



Dual Enrollment: The Role of Policy in Promoting Quality Pathways to Postsecondary Success

February 13, 2014



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Introduction and Overview

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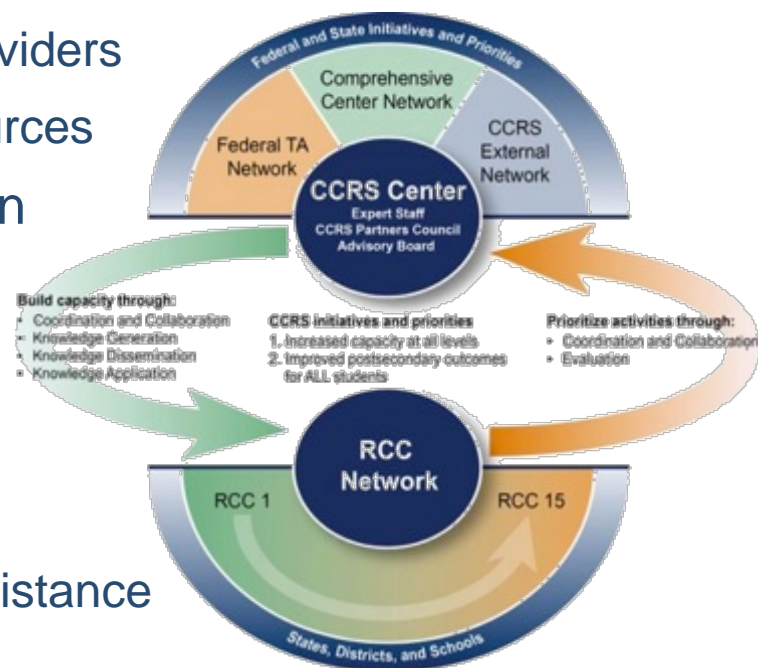
**COLLEGE & CAREER
READINESS & SUCCESS** Center
at American Institutes for Research ■



American Youth
Policy Forum

CCRS Center Technical Assistance Hub Task Areas

- Coordination and Collaboration
 - Regional Comprehensive and Content Centers
 - Federal CCRS Technical Assistance Providers
 - External CCRS Stakeholders and Resources
- Knowledge Development and Application
 - New CCRS Center Products and Tools
 - CCRS Knowledge Database
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Predictors of Postsecondary Success
NOVEMBER 2013

IDENTIFY
the skills, behaviors, and characteristics that predict college and career success

BLOG | **CALENDAR** | **PUBLICATIONS**

Tuesday, November 19, 2013
New CCRS Center Resource: CCRS Interactive State Map

Wednesday, November 06, 2013
Online Database of College and Career Curriculum

Monday, November 04, 2013
Competency-Based Education in Higher Education Webinar Follow-Up Questions

Wednesday, October 30, 2013
Early Colleges Yield Improvements in High School and College Student Outcomes

Monday, October 28, 2013
New Research on College and Career Academies in California

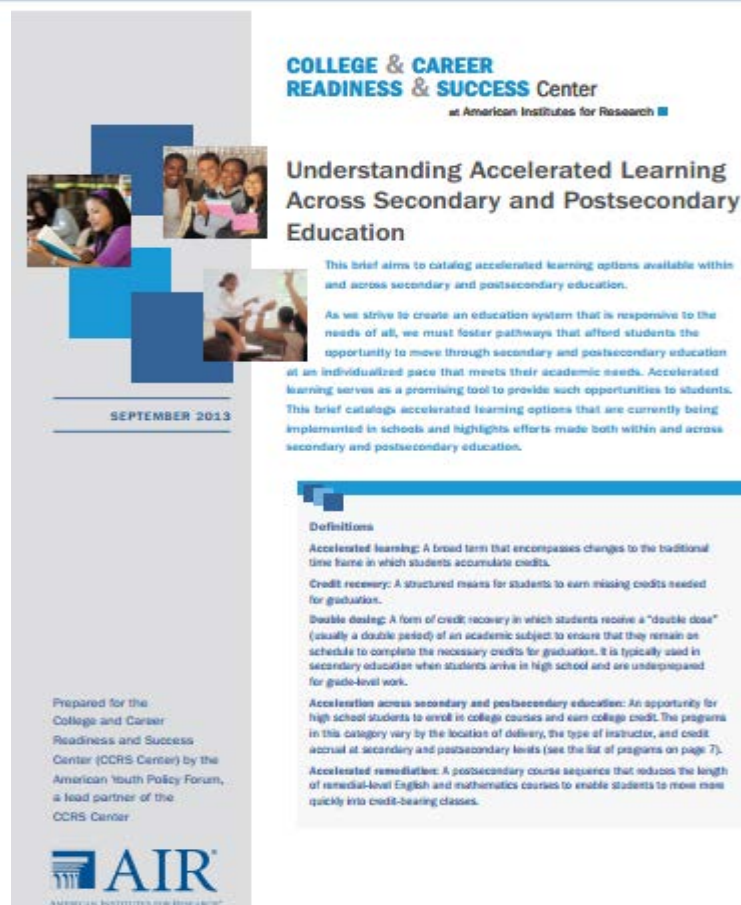
View All

Hot Topics
Select... **GO!**

CCRS at a Glance

ISSUES	CONNECTIONS	QUESTIONS
State Content	Common Core State Standards Individual State Standards	Aligning state standards with national content Comparing state standards, state language, and state content
Postsecondary Content	College and Career Knowledge and Access College and Career Skills	College and career readiness, awareness and equity requirements State content alignment and state options
College Learning Skills	College and Career Standards Social and Emotional Skills Higher Order Thinking Skills Academic Success and Engagement Skills Self-Management Skills	Progress of skills through college learning, engagement, and academic skills content Self-management Research-based learning Self-awareness Social awareness Learning skills Problem solving, critical thinking, and reasoning Self-efficacy expression Academic and behavioral success Organizational and achievement skills Resilience, engagement Research and evidence Data visualization
	State Content/CCRS Skills	State alignment Research-based learning Research-based learning and state standards

CCRS Center Brief: Understanding Accelerated Learning Across Secondary and Postsecondary Education



**COLLEGE & CAREER
READINESS & SUCCESS Center**
at American Institutes for Research


Understanding Accelerated Learning Across Secondary and Postsecondary Education

This brief aims to catalog accelerated learning options available within and across secondary and postsecondary education.

