

Report on Act 77 of 2013

16 VSA §4011(e) Reports

**Annual Report on Early College Programs
at the Vermont State Colleges
to the House and Senate Committees on Education**

Submitted by Chancellor Jeb Spaulding

Early College Report to Legislature

Legislation:

Act 77 of 2013 An Act Relating to Encouraging Flexible Pathways to Secondary School Completion

Summary of Legislation:

This act creates a Flexible Pathways Initiative within the Agency of Education to expand opportunities for secondary students to complete high school and achieve postsecondary readiness. Among other programs, the act provides the opportunity for students to complete 12th grade entirely on a college campus. Early college participants within the Vermont State College (VSC) system include the Vermont Academy of Science and Technology (VAST) at Vermont Technical College (VTC), and early college programs at the four other Vermont State Colleges. For the purposes of this report, the act specifically amends 16 VSA §4011(a) to require any postsecondary institution receiving funds for early college to “report to the House and Senate Committees on Education annually in January regarding the early college program, including data relating to the levels of participation, the success of the program in achieving the stated goals of the program to enhance secondary students’ education experiences and prepare them for success in college and beyond, and the specific outcomes for participating students relating to programmatic goals.”

Early College Findings:

Early College programs at the VSC began in Fall 2014 and are now in its second year, growing 23% from 139 students in 2014-2015 to 171 students enrolled in Fall 2015. This report provides analysis of the outcomes of the first year of the program.

1. The Vermont State Colleges Early College and VAST programs provide access to students across Vermont, with most Vermont high schools typically sending 1-2 students to programs offered by the VSC.
2. Overall, 85% (118 students) of VSC Early College/VAST participants in 2014-2015 continued their college studies for a second year in Fall 2015. Of these, 51% continued at the VSC, 19% attended other Vermont colleges, and 30% continued college outside Vermont.
3. 38% of students participating in Early College/VAST programs at the VSC were identified as first-generation students. 85% of these first-generation students continued for a second year of college, a rate comparable to their non-first-generation peers (84%). 17% of students were not identified by first-generation status. 88% of these students continued for a second year of college.

Report on Early College Student Enrollment at the VSC

Fall 2014 - Spring 2015

HBC 11-20-15

Headcount of VT High School students enrolled by college

	<u>CCV</u>	<u>CU</u>	<u>JSC</u>	<u>LSC</u>	<u>TOTAL</u>	<u>VAST</u>	<u>TOTAL</u>
Fall 2014	56	6	20	8	90	49	139
Spring 2015	53	6	19	7	85	44	129
Full AY Attendees	53	6	19	7	85	44	129
Fall 2015 (new students)	69	12	34	5	120	51	171

Early College Students by County of Residence

<u>VT County</u>	<u>Count</u>	<u>VAST</u>	<u>TOTAL</u>
Washington	15	13	28
Chittenden	9	9	18
Lamoille	10	3	13
Orange	5	8	13
Rutland	11	1	12
Franklin	8	4	12
Windsor	4	7	11
Bennington	8		8
Orleans	7		7
Caledonia	6	1	7
Addision	1	2	3
Windham	3		3
Essex	2		2
Grand Isle	1		1
(nonres)		1	1

Early College Students by Sending High School

<u>High School Attended</u>	<u>CCV</u>	<u>CSC</u>	<u>JSC</u>	<u>LSC</u>	<u>VAST</u>	<u>TOTAL</u>
SPAULDING HIGH SCHOOL	2				5	7
HAZEN UNION SCHOOL	2		2	1	1	6
MT ANTHONY UNION HIGH SCHOOL	6					6
PEOPLES ACADEMY	1		4		1	6
GREEN MOUNTAIN TECHNOLOGY CAREER CNTR			3		2	5
HARWOOD UNION HIGH SCHOOL	4		1			5
U-32 HIGH SCHOOL	3				2	5
BELLOWS FREE ACADEMY			4			4
AVALON TRI ACADEMY					3	3
CHAMPLAIN VALLEY UNION HIGH SCHOOL	1				2	3
CONCORD HIGH SCHOOL				3		3
ESSEX HIGH SCHOOL					3	3
MILTON JUNIOR SENIOR HIGH SCHOOL					3	3
NORTH COUNTRY UNION HIGH SCHOOL	1			2		3
NORTHFIELD MIDDLE HIGH SCHOOL	1				2	3
SOUTH BURLINGTON HIGH SCHOOL	2				1	3
CRAFTSBURY ACADEMY	1		1			2
HARTFORD HIGH SCHOOL					2	2
MISSISQUOI VALLEY UNION HIGH SCHOOL			1		1	2
MOUNT MANSFIELD UNION HIGH SCHOOL	1		1			2
PROCTOR JR-SR HIGH SCHOOL		2				2
RANDOLPH UNION HIGH SCHOOL					2	2
RUTLAND HIGH SCHOOL	1				1	2
SOUTH ROYALTON HIGH SCHOOL	1				1	2
SPRINGFIELD HIGH SCHOOL	1				1	2
VERGENNES UNION HIGH SCHOOL	1				1	2
WHITCOMB JR-SR HIGH SCHOOL					2	2
BARRE TECHNICAL CENTER	1					1
BURLINGTON HIGH SCHOOL	1					1
CABOT SCHOOL				1		1
CENTRAL VERMONT ACADEMY					1	1
CHELSEA PUBLIC SCHOOL					1	1
CITIZENS HIGH SCHOOL	1					1
COLD HOLLOW CAREER CENTER					1	1
ENOSBURG FALLS HIGH SCHOOL	1					1
FAIR HAVEN UNION HIGH SCHOOL		1				1
GRANVILLE CENTRAL JR-SR HIGH SCHOOL	1					1
GREEN MOUNTAIN UNION HIGH SCHOOL					1	1
HARTFORD AREA CAREER TECHNOLOGY CENTER	1					1
LELAND GRAY UNION HIGH SCHOOL	1					1
OXBOW UNION HIGH SCHOOL				1		1
POULTNEY HIGH SCHOOL		1				1
RANDOLPH TECHNICAL CAREER CENTER					1	1
RICHFORD JR-SR HIGH SCHOOL			1			1
RIVENDELL ACADEMY	1					1

