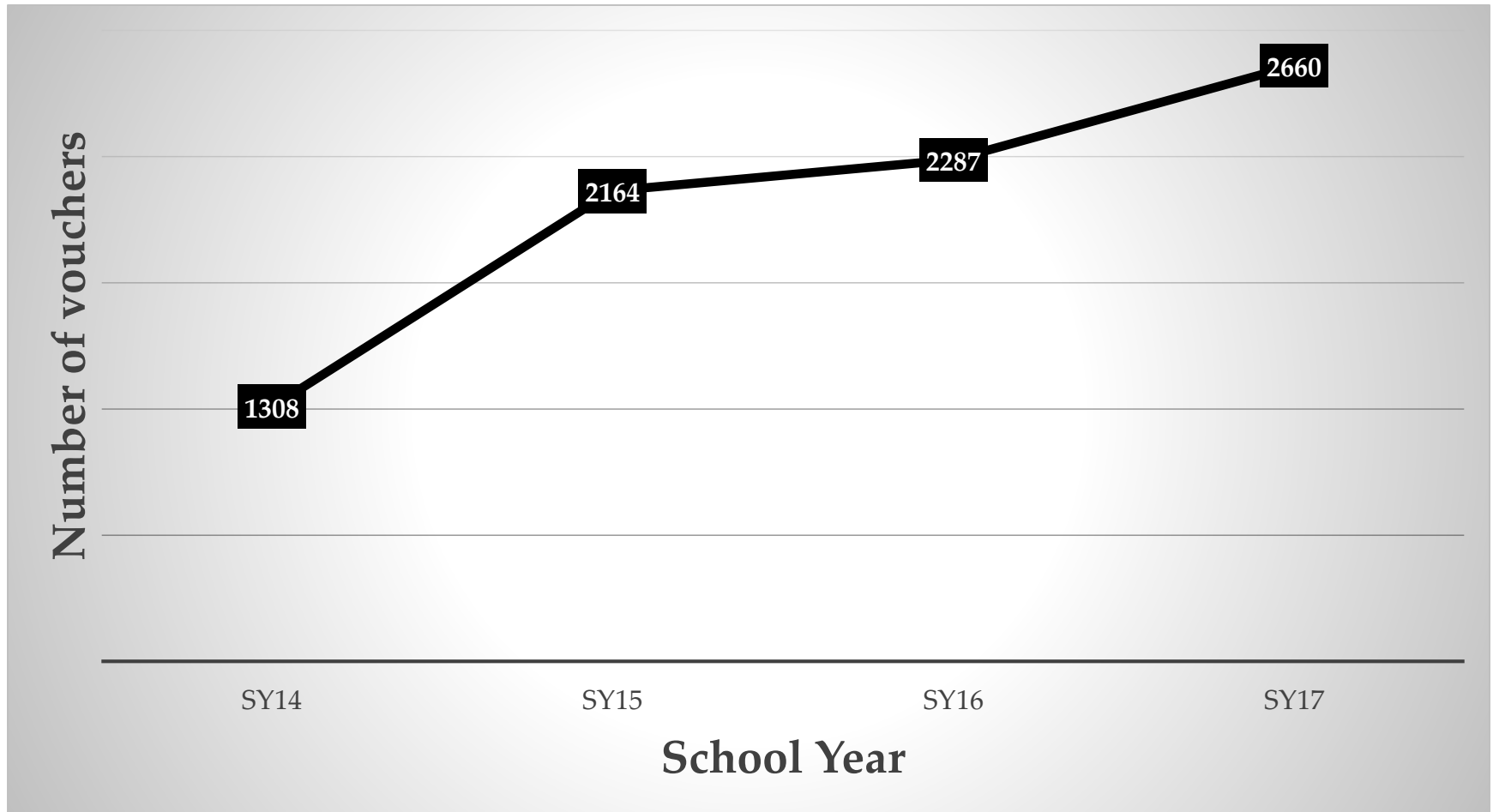
- Fiscal summary
- What do we know so far?
  - Voucher usage and participation rates
  - Equity in student participation
  - Links to postsecondary outcomes
- What are some current challenges?
- Recommendations
- Questions

# Fiscal Summary

Dual Enrollment Summary					
Fiscal Year	EF	Next Gen (GF)	Total	Annual Change	% Difference
2015	480,936	480,936 <sup>1</sup>	961,872		
2016	681,835	600,000	1,281,835	319,963	25%
2017	883,419	600,000	1,483,419	201,584	14%

Early College Summary					
Fiscal Year	EF	Next Gen (GF)	Total	Annual Change	% Difference
2015	306,012	0	306,012		
2016	1,252,012	0	1,252,012	946,000	76%
2017	1,276,950	0	1,276,950 <sup>2</sup>	24,938	2%

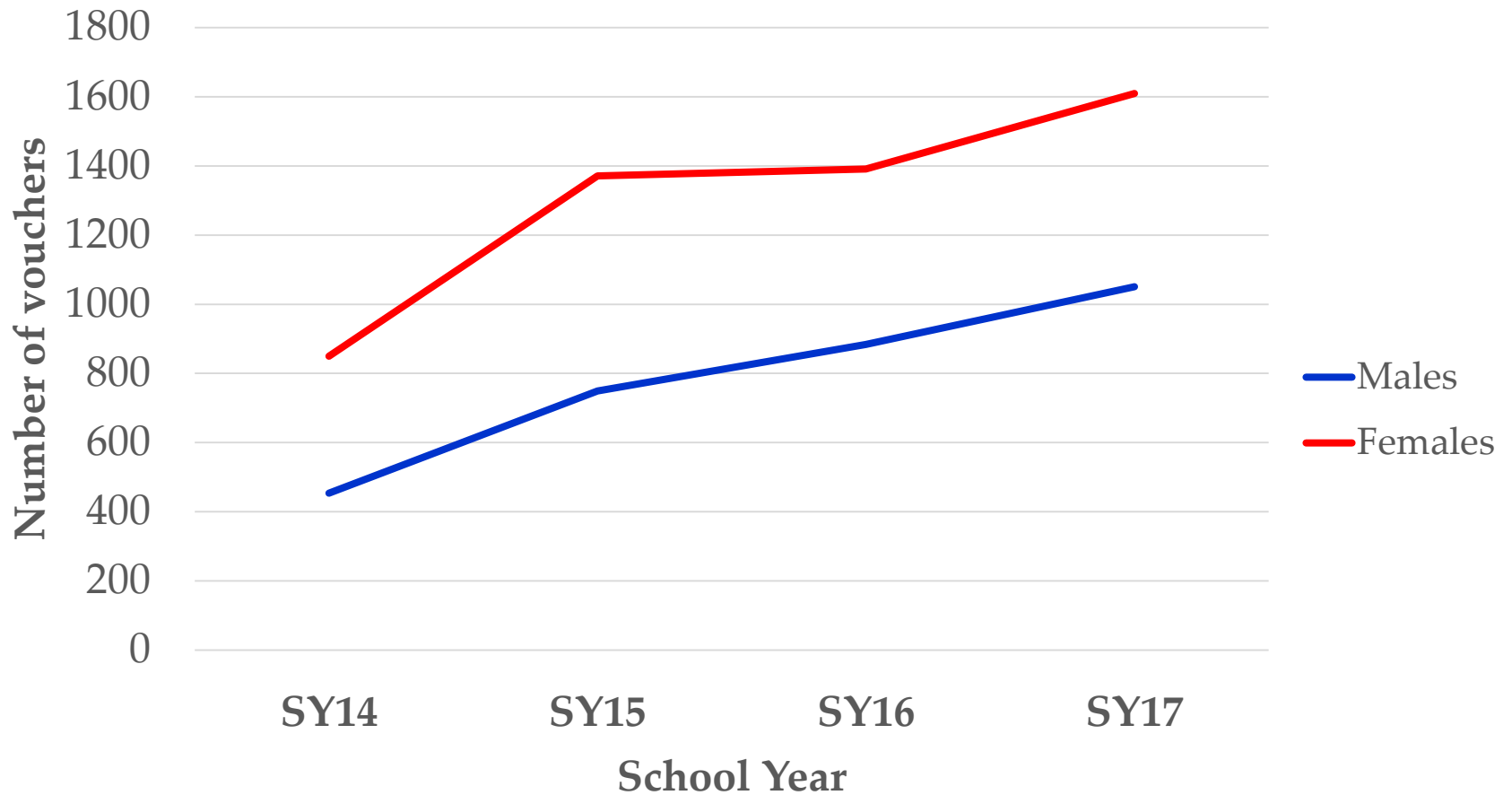
# Participation in DE has **increased** over time.