As we strive to create an education system that is responsive to the needs of all, we must foster pathways that afford students the opportunity to move through secondary and postsecondary education at an individualized pace that meets their academic needs. Accelerated learning serves as a promising tool to provide such opportunities to students. This brief catalogs accelerated learning options that are currently being implemented in schools and highlights efforts made both within and across secondary and postsecondary education.

SEPTEMBER 2013

Prepared for the
College and Career
Readiness and Success
Center (CCRS Center) by the
American Youth Policy Forum,
a lead partner of the
CCRS Center

 **AIR**
AMERICAN INSTITUTES FOR RESEARCH

Definitions

Accelerated learning: A broad term that encompasses changes to the traditional time frame in which students accumulate credits.

Credit recovery: A structured means for students to earn missing credits needed for graduation.

Double dosing: A form of credit recovery in which students receive a "double dose" (usually a double period) of an academic subject to ensure that they remain on schedule to complete the necessary credits for graduation. It is typically used in secondary education when students arrive in high school and are underprepared for grade-level work.

Acceleration across secondary and postsecondary education: An opportunity for high school students to enroll in college courses and earn college credit. The programs in this category vary by the location of delivery, the type of instructor, and credit accrual at secondary and postsecondary levels (see the list of programs on page 7).

Accelerated remediation: A postsecondary course sequence that reduces the length of remedial-level English and mathematics courses to enable students to move more quickly into credit-bearing classes.





CCRS Center Prior Webinars on Accelerated Learning

Understanding Accelerated Learning Across Secondary and Postsecondary Education -

<http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events#sthash.Ydu3qTu9.dpuf>

Early College, Early Success: Program Overview, Research Findings, and Implications for Practice -

<http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events#sthash.Ydu3qTu9.dpuf>





Today's Presenters

- Jennifer Dounay Zinth, Senior Policy Analyst, Education Commission of the States (ECS)
- Adam Lowe, Executive Director, National Alliance of Concurrent Enrollment Partnership (NACEP)
- John Fischer, Deputy Commissioner, Vermont Agency of Education
- Joyce Judy, President, Community College of Vermont
- Moderator: Jennifer Brown Lerner, American Youth Policy Forum



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Dual Enrollment: Where We Are and Model Policy Components

Jennifer Dounay Zinth

Education Commission of the States

Equipping Education Leaders, Advancing Ideas

About ECS



- ✓ National organization based in Denver, CO
- ✓ Non-partisan, nonprofit
- ✓ Funded by state fees, grants/contracts, corporate support
- ✓ Cover the P-20 spectrum
- ✓ Primary constituents = state-level education leaders in 50 states, D.C. and territories:
 - Governors
 - Legislators
 - Chiefs and state boards
 - Postsecondary leaders

Overview



- ✓ ECS database on dual enrollment
- ✓ Trends in state-level dual enrollment policy
- ✓ ECS brief on model components of dual enrollment policy

Dual Enrollment Database



- ✓ Accessible from www.ecs.org

A screenshot of the Education Commission of the States website. The browser address bar shows 'www.ecs.org/default.asp'. The page features a navigation menu with items like 'About ECS', 'Education Issues A-Z', 'Research Studies', 'Reports & Databases', 'State Legislation', 'State Profiles', 'Projects & Institutes', and 'Newsroom'. A dropdown menu is open under 'Projects & Institutes', listing various centers and networks. The main content area includes a 'What's New' section with several news items, a featured article titled 'State Pre-K Funding - 2013-14' with an image of a teacher and students, and sections for 'Top Ed News' and 'Testimonials'.

Education Commission of the States
www.ecs.org/default.asp

Equipping Education Leaders, Advancing Ideas

Education Commission of the States
Enlighten | Equip | Engage

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About ECS | Education Issues A-Z | Research Studies | Reports & Databases | State Legislation | State Profiles | Projects & Institutes | Newsroom

Projects & Institutes
Early Childhood Education
High School Policy Center
National Center for Learning and Civic Engagement (NCLCE)
Postsecondary and Workforce Development Institute
Information Clearinghouse
Legislative Education Staff Network

What's New
Click here for a list of all ECS publications by recency.

Increasing Student Success In Dual Enrollment Programs: 13 Model State-Level Policy Components
(read the press release)

States leading on education priorities cited in State of the Union; president cites ECS research (read the press release)

State Policies on Service-Learning
Six Proven Practices for Effective Civic Learning (read the press release)

New ECS database highlights letter grades for schools, other trends in states' school accountability systems
(read the press release)

State Pre-K Funding - 2013-14
Fiscal Year (download the press release)

Math, Money and Letter Grades: Top 5 Questions (and Answers) of 2013

The Progress of Education Reform: English Language Learners

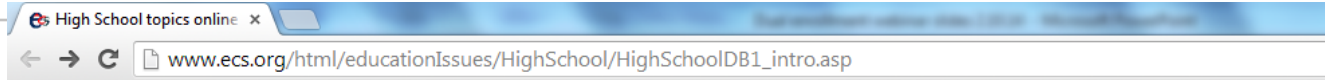
New ECS database (click on menu)
www.ecs.org/html/education/Issues/HighSchool/HighSchoolDB1_intro.asp

State Pre-K Funding - 2013-14

Top Ed News
State Elections/Education Stakes Are High for K-12 Policy In 2014 Elections
State elections involving 36 governors and more than 6,000 legislators this year could have major consequences for a variety of education policies, with the Common Core standards, school choice, collective bargaining and early education among the topics most likely to get time in the spotlight and on the stump. (Education Week)

Testimonials
"All the sessions were very insightful and chock full of valuable and timely information. Speakers were excellent. Great job!"
-ATTENDEE, ECS WINTER COMMISSIONERS' MEETING

Dual Enrollment Database



High School: Online Database

- High School Topics
- Adolescent Literacy
- Advanced Placement
- Career and Technical Education
- College-Ready Standards
- Dual Enrollment**
- Early/Middle College High Schools
- Exit Exams
- Graduation Rates
- Graduation Requirements
- High School/College Alignment
- High School-Level Accountability
- High School-Level Assessment
- Highlights of Local Initiatives
- International Baccalaureate
- P-16/P-20 Councils
- Postsecondary Feedback Systems
- Special Populations In High School Assessments
- State Initiatives to Improve High Schools
- STEM

