

Increasing Access, Opportunity, and Equity for All Learners: A Community-School Approach to Dual Enrollment

Vermont Family Network

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Educational Equity Definition

Educational equity means that every student has access to the **resources and educational rigor they need** at the **right moment** in their education, despite race, gender/identity, sexual orientation, ethnicity, language, disability, family background, or family income. (*Adapted from CCSSO, Leading for Equity*)

Act 77: The Flexible Pathways Initiative to Secondary School Completion

“To encourage and support the creativity of school districts as they **develop and expand high quality and educational experiences** that are an integral part of secondary education in the evolving 21st Century classroom... [and] **to identify and support secondary students who require additional assistance to succeed in school and to identify ways in which individual students would benefit from flexible pathways to graduation...**”

Personalized Learning

(*or*, Student-Centered Learning: 5 Essential Elements

- Personal Relationships
- Learner Profiles
- Proficiency-Based Progression
- Flexible Pathways
- Student Agency

Flexible Pathways: Dual Enrollment

Title 16 : Education

Chapter 023 : Courses Of Study

Subchapter 002 : Flexible Pathways To Secondary School Completion

§ 944. Dual Enrollment Program

(a) Program creation. There is created a statewide Dual Enrollment Program to be a potential **component of a student's flexible pathway**. The Program shall include college courses offered on the campus of an accredited postsecondary institution and college courses offered by an accredited postsecondary institution on the campus of a secondary school. The Program may include online college courses or components.

Types of Dual Enrollment in Vermont

Dual Enrollment Program – Act 77



Allows VT residents who are juniors and seniors and are publicly funded high school students access to 2 college credit bearing courses while receiving high school and college credit.

Fast Forward Program – Carl D. Perkins



Allows VT residents who are enrolled in state approved Career Technical Education (CTE) programs to get high school and college credit for 2 college courses taught at regional CTE centers.

Dual Enrollment and Student-Centered Learning

- Personal Relationships
- Learner Profiles
- Proficiency-Based Progression
- Flexible Pathways
- Student Agency

What does the research say?

The benefits of Dual Enrollment

- WWC Intervention Report [summary](#) on DE Programs:
- Five studies of dual enrollment programs involving a total of 77,249 high school students
- Medium to large evidence (positive) was found for the following student outcome domains:
 - Degree attainment (college)
 - College access and enrollment
 - Credit accumulation
 - Completing high school
 - General academic achievement in high school

Only 12% of dually enrolled students did not go on to college by the age of 20

(according to National Student Clearinghouse Research Center 2017 report)

But is this benefitting ALL
students?

American Institutes for Research Report: 2017/2018 Study

Found that:

- The benefits of DE “greatly exceeded” the cost of the programs;
- DE improves college enrollment and completion (especially in the context of two-year institutions); and
- DE courses are generally academically rigorous as college credit only courses.

However:

- Low-income and BIPOC students did not benefit as much from DE delivered in traditional high school settings when compared with affluent and white students.
- **DE costs may be a barrier** to accessing dual credit education.
- Constraints faced by counselors pose **challenges to ensuring that students receive quality advising.**