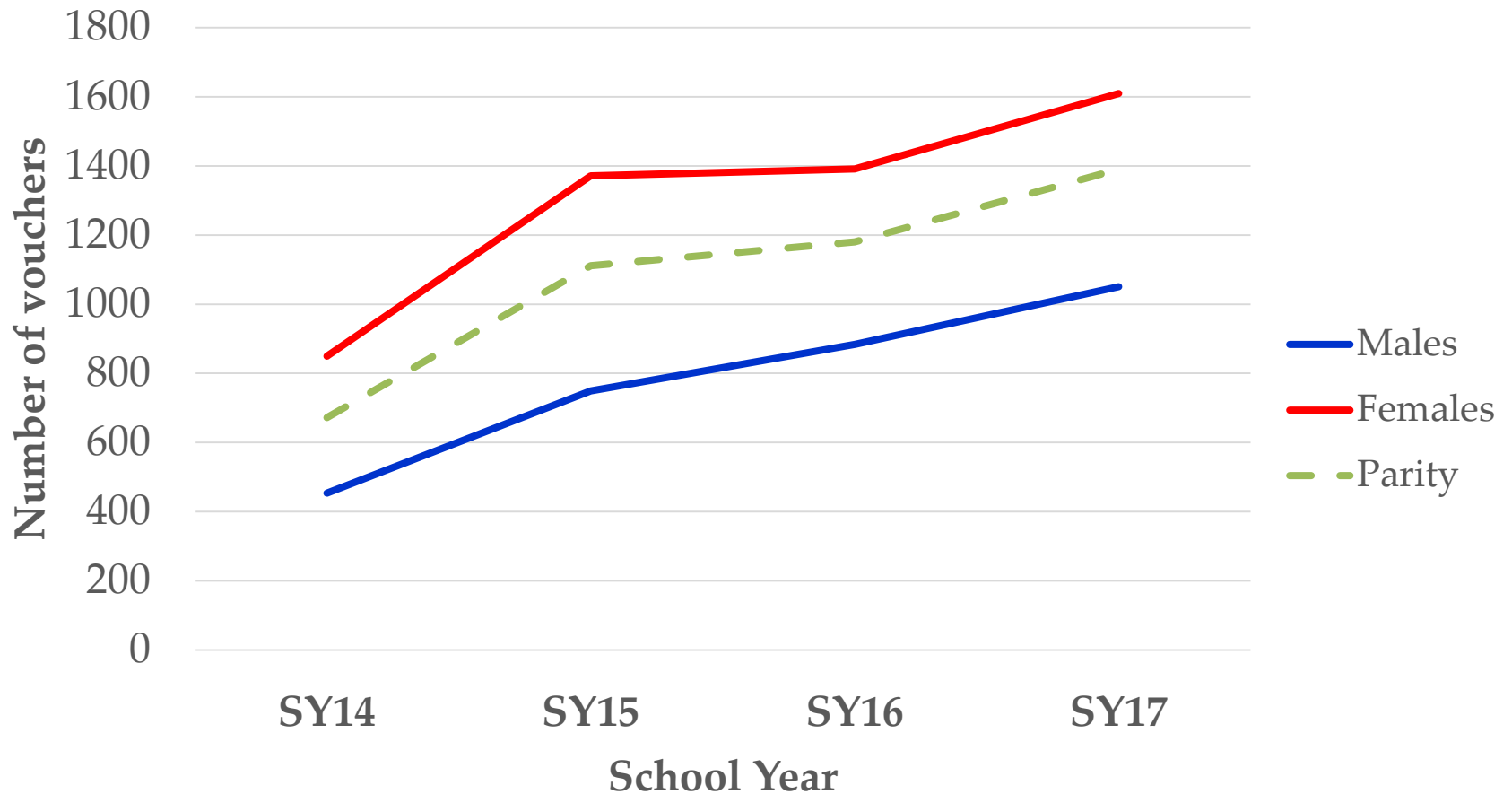
# Equity: Participation by different student subgroups

- Gender
- FRL (Economic Disadvantage)
- Special Education (IEP)
- Race/ethnicity
- English Learner