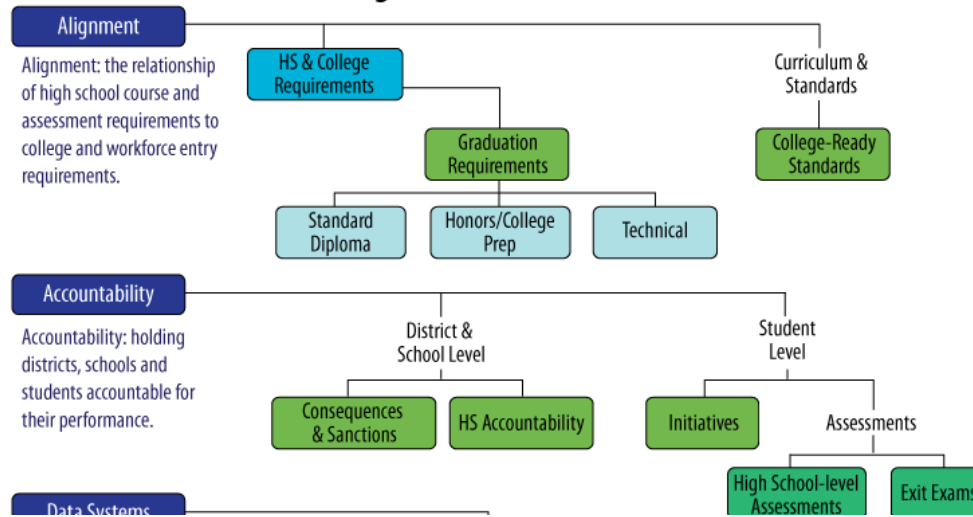
Welcome to the Education Commission of the States' High School Database

Please choose a topic of interest from the list at left or the diagram below.

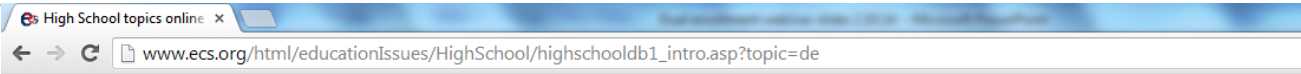
Use the diagram below to view the components of state-level high school reform, and their relationship to one another.

Please contact Jennifer Dounay Zinth (jdounay@ecs.org or 303.299.3689) with any questions on the High School Policy Center, or on high school p

ECS High School Reform Database



Dual Enrollment Database



High School: Online Database

High School Topics

- Adolescent Literacy
- Advanced Placement
- Career and Technical Education
- College-Ready Standards
- Dual Enrollment**
- Early/Middle College High Schools
- Exit Exams
- Graduation Rates
- Graduation Requirements
- High School/College Alignment
- High School-Level Accountability
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- Highlights of Local Initiatives
- International Baccalaureate
- P-16/P-20 Councils
- Postsecondary Feedback Systems
- Special Populations In High School Assessments
- State Initiatives to Improve High Schools
- STEM
- Student Accountability
- Student Support and Remediation
- Virtual High Schools

Welcome to the Education Commission of the States' High School Database

Dual Enrollment

Why this issue matters

- Without a requirement that eligible students may participate, schools and districts may not be inclined to promote this option for students.
- Some express concern that dual enrollment courses taught by high school teachers may not meet the same level of rigor as courses taught by postsecondary faculty on postsecondary campuses.
- Some critics contend that dual enrollment courses without an end-of-course assessment have no measure to ensure that the level of rigor matches that of traditional postsecondary courses.
- How funding flows can either incentivize schools to participate or deter participation.
- If courses meet rigorous criteria yet students are denied transfer credit at another postsecondary institution, the value of dual enrollment as an option for students to save money and time to degree is negated.

Why our methodology matters

- Primary resources: ECS draws its information primarily from state statute, rules and regulations, recently enacted legislation, executive orders and other primary source documents.
- As needed, policies (and their interpretation) are confirmed with state-level staff.
- We believe that policy helps institutionalize practice.
- Our goal is to document where the underlying authority lies, and where consensus has been strong enough to adopt a common approach.

Related ECS products

- Early/Middle College High School database
- Policy brief: Dual Enrollment: Policy Issues Confronting State Policymakers
- Recent state policies/activities database and Issue site

Staff contact:

Jennifer Dounay Zinth, senior policy analyst
303.299.3689
jdounay@ecs.org

[State Profiles]

A report containing all information available in the Dual Enrollment database for a single state.

[50-State Reports]

- Dual enrollment (all data points for all states)
- PROGRAM BASICS

Dual Enrollment Database



Kentucky

Program Basics	
Statewide policy in place	Yes
Definition or title of program	<p>State has two programs: In a Dual Credit course, a student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a designated program of study, including participating in the Gatton Academy of Mathematics and Science in Kentucky.</p> <p>In a Dual Enrollment course, a student is enrolled in a high school and postsecondary institution simultaneously, including participating in the Gatton Academy of Mathematics and Science in Kentucky.</p> <p>Instances where dual credit policies differ between courses offered by public technical/community colleges and public four-year institutions are noted in the profile.</p>
Where courses provided	<p>Generally: Not specified</p> <p>Dual Credit:</p> <ul style="list-style-type: none"> • At high school • At postsecondary institution • Virtual program • Other. Course may be delivered at another site other than the high school or postsecondary campus. Course may also be delivered in combination of delivery methods above.
Postsecondary and/or secondary credit earned	<p>Dual Credit: Both</p> <p>Dual Enrollment: Postsecondary credit only</p>
Students may take developmental/remedial coursework for dual credit	Not set in state policy
CTE component	Yes. A "career pathway program of study" is defined as a coherent, articulated sequence of rigorous academic and CTE courses, including dual credit opportunities, that prepare students for postsecondary study leading to postsecondary degrees, industry certifications, or licensure. One of the purposes of the career and technical education accessibility fund is to develop and programs of study in high-demand occupational fields for middle and high school students.
Unique characteristics	<p>Each secondary school-based decision making council must establish a policy on the recruitment and assignment of students to AP, IB, dual enrollment, and dual credit courses. All students have the right to participate in a rigorous and academically challenging curriculum. All students willing to accept the challenge of a rigorous academic curriculum must be counseled to enroll in accelerated courses provided they meet prerequisites. Any student whose scores on the grade 8 EXPLORE indicate a high degree of readiness for high school must be counseled to enroll in accelerated courses (with an emphasis on Placement classes).</p> <p>Statute directs the department of education, upon receipt of adequate federal funding, to identify, in conjunction with the Council on Postsecondary Education, resources at the secondary and postsecondary levels that can be directed toward advanced placement or dual enrollment instruction, and identify current and future funding sources for advanced placement or dual enrollment instructional programs and the amount of funds available or anticipated from those sources. Statute also directs the state board to establish long-term and annual statewide goals for the number of high schools providing accelerated classes and college credit for students.</p> <p>One of the responsibilities of the Kentucky Community and Technical College System is to enhance the relationship of credentials between secondary and postsecondary programs. The system shall encourage secondary students to enter programs through early admission, advanced placement, or dual enrollment. A board of education may award standards-based, performance-based credit toward high school graduation for standards-based dual credit courses.</p> <p>Kentucky Community and Technical College System (KCTCS) Dual Credit: A student who successfully completes a KCTCS dual credit course is given special consideration in preparing to matriculate to a KCTCS program with special or selective admissions requirements.</p>
Access	
Offering mandatory or voluntary	Voluntary. However, each secondary school must offer a core curriculum of AP, IB, dual enrollment, or dual credit courses, using either or both on-site instruction or electronic instruction through the Kentucky Virtual High School or other online alternatives.