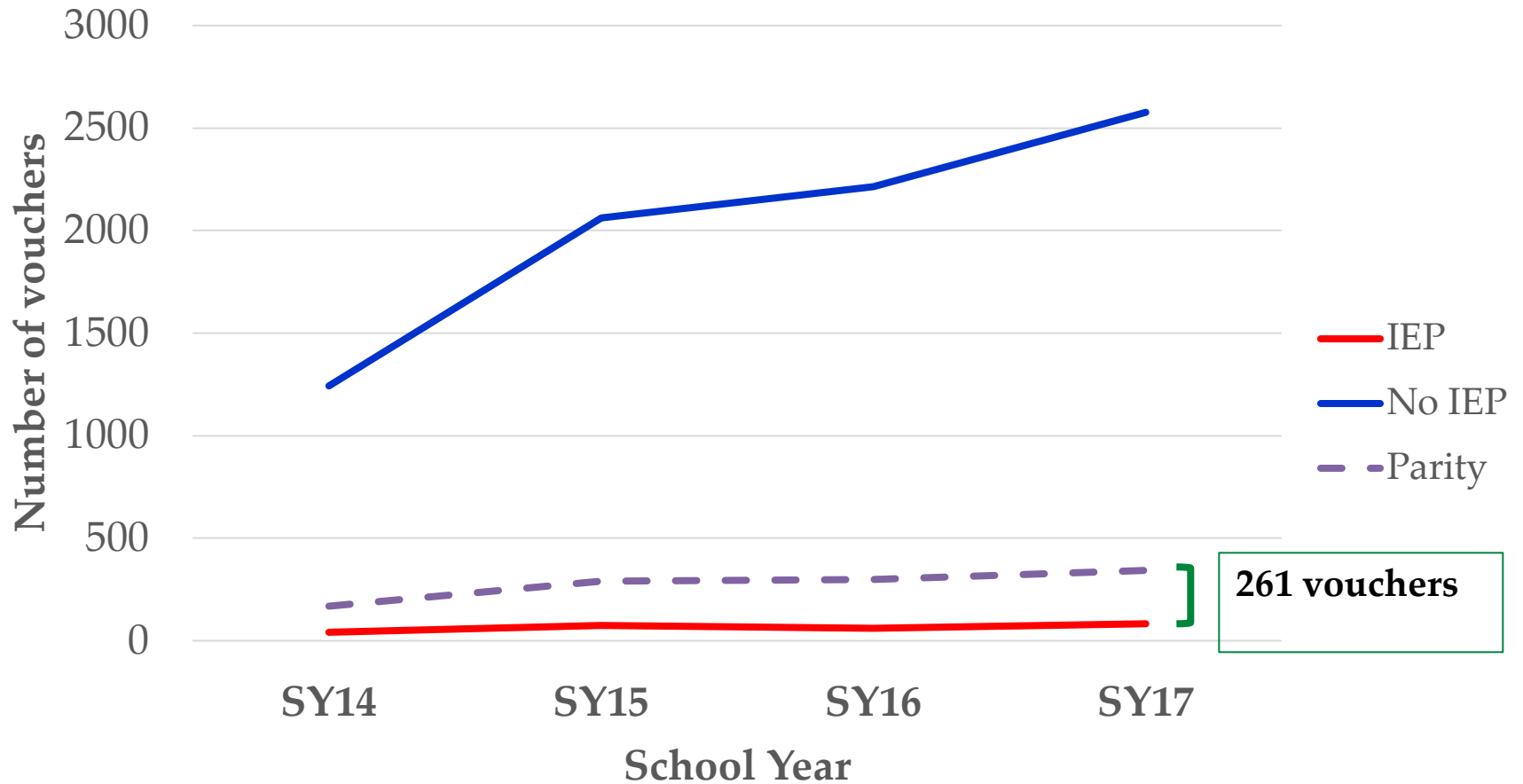
What Does Our Data Tell Us?