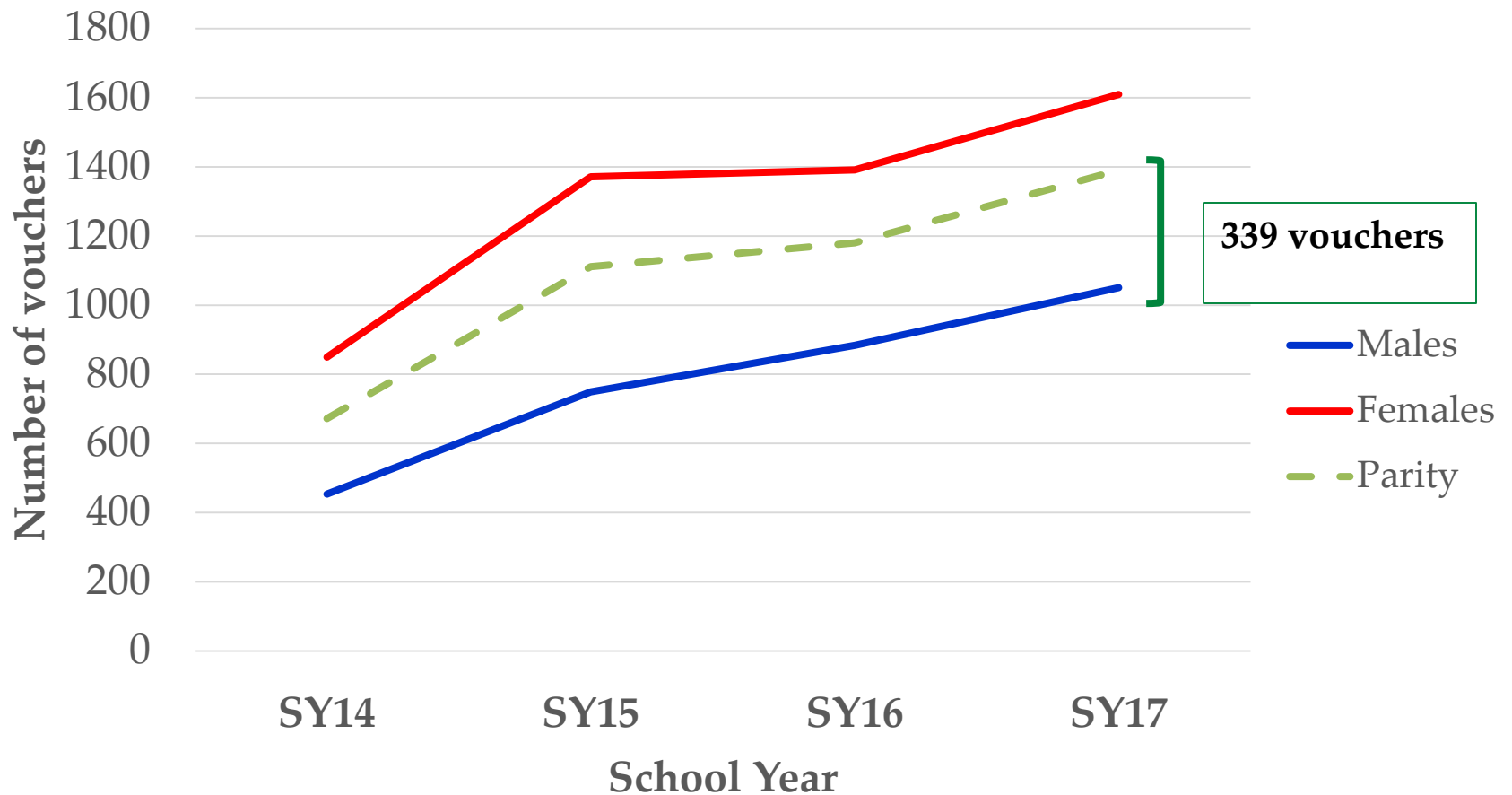
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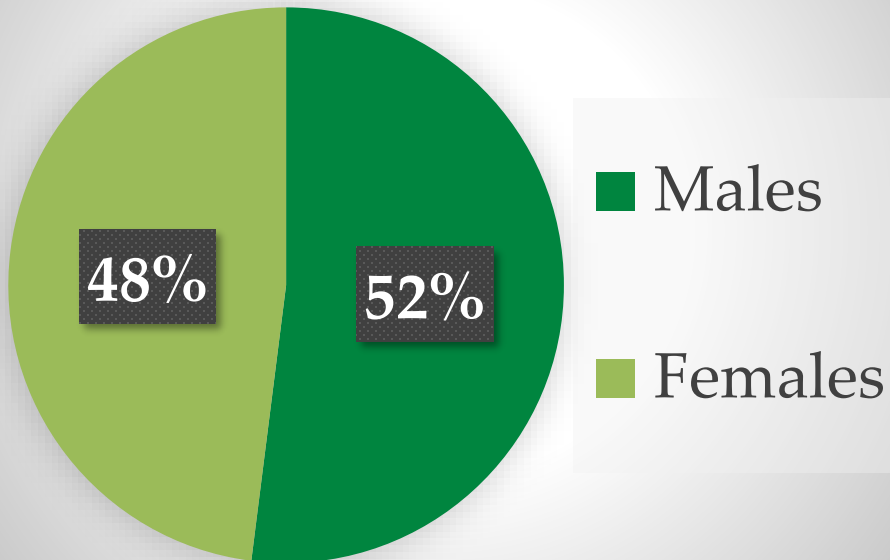
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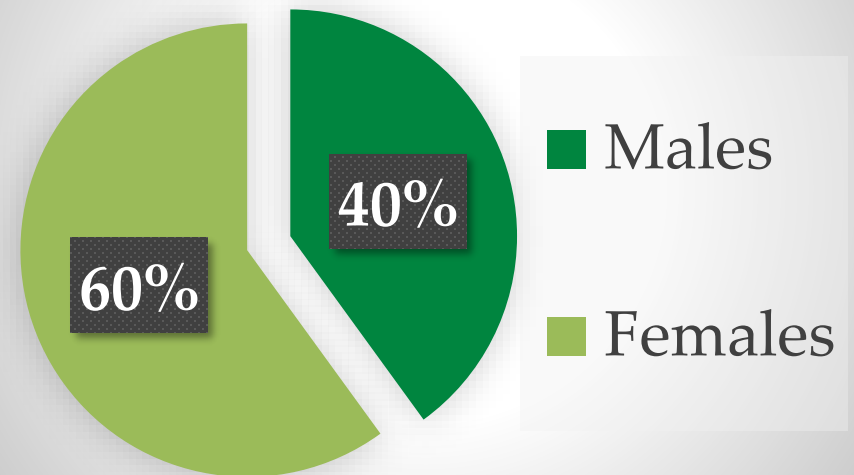