Dual Enrollment Database



View all data points for all states + DC or all 50 states + DC across a single data point.

Student Accountability

Student Support and Remediation

Virtual High Schools

Policy Briefs

Advanced Placement

College-Ready Indicators

Dispelling the Myths About Raising Grad Requirements

Dropout Recovery

Dual Enrollment

Early College High Schools

Early Graduation

Ensuring Rigor

Improving College Access for Underserved Students

Involving Families

Ninth Grade Transitions

P-16

P-16 Landmines

Parental Involvement at the HS Level

Remediation

Science Lab Costs

State Supports for Low-Performing High Schools

Teacher Professional Development

Teachers and "College Knowledge"

[50-State Reports]

- **Dual enrollment** (all data points for all states)
- **PROGRAM BASICS**
 - Statewide policy in place
 - Definition or title of program
 - Where courses provided
 - Postsecondary and/or secondary credit earned
 - Students may take developmental/remedial coursework for dual credit
 - CTE component
 - Unique characteristics
- **ACCESS**
 - Offering mandatory or voluntary
 - College partners can be 2-year/4-year/both
 - Student eligibility requirements
 - Cap on number of credits students may earn
 - Students/parents must be notified of dual enrollment opportunities
 - Counseling/advising is made available to students
- **FINANCE**
 - Who is primarily responsible for paying tuition
 - How state funds participating high schools
 - How state funds participating postsecondary institutions
- **ENSURING PROGRAM QUALITY**
 - Instructor and course quality component
 - Program reporting requirement
 - Program evaluation component
- **TRANSFERABILITY**

Trends 2008-2013



- ✓ Notification
- ✓ Quality
- ✓ Reporting
- ✓ Evaluation

Notification



- ✓ You can't go if you don't know.
- ✓ Traditionally underserved students less likely to be aware of program, program benefits.
- ✓ No meaningful policy movement 2008-2013
 - Same 20 states both years

Quality



- ✓ If academic integrity is compromised, everyone's time and money is wasted.
- ✓ Measures of instructor/course quality vary across states
 - Teachers become adjunct faculty
 - Same syllabus, course materials, grading practices, etc.
 - Institutions/faculty provide training, orientation, professional development
 - Courses reviewed to ensure fidelity to postsecondary standards
 - Teachers evaluated in same manner as traditional faculty

Quality



- ✓ Positive growth from 2008-2013
- ✓ 2013: 37 states have embedded instructor/course quality components in state policy!
 - 2008: 29 states (28% increase 2008-2013)
 - Policies added in CO, GA, HI, MN, NV, TN, WA, WY

Reporting



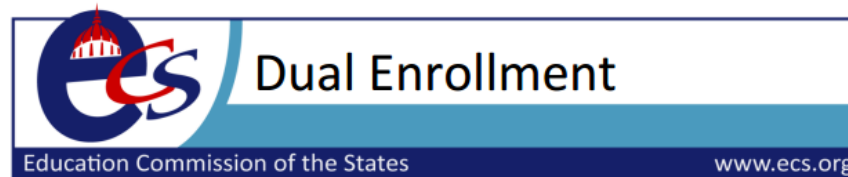
- ✓ Program evaluation impossible without good data
- ✓ Positive growth from 2008-2013
- ✓ 2013: 30 states have integrated reporting requirements in state policy!
 - 2008: 18 states (67% increase 2008-2013)
- ✓ Huge variation across states in data that must be reported

Evaluation



- ✓ Evaluation helps states maximize “bang for their buck”
- ✓ Evaluation measures vary across states:
 - Student participation/outcomes data must be evaluated
 - Policy permits entity to submit recommendations for policy changes
 - Local plan must provide for regular program evaluation

Model Policy Components



Increasing Student Access and Success in Dual Enrollment Programs: 13 Model State-Level Policy Components

By Jennifer Dounay Zinth

February 2014

Dual enrollment or concurrent enrollment programs allow eligible high school students to take postsecondary courses for college and, usually, high school credit. Programs are nearly ubiquitous — in 2014, courses for dual or concurrent enrollment credit are offered in every state and the District of Columbia. Statewide policies govern these programs in 47 states and D.C., and local policies or agreements oversee programs in **Alaska, New Hampshire** and **New York**.

While programs have various names in different states, the term “dual enrollment” will be used throughout this report. Findings are based on an ECS analysis of state dual enrollment policies and a review of relevant academic research.

What's happening in your state?
Visit [ECS' 50-state database on dual enrollment policy](#)

Among some of the findings:

- The number of U.S. public high schools offering dual enrollment programs is growing, with 82 percent providing such opportunities in 2011-12, the most recent national data available.
- Academic research and state experience highlight the benefits of dual enrollment programs for improving college completion rates, particularly for minority and/or low-income students.
- However, with the possible exception of **Massachusetts**, minority and/or low-income students tend to be underrepresented in statewide dual enrollment programs. Recent analyses in **Illinois, Ohio** and **Washington** show white and/or more affluent students are overrepresented in these programs.