Common Data Project – VT Profile 2018

New England Secondary School Consortium

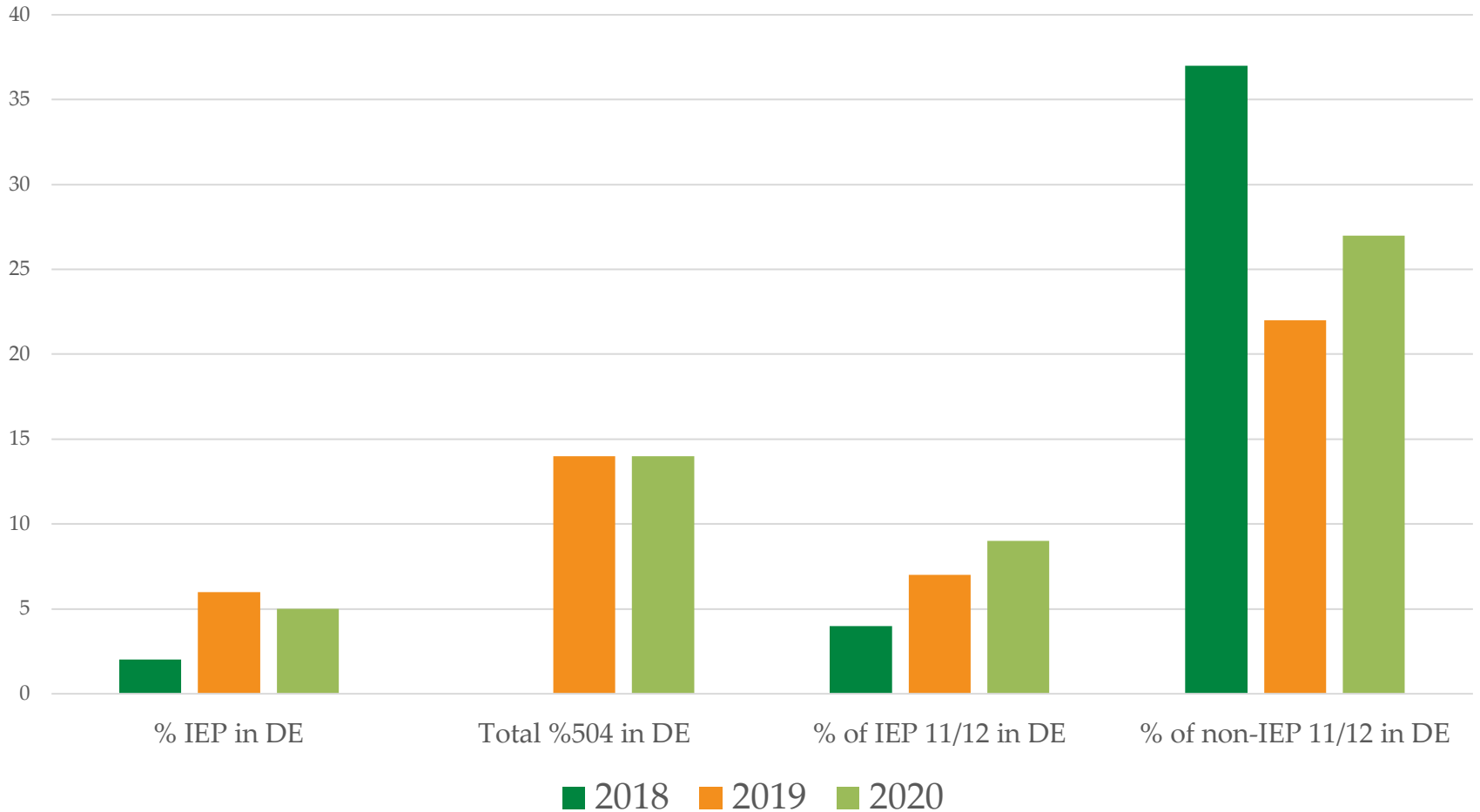
Measure	Students with Disabilities	Students without Disabilities	Difference
College Enrollment (2016)	18.1%	56.6%	-38.5%
College Persistence (2016)	72.7%	83.4%	-10.7%
College Completion (2011 class with completion by 2017)	36%	69.2%	-33.2%