# Equity: Gender

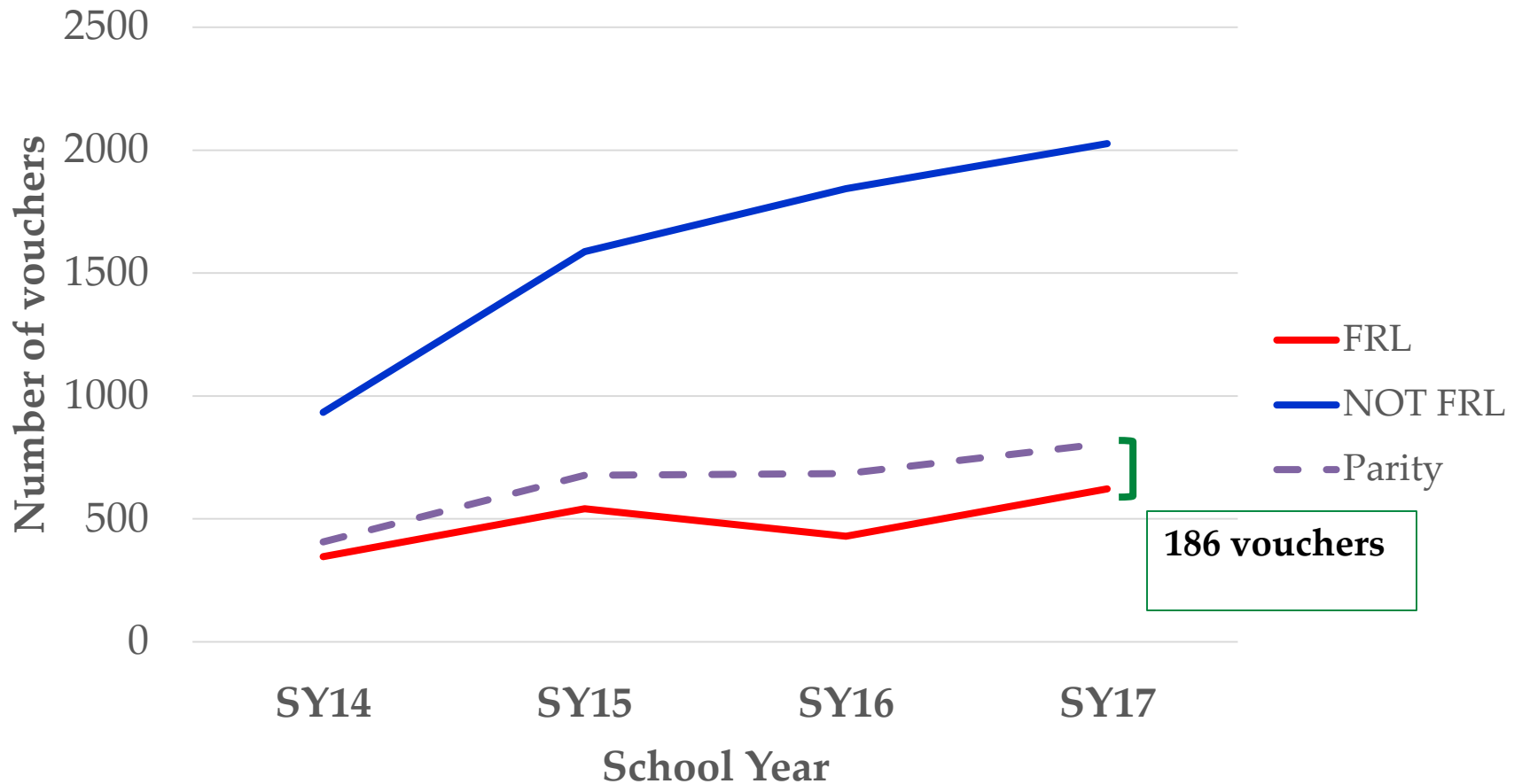
% in state



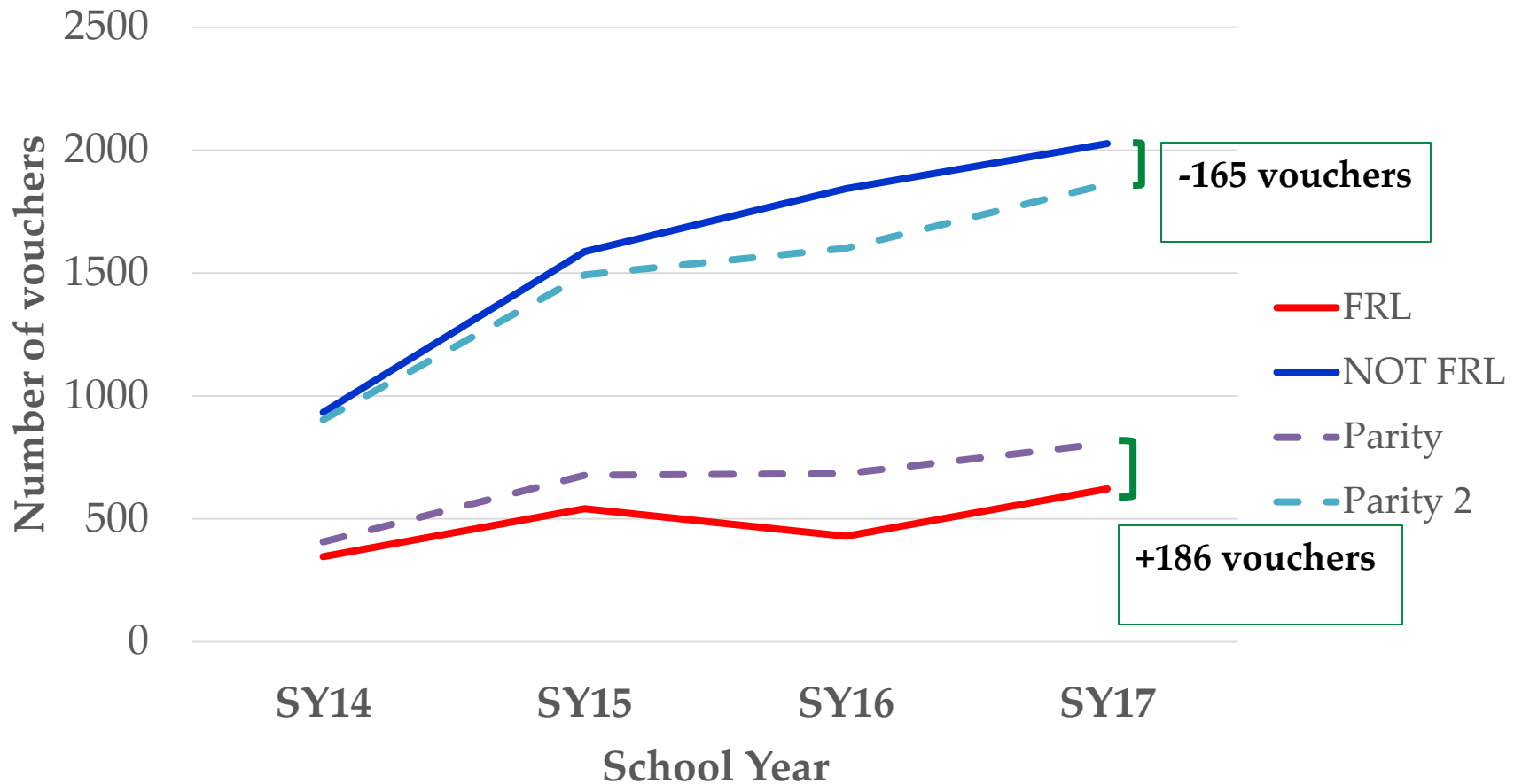