ECS identified 13 model state-level policy components that may increase student participation and success in dual enrollment programs. These components fall under four broad categories: access, finance, ensuring course quality and transferability of credit. Examples of state laws containing these

Model Policy Components



Database and policy brief combined can help policymakers and educators to determine if policies in their state contribute – or provide unintentional barriers – to program access and quality.

Model Components of State-Level Policies on Dual Enrollment

Access

Components to increase the likelihood underserved students will participate

1. **All eligible students are able to participate.** To ensure program access, state law must be unequivocal on this point. ... p. 4
2. **Student eligibility requirements are based on the demonstration of ability to access college-level content,** not bureaucratic procedures or non-cognitive factors. ... p. 5
3. **Caps on the maximum number of courses students may complete are not overly restrictive.** Cost should not be a driving factor for states to establish caps. ... p. 5
4. **Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses.** While it may sound obvious, such policies are not universal. ... p. 6
5. **All students and parents are annually provided with program information.** Less-advantaged parents are typically less likely to be aware of dual enrollment opportunities. ... p. 7
6. **Counseling is made available to students and parents before and during program participation.** State policies should promote the availability of counseling. ... p. 8

Finance

Components to lessen financial barriers for students and financial disincentives for districts and colleges

7. **Responsibility for tuition payments does not fall to parents.** Requiring parents to pay tuition up front and receive reimbursement later may preclude participation by some students. ... p. 9
8. **Districts and postsecondary institutions are fully funded or reimbursed for participating students.** At least one state is tying full funding to course quality. ... p. 10

Ensuring Course Quality

Components to maintain consistent academic rigor across all course delivery options

9. **Courses meet the same level of rigor as the course taught to traditional students at the partner postsecondary institution.** Nearly 40 states have embedded instructor and/or course quality in state law. ... p. 10
10. **Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation.** This is particularly important when dual enrollment courses are taught by high school instructors. ... p. 11
11. **Districts and institutions publicly report on student participation and outcomes.** Only 30 of the 47 states with state-level dual enrollment programs require such reporting. ... p. 12
12. **Programs undergo evaluation based on available data.** Nearly 30 states require dual enrollment programs to undergo internal or external evaluation. ... p. 14

Transferability of Credit

Component to ensure dual enrollment credit is treated equitably

13. **Postsecondary institutions accept dual enrollment credit as transfer credit, provided measures of quality are ensured.** More than 20 states require dual enrollment credits to be treated for transfer credit in the same manner as credits earned at the receiving institution. ... p. 15

Model Policy Components



Access

1. All eligible students are able to participate.
2. Student eligibility requirements are based on the demonstration of ability to access college-level content.
3. Caps on the maximum number of courses students may complete are not overly restrictive.
4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses.
5. All students and parents are annually provided with program information.
6. Counseling is made available to students/parents before and during program participation.

Model Policy Components



Finance

7. Responsibility for tuition payments does not fall to parents.
8. Districts and postsecondary institutions are fully funded or reimbursed for participating students.

Model Policy Components



Ensuring Course Quality

9. Courses meet the same level of rigor as the course taught to traditional students at the partner postsecondary institution.
10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and receive appropriate support and evaluation.
11. Districts and institutions publicly report on student participation and outcomes.
12. Programs undergo evaluation based on available data.

Model Policy Components



Transferability

13. Postsecondary institutions accept dual enrollment credit as transfer credit, provided measures of quality are ensured.

New from ECS in 2014



- ✓ March: CTE in dual enrollment brief
- ✓ Two additional briefs to be published later in 2014
- ✓ State data elements project
- ✓ Session at 2014 National Forum on Education Policy
 - DC, June 30-July 2
- ✓ Update of 2013 dual enrollment database?
- ✓ And as always:
 - Monitoring legislative and regulatory enactments
 - Answering information requests
 - Providing presentations, testimony, technical assistance



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Audience Questions?