Previous Trends in Dual Enrollment

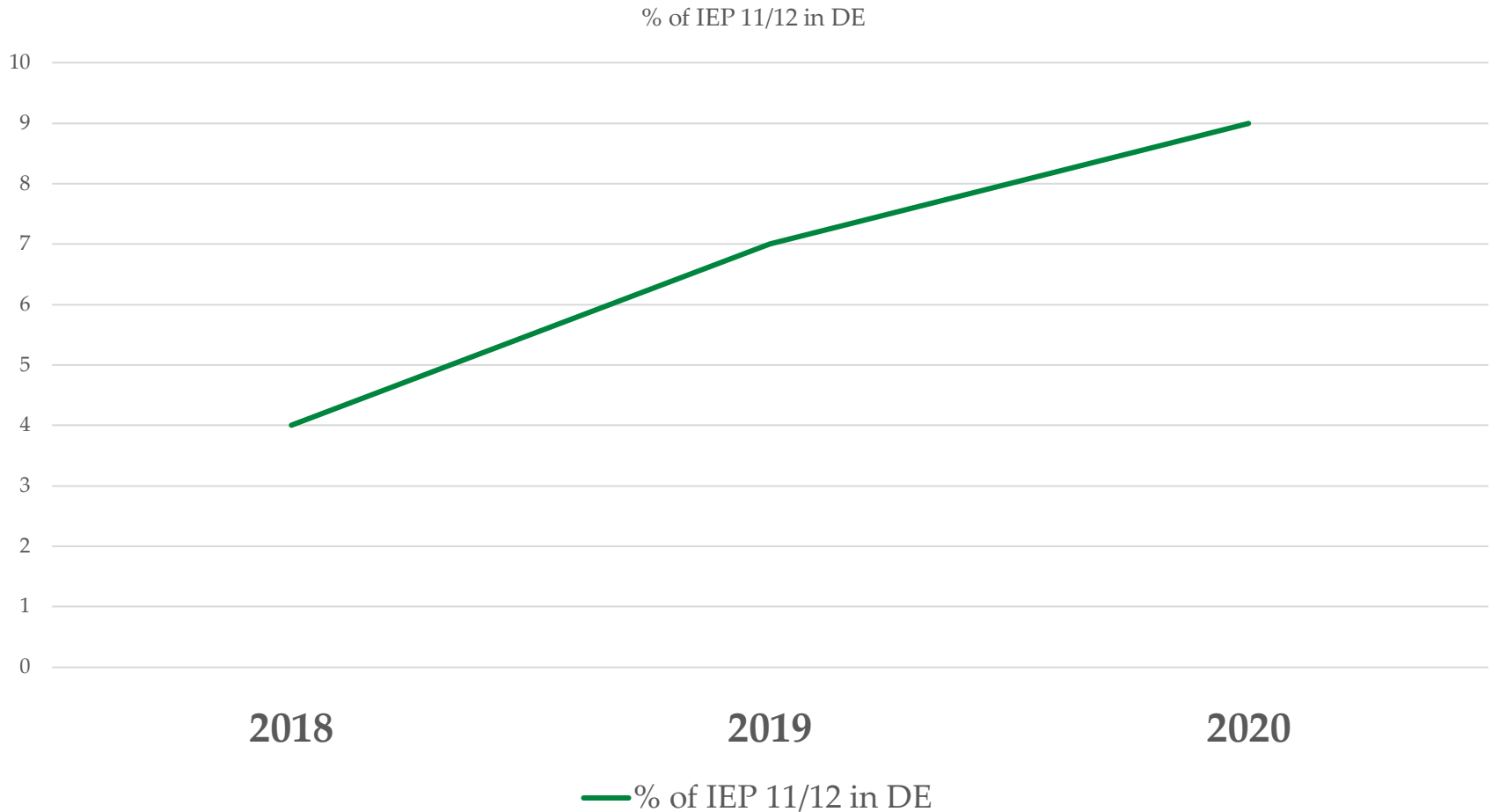


Current Trends in Dual Enrollment

Student Participation in Dual Enrollment



Increasing Percent of Students on IEPs Participating in Dual Enrollment



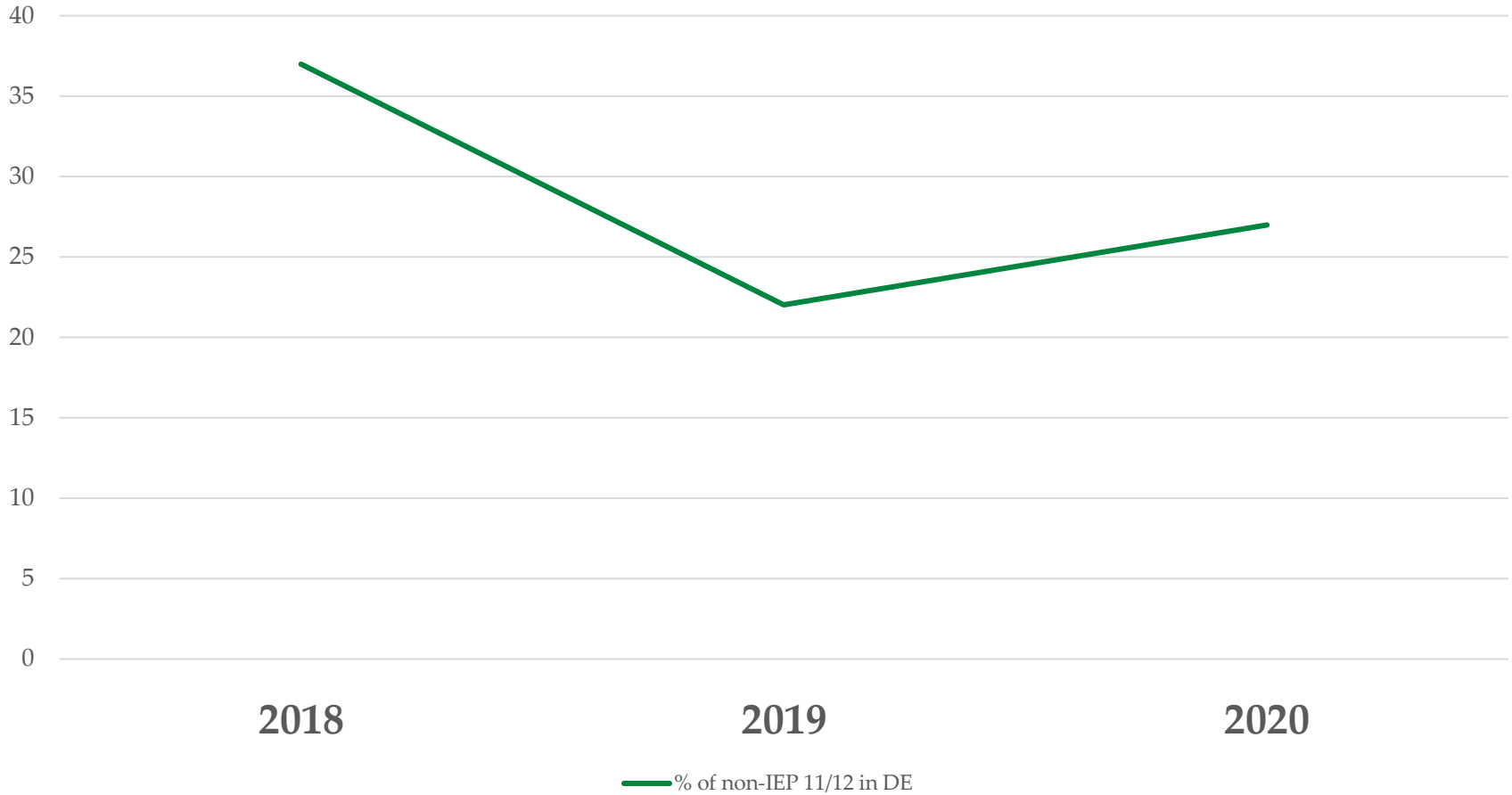
Increasing Number of SWD Participating in Dual Enrollment

Total IEP + 504 DE



Concurrent Decline in Participation of Students Without IEPs

% of non-IEP 11/12 in DE



Improving College and Career Access for Students with Disabilities

A Few Strategies to Consider

- Create multiple pathways to career/college
- Define “Career and College Readiness”
- Set (and maintain) high expectations, aspirations and goals
- Improve access to guidance counseling and transition services

Create Multiple Pathways to Career/College

- Career and Technical Education
- Dual Enrollment and Fast Forward
- Early College
- Expanded Learning Opportunities (such as after-school and summer programs, community-based and service learning)
- High School Completion Program
- Virtual/Blended Learning
- Work-Based Learning