% in DE



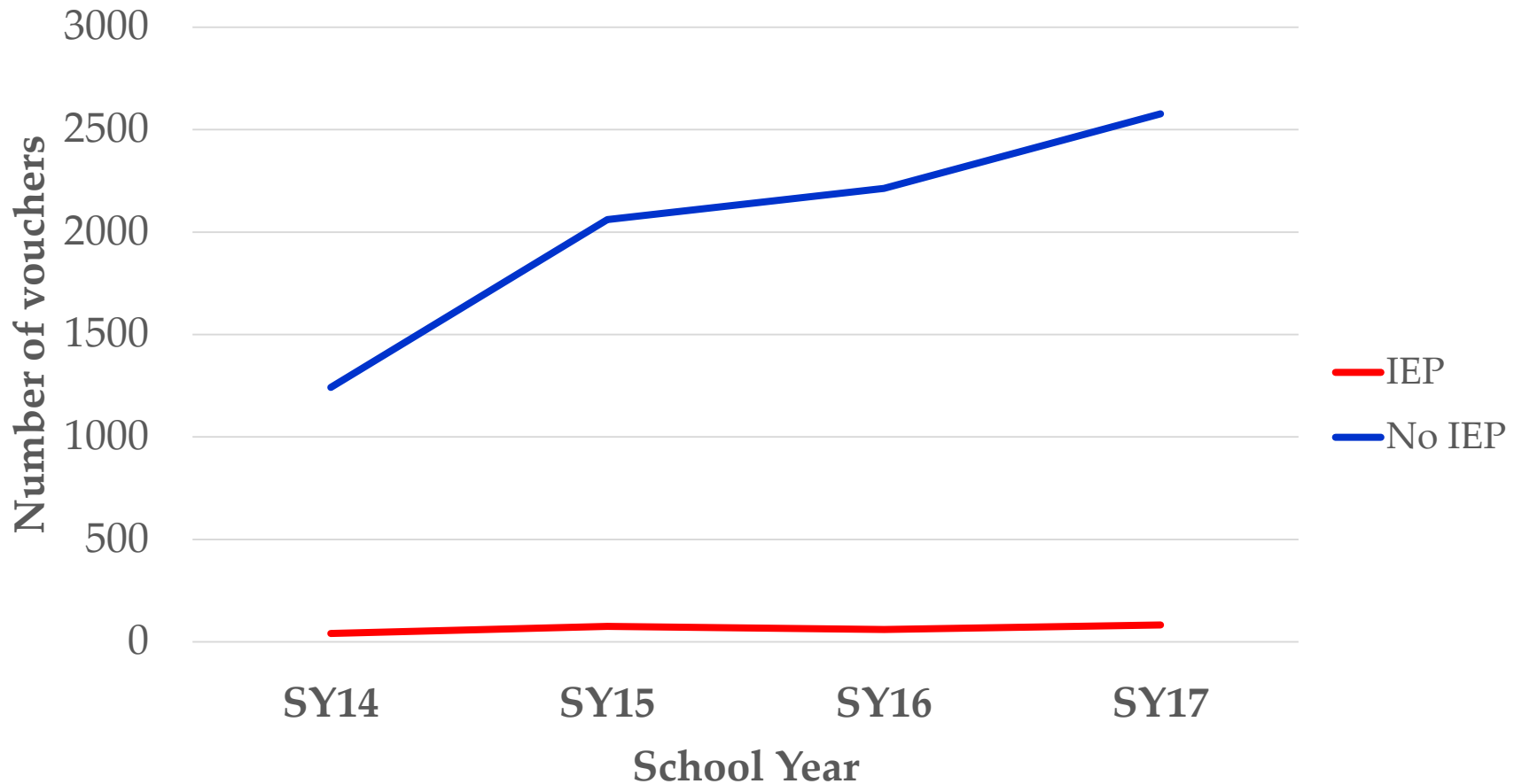
# How many vouchers are used, by student economic disadvantage?