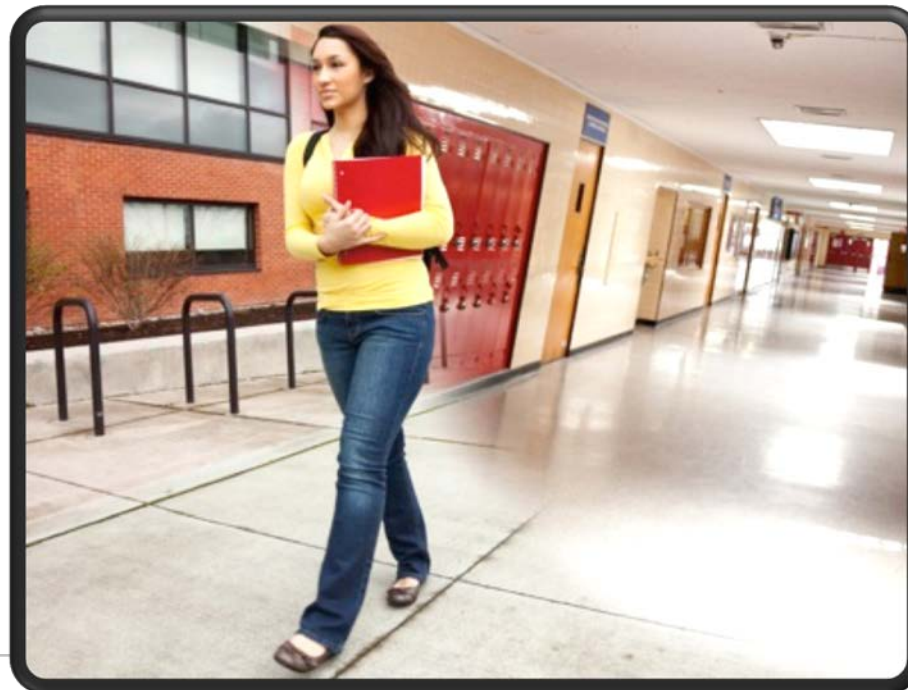


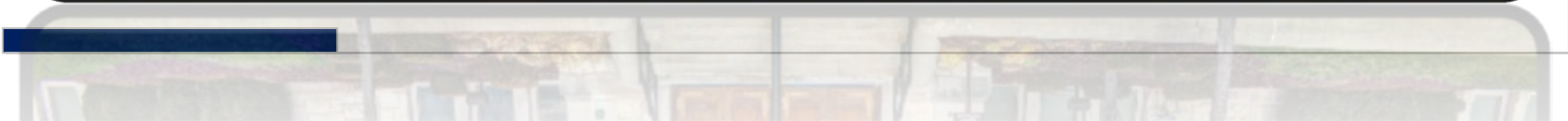


NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

ADVANCING QUALITY COLLEGE COURSES IN HIGH SCHOOL

Building Capacity for Quality: The Role of NACEP Accreditation





Research



Communications

Tweets

 **NACEP** @NACEPtweets · 20h
How do your statewide policies on dual enrollment stack up to these model states? [ecs.org/clearinghouse/...](https://ecs.org/clearinghouse/)
Expand Reply Retweet Favorite More

 **NACEP** @NACEPtweets · Feb 6
Don't miss NACEP's Executive Director Adam Lowe next Thursday on this webinar on Dual Enrollment. ow.ly/tmGgT
Expand Reply Retweet Favorite More