Define College and Career Readiness for Students with Disabilities

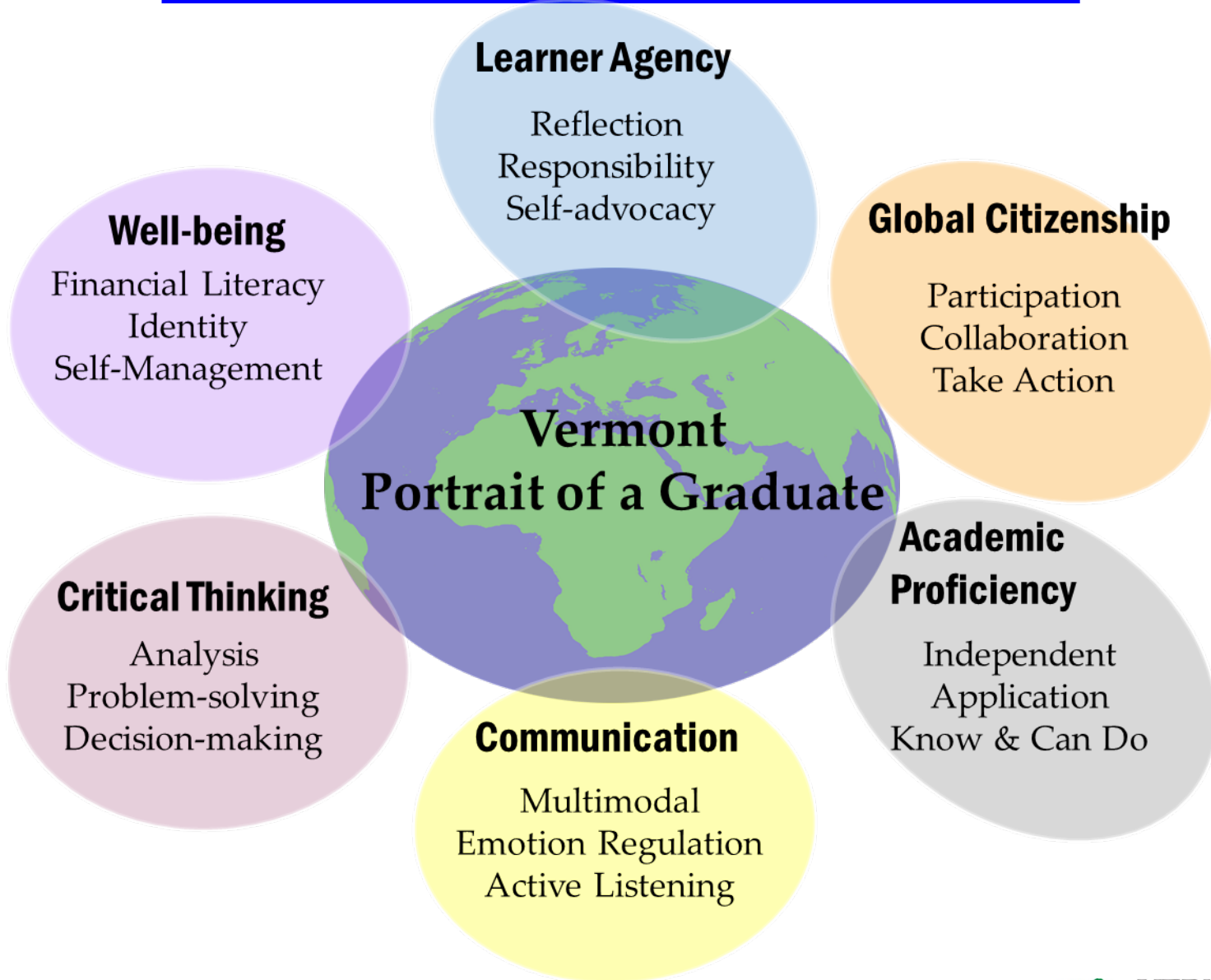
Definition: “being prepared for postsecondary education without the need for remediation.”

This is academic preparedness or Proficiency

For ALL students, especially those with disabilities, it is important to focus on other critical skills, such as **Transferable Skills** and **Social Emotional Competencies**. For instance:

- Independence and self-determination,
- Self advocacy and resiliency,
- Self-management and interpersonal relations,
- critical thinking, lifelong learning, and employment skills.

Vermont Portrait of a Graduate



High Expectations, Aspirations, and Goals

- **Address beliefs** – student beliefs, parent beliefs, educator beliefs
- **Identify goals** – expose students early and often to possibilities
- **Maintain high expectations** – reducing expectations can achieve near term goals but often undermines long-term goals
- **Create roadmaps to connect goals with expectations** – make connections for students between what they want to achieve and what they need to get there
- **Identify barriers and obstacles** – recognize real and perceived barriers; address them head on
- **Motivation to achieve Aspiration** – be real, be a cheerleader, be a coach, supportive accountability

Making Connections

	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th grade
Dual Enrollment	College/career exploration through personal learning plans (PLPs)	College/career exploration through personal learning plans (PLPs)	College/career exploration through personal learning plans (PLPs)	College/career exploration through personal learning plans (PLPs)	College/career exploration through personal learning plans (PLPs) Eligible for 2 Dual Enrollment vouchers – beginning summer before 11th grade	College/career exploration through personal learning plans (PLPs) Eligible for 2 Dual Enrollment vouchers – beginning summer before 11th grade
Early College	College/career exploration through personal learning plans (PLPs)	College/career exploration through personal learning plans (PLPs)	College/career exploration through personal learning plans (PLPs)	College/career exploration through personal learning plans (PLPs)	College/career exploration through personal learning plans (PLPs) Application & Approval Process	Eligible for Early College
Fast Forward	Pre-tech programs in partnership with regional CTE Center School directed college/career counseling	Pre-tech programs in partnership with regional CTE Center School directed college/career counseling	Pre-tech programs in partnership with regional CTE Center School directed college/career counseling	Pre-tech programs in partnership with regional CTE Center School directed college/career counseling	Eligible for 2 Fast Forward coupons in participating CTE Programs	Eligible for 2 Fast Forward coupons in participating CTE Programs
Intro to College & Careers (CCV)				Eligible for CCV Introduction to College & Careers Course	Eligible for CCV Introduction to College & Careers Course	Eligible for CCV Introduction to College & Careers Course