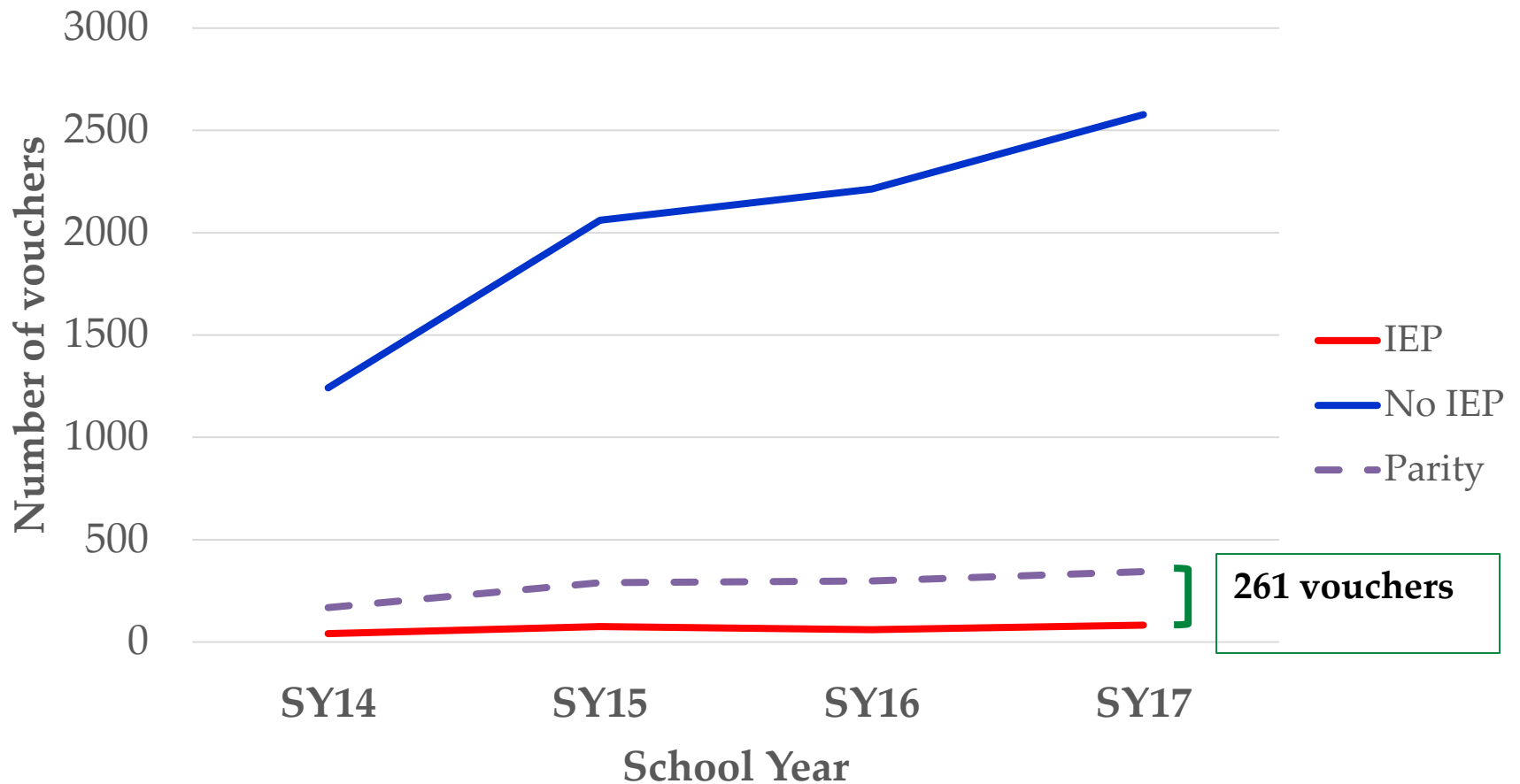
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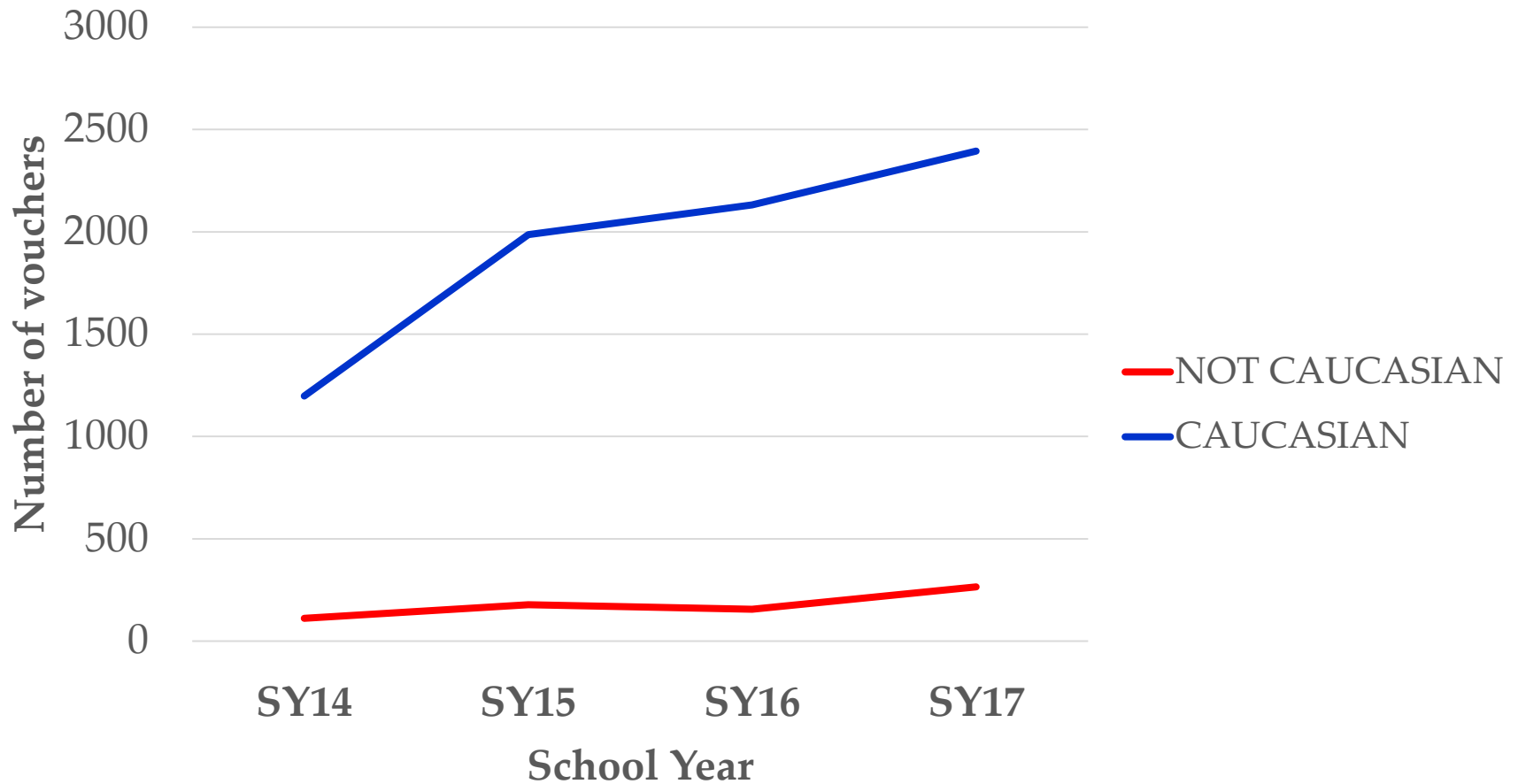
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