Governmental Relations

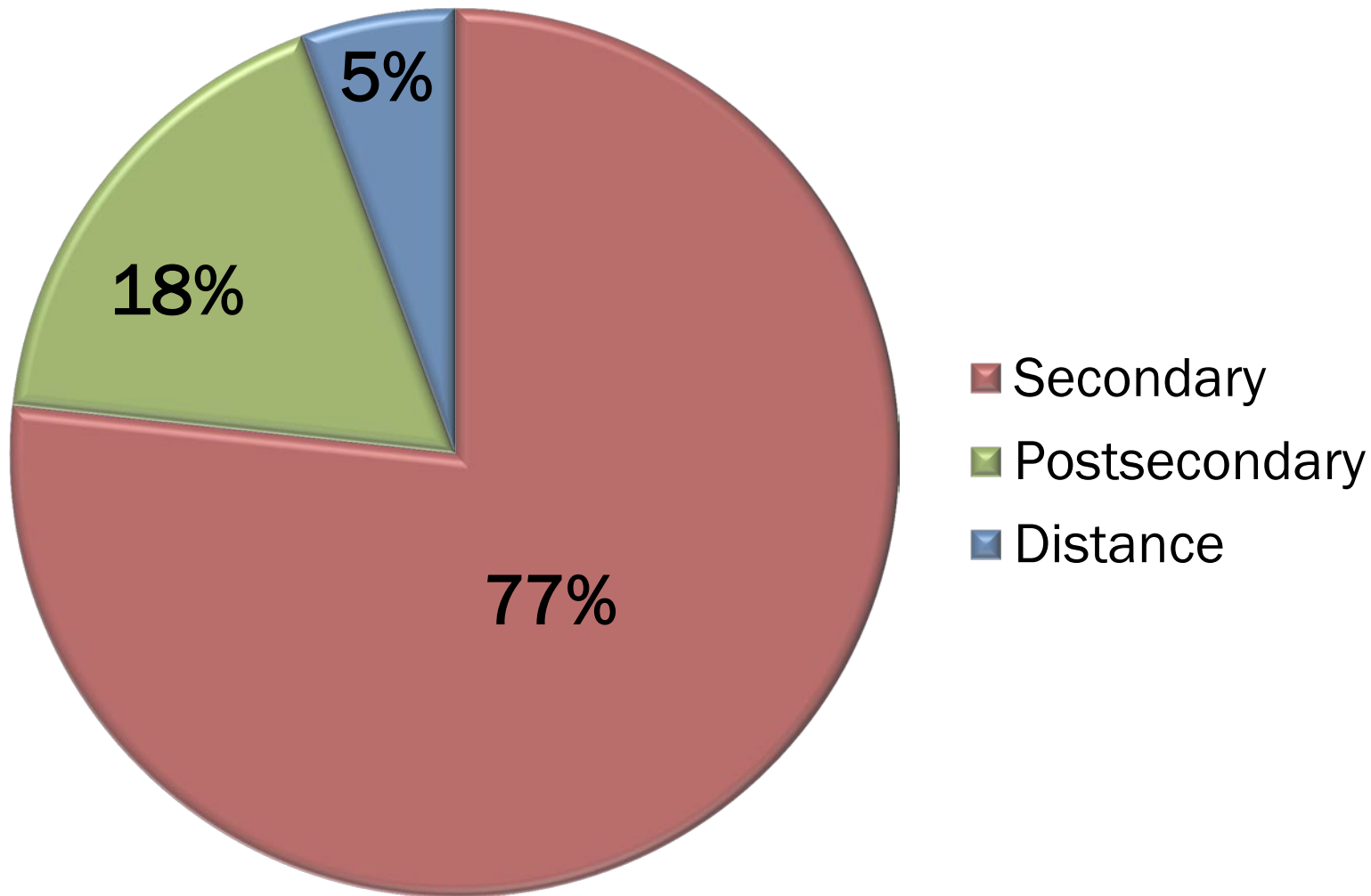


Membership
in 42 States

Conferences/Professional Development



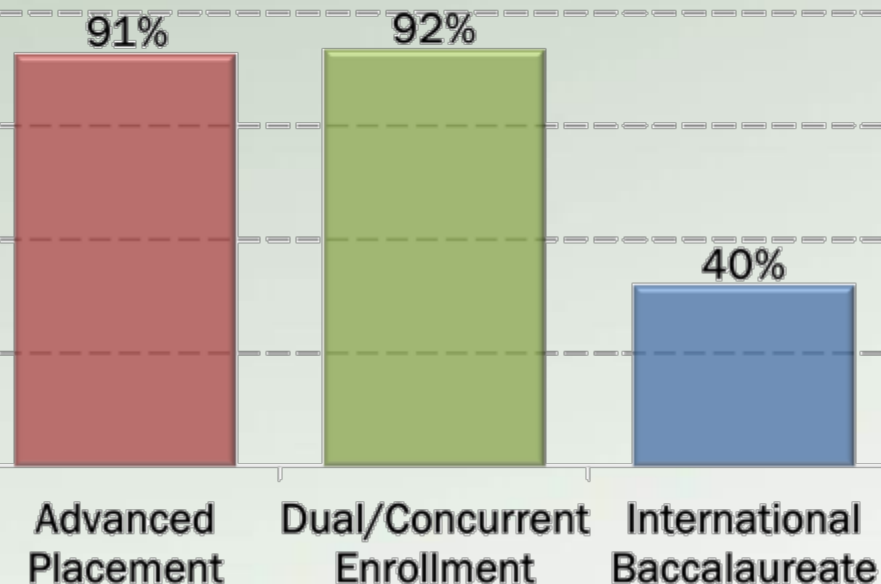
By numbers of students participating



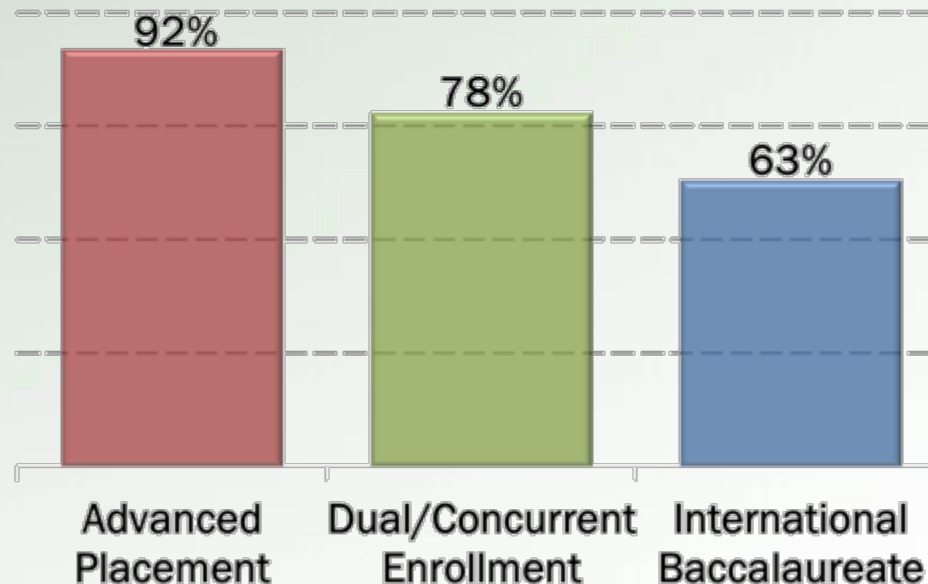
Source: National Center for Education Statistics, *Dual Credit and Exam-Based Courses in U.S. Public High Schools*, February 2013.

Credit is Widely Accepted

Public Institutions



Private Institutions




Source: Western Interstate Commission for Higher Education, *Accelerated Learning Options: Moving the Needle on Access and Success*, June 2006.



Higher Education Accreditation

Types of higher education accrediting organizations:

- Regional accreditors
 - National faith-related accreditors
 - National career-related accreditors
 - Programmatic accreditors
- 

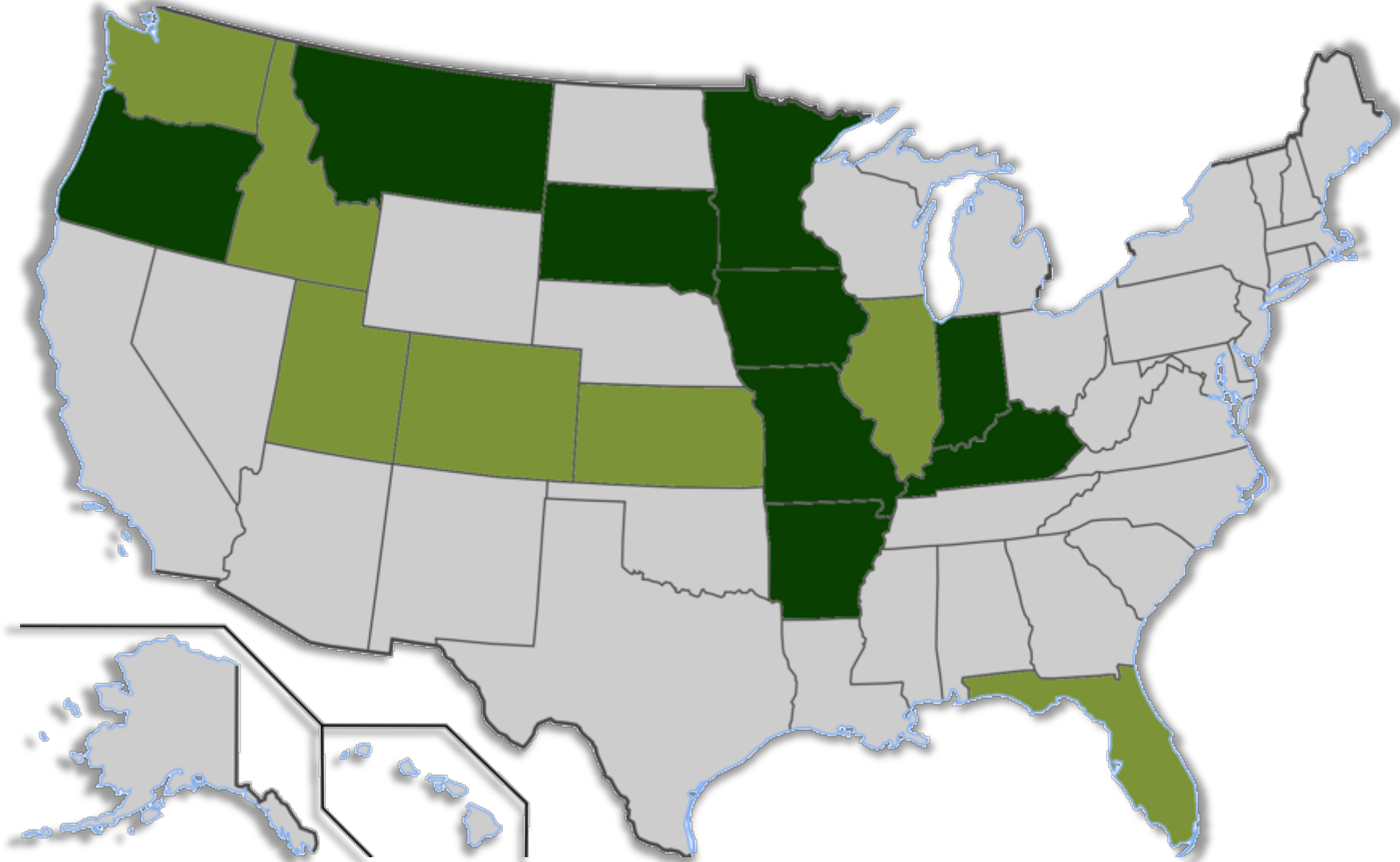


NACEP Standards: Guiding Principles

A high quality concurrent enrollment program (CEP) is one where:

- College courses offered in high schools are **as rigorous** as courses offered on the sponsoring college campus
- **CEP students** are held to the same expectations and standards of achievement as on campus students
- **CEP instructors** meet the same requirements for on campus adjunct instructors, and are provided support by faculty in their discipline
- **CEP program oversight** is sufficient to ensure the academic integrity of its courses, regardless of where they are taught and by whom

Quality Standards: NACEP in State Policy



~ State standards modeled on NACEP standards

~ State requires or incentivizes NACEP accreditation

NACEP NATIONAL CONFERENCE

Elevating College Transition

October 26-28, 2014 | Chicago, IL



NATIONAL ALLIANCE OF
CONCURRENT ENROLLMENT
PARTNERSHIPS

ADVANCING QUALITY COLLEGE COURSES IN HIGH SCHOOL



Hosted by the
Illinois Community
College Board

Adam I. Lowe, Executive Director

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www.nacep.org

Audience Questions?



VERMONT FLEXIBLE PATHWAYS
February 2014

VT Transformation

SETTING THE STAGE FOR CHANGE





VT Transformation

Vermont Context

- Declining Student Population
- High Graduation Rates, Low Postsecondary Attendance
- History of Innovation, Collaboration

New England Context

- NE Secondary School Consortium

Theory of Action

- Policy, Practice and Public Will

Implementation Progression

Policy Implementation

Act 77 Flexible Pathways of 2013

- Personal Learning Plans
- Dual Enrollment & Early College Programs

EQS (Education Quality Standards)

- Proficiency Based Graduation Standards

Community Engagement and Messaging (under development)



Personal Learning Plan Workgroup completed January 2014

<http://education.vermont.gov/plp-working-group>



VERMONT

AGENCY OF EDUCATION



COMMUNITY COLLEGE OF VERMONT

BUILDING CAPACITY TO SUPPORT HIGH QUALITY

DUAL ENROLLMENT PATHWAYS



COMMUNITY COLLEGE OF VERMONT



Second largest college in the state

Only community college in the state

12 locations and online

7,000 students each semester

WHY DUAL ENROLLMENT IN VT?

Economic Development

- By 2020 62% of VT jobs will require post-secondary training
- Of the 25 fastest growing occupations, 19 require post-secondary training
- In VT, associate degree holders earn 36% higher wage*
- In VT, unemployment rate for associate degree holders are 2 points lower*

*Source: U.S. Chamber of Commerce

WHY DUAL ENROLLMENT IN VT?

Demographics

- Increase college-going rate
- Shrink the age gap
- Improve college readiness
- Reduce college debt
- Shorten time to graduation

CHALLENGES

Access

*Quality and
Rigor*

Resources





ACCESS STRATEGIES

Collaboration with K-12

**Relationships with
individual schools and
guidance counselors**

**Introduction to College
Studies**





QUALITY & RIGOR **STRATEGIES**

CCV manages all concurrent courses

Hire faculty

Offer professional development

Provide standard course objectives

Evaluate faculty and course outcomes



RESOURCE STRATEGIES

Build relationships with
philanthropic partners

Seek out grants

Collaborate with community
partners and organizations



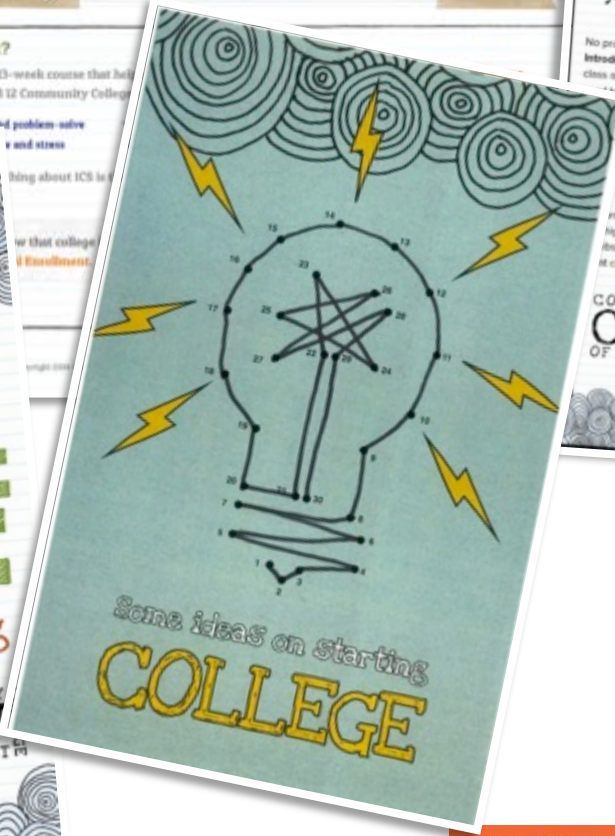
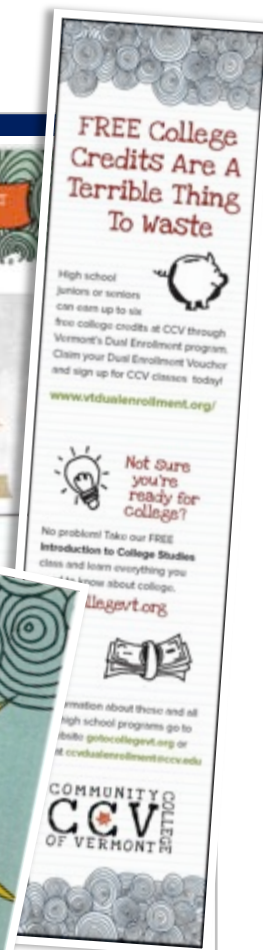
IN CLOSING

Relationships

Staffing

Quality & Rigor

Branding



Audience Questions?



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