Personalized Learning Plans – It’s the Map!

- Student-driven – their plan, their work
 - [PLP Framework for Students](#)
- Communication tool across stakeholders
- Strengths and challenges
- Set goals and track progress
- Identify and prepare for flexible pathways
- Celebrate and reflect on successes
- Prepare for the “real world”

Improve Access to Guidance Counseling and Transition Services

- Keep it connected:
 - Flexible Pathways
 - Portrait of a Graduate
 - PLPs
 - Transition services
 - Preparation and Exposure
 - Develop college knowledge (e.g., finding the right postsecondary education match, understanding the college application process, applying for financial aid, etc.)

Vermont Flexible Pathways Tools

Opportunity Tool

- A guide for schools to determine whether a particular flexible pathway opportunity is effective, equitable, compliant, and safe.
- Communication device to convey locally-approved flexible pathway opportunities with students, families, school staff, and the community.

Student Tool

- A guide for students to ensure that the potential learning experience is practical and aligned to the student's near and long-term goals.
- Evidence to support why a learning opportunity is or is not appropriate for the student.

ESSENTIAL SERVICES CROSSWALK

Activity/ Support	7th	8th	9th	10th	11th	12th	Post-grad 1
IEP	<p>LEA - Plan development/ SpEd services</p> <p>VDH/ CSHN Care Coordination</p> <p>DCF - Guardianship/ Case Manager</p>	<p>LEA - Plan development/ SpEd services</p> <p>VDH/CSH N Care Coordination</p> <p>DCF - Guardianship/ Case Manager</p>	<p>LEA - Plan development/ SpEd services</p> <p>VDH/CSH N Care Coordination</p> <p>DCF - Guardianship/ Case Manager</p>	<p>LEA - Plan development/ SpEd services/ Transition Planning</p> <p>LEA- First IEP after turning 16, Postsecondary transition plan in the IEP is implemented</p> <p>Interagency collaboration kicks in as required by IDEA</p> <p>VR - Transition Planning</p> <p>DBVI- Transition Planning</p> <p>VDH/CSHN Care Coordination</p> <p>DCF - Guardianship/ Case Manager</p>	<p>LEA - Plan development/ SpEd services/ Transition Planning</p> <p>VR - Transition Planning</p> <p>DBVI- Transition Planning</p> <p>VDH/CSHN Care Coordination</p> <p>DCF - Guardianship/ Case Manager</p>	<p>LEA - Plan development/ SpEd services/ Transition Planning</p> <p>VR - Transition Planning</p> <p>DBVI- Transition Planning</p> <p>VDH/CSHN Care Coordination</p> <p>DCF - Guardianship/ Case Manager</p>	<p>VR – Transition Planning and education/vocational services</p> <p>ADA office - college</p> <p>DBVI- Transition Planning and education/ Vocational Services</p> <p>DDSD- Transition Planning, Intake Process for Case Management, Crisis, Residential, Vocational, Post Secondary Ed, Community Inclusion</p> <p>VDH/CSHN Care Coordination</p> <p>DCF - Guardianship/ Case Manager</p>

Prepare and Support

- [DE: Implications for Special Education](#)
- [DE: Disability Services Contact Information](#)
- [Case Study Project](#)
- [Flexible Pathways Profile](#)
- [Student Participation Tool](#)
- [Post-Secondary Options for Students with Disabilities](#)
- [Introduction to College & Careers](#)
- [**VSAC College & Career Pathways 2021 – I Wish I knew That! Programs to Pursue Before You Graduate \(March 9th\)**](#)

Questions/Suggestions?