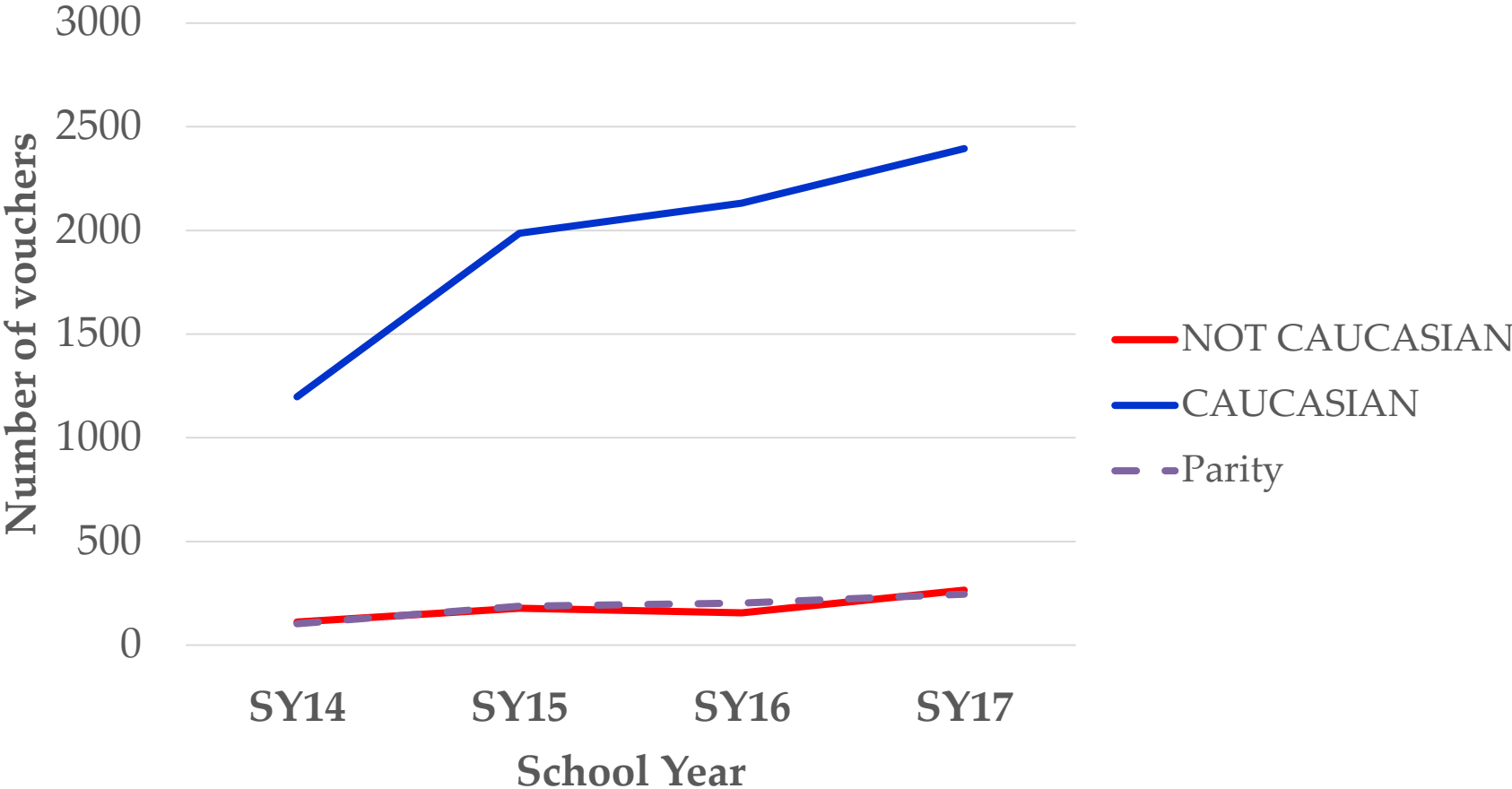
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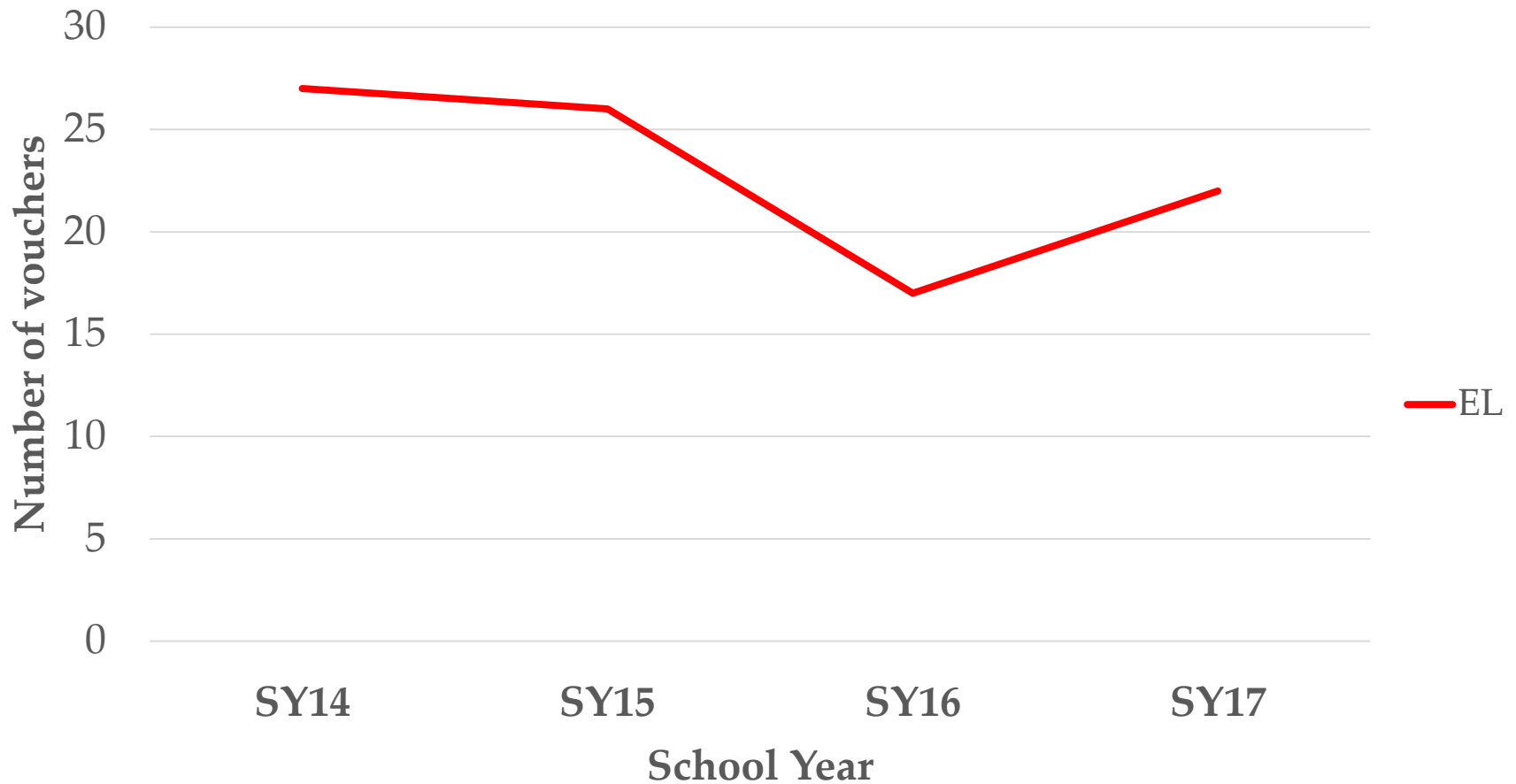
# How many vouchers are used by students of color?



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# How many vouchers are used by students who qualify for EL services?





# Postsecondary Enrollment

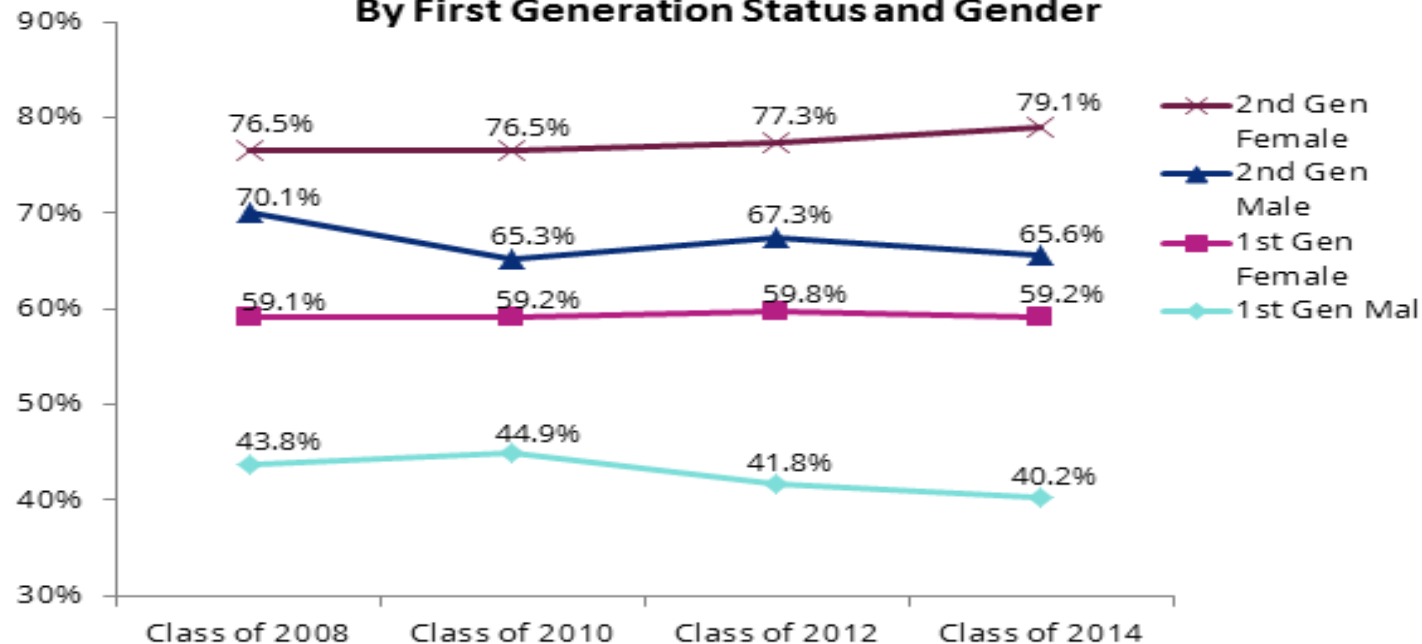
# Enrollment in College

- **2013: 6% of DE users went on to college**  
**2016: 32% of DE users went on to college**
- **From 2009-2015, % grads enrolled in college within a year has remained stable (54-56%).**

**Are students using DE those who would have gone to college anyway?**

# Where we are: Low and *uneven* participation in postsecondary opportunities

**Vermont High School Class of 2008 - 2014  
Postsecondary Enrollment Rates  
By First Generation Status and Gender**



Source: VSAC, Senior Survey and NSC data

# DE and postsec enrollment, by gender

Males								
<u>1st semester in DE</u>	<u>Total # students in DE</u>	<u>Total # of DE students in NSC, 0-3 mos</u>	<u>%</u>	<u>Total # of DE students in NSC, 0-12 mos</u>	<u>%</u>	<u>Total # of DE students in NSC, 12+ mos</u>	<u>%</u>	
SPR13	68	30	44%	36	53%	41	60%	
SY14	428	264	62%	289	68%	315	74%	
SY15	606	405	67%	431	71%	446	74%	
SY16	680	285	42%	290	43%	NA	NA	

Females								
<u>1st semester in DE</u>	<u>Total # students in DE</u>	<u>Total # of DE students in NSC, 0-3 mos</u>	<u>%</u>	<u>Total # of DE students in NSC, 0-12 mos</u>	<u>%</u>	<u>Total # of DE students in NSC, 12+ mos</u>	<u>%</u>	
SPR13	125	78	62%	82	66%	87	70%	
SY14	783	530	68%	558	71%	593	76%	
SY15	1047	719	69%	769	73%	792	76%	
SY16	1018	380	37%	388	38%	NA	NA	

# DE and postsecondary enrollment, by economic disadvantage

## Eligible for FRL

<u>1st semester in DE</u>	<u>Total # students in DE</u>	<u>Total # of DE students in NSC, 0-3 mos</u>	<u>%</u>	<u>Total # of DE students in NSC, 0-12 mos</u>	<u>%</u>	<u>Total # of DE students in NSC, ever (thru fall 16)</u>	<u>%</u>
SPR13	193	108	56%	118	61%	128	66%
SY14	325	188	58%	208	64%	221	68%
SY15	415	246	59%	263	63%	266	64%
SY16	311	95	31%	97	31%	NA	NA

## Not eligible

<u>1st semester in DE</u>	<u>Total # students in DE</u>	<u>Total # of DE students in NSC, 0-3 mos</u>	<u>%</u>	<u>Total # of DE students in NSC, 0-12 mos</u>	<u>%</u>	<u>Total # of DE students in NSC, ever (thru fall 16)</u>	<u>%</u>
SPRING13	193	108	56%	118	61%	128	66%
SY14	863	590	68%	622	72%	668	77%
SY15	1242	868	70%	927	75%	962	77%
SY16	1385	569	41%	581	42%	NA	NA

# Participation by High School

- Review Table 10 in Report

# Participation by College

- Review Table 11 in report

# Current Challenges

- New operating platform for DE program
- Integrating state-run program with Fast Forward (CTE) and adult ed HSCP
- Equity issues regarding transportation, housing, fees.
- Students miss out on capstones, senior year projects with Early College





# Recommendations for Further Analysis

- Determine how to account adequately for the effect of **ELL status** on access to DE.
- Evaluate how and whether students who live in poverty who either do or do not participate in Dual Enrollment **differ in other substantive ways** (e.g., access to 529 plan, financial aid counseling, college-enrolled siblings, etc.).
- Evaluate the relationship between the **CTE Fast Forward** dual enrollment program and postsecondary enrollment, and the relationship between the Fast Forward program and State-funded DE. In particular, evaluate the impact of college credits through Fast Forward as they compare to college credits earned through dual enrollment for different populations.

# Recommendations (cont.)

- Evaluate why students at **some high schools** participate more fully in the state-run DE program than do students at other schools.
- Evaluate if postsecondary enrollment rates are comparable for students who participate in DE at a college compared to DE on a **high school campus** (i.e., concurrent enrollment).
- Track and evaluate the following **additional indicators**:
  - Student performance (i.e., grades) in dual enrollment coursework
  - Postsecondary retention (one-year) and persistence rates for students participating in dual enrollment, as compared to non-participating students
- At present, the AOE does not have sufficient staffing to evaluate these questions.

# Questions?



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