RIVERBEND CAREER TECH	1			1
ROCHESTER HIGH SCHOOL			1	1
SHARON ACADEMY	1			1
STAFFORD TECHNICAL CENTER		1		1
TWINFIELD UNION HIGH SCHOOL	1			1
WEBSTERVILLE BAPTIST CHRISTIAN SCHOOL			1	1
WEST RUTLAND SCHOOL		1		1
WILLIAMSTOWN MIDDLE H S			1	1
HOME SCHOOL	16	2	4	22

Early College and VAST Students by First Generation status

38%	First Generation Students
45%	Not First Generation Students
17%	unknown

Continuation rate of Early College and VAST Students for Fall 2015

	<u>EC</u> <u>Students</u>	<u>VAST</u> <u>Students</u>	<u>Total</u>	<u>%</u>
Returned to the VSC	39	21	60	43%
Attended other Vermont colleges	12	11	23	17%
Attended college out-of-state	26	9	35	25%
Total continuing	77	41	118	85%
Not yet enrolled in any college	13	8	21	15%

Continuation rate of Early College and VAST Students by First Gen status

	<u>cont. EC</u> <u>Students</u>	<u>cont. VAST</u> <u>Students</u>	<u>all stu</u> <u>Total</u>	<u>%</u>
First Generation students	28	17	53	85%
Not First Generation	33	19	62	84%
First generation status unknown	16	5	24	88%

Early College and VAST students who continued their studies at the VSC following their early college year.

		College attended as EC student					
		<u>CCV-EC</u>	<u>CU-EC</u>	<u>JSC-EC</u>	<u>LSC-EC</u>	<u>VTC</u>	<u>TOTAL</u>
college returned to	at CCV	14		1	1	1	17
	at CU	3	3			2	8
	at JSC	2		9	1	2	14
	at LSC	1			3		4
	at VTC				1	16	17
Fall Term 2015		20	3	10	6	21	60

**Castleton University Early College Legislative Report for Early College
Submission by Hannah Corkery- Assistant Director of Admissions**

**To: Legislature of Vermont and Early College Coordinator at the Agency of Education
Submission: January 2016**

The level of participation for the Early College program at Castleton University from 2014-2015 academic years to 2015-2016 academic years has increased significantly. The first year class from 2014-2015 had 5 Vermont students within the program. The first year class from 2015-2016 currently enrolls 12 students.

Castleton University has had great success in achieving the goals of the Early College Program. The five students in 2014-15, and the twelve students in 2015-16, have enhanced their educational experiences and are definitely prepared for success in college and beyond. In addition to providing the students with stimulating and enriching courses, most participants have become involved in other aspects of college life, such as joining clubs and participating in extra-curricular activities.

As a result, not only have the students benefited from being on our campus and earning a full year of college credit, but the university has also benefited enormously from their presence in our classes and in our clubs. The program offers to mature high school students numerous intellectual, social, and financial benefits, and our professors are thrilled that they are here.

Two typical examples: Samantha Lynch, from West Rutland High School, took full advantage of the early college start. In her first semester at Castleton she became Vice President of the university's *One in Ten* club and worked part-time for the *Castleton Phonathon*. Lynch reported that her experiences at Castleton "helped me decide on my career path."

Alyssa Eaton, from Mill River High School, states that the opportunity to get a jumpstart on her college career has proved extremely helpful in deciding her plans after graduation. "It's a really great environment here and I love that everyone is treated like a big family," she says. In her short time on campus, Eaton has already built strong relationships with her professors and has become heavily involved in various organizations on campus, which she stated have made her transition from high school to college life seamless. She currently serves as a member of the Student Support Network and is actively involved in Peer Advocates for Change. "I hope to enroll at Castleton as a full time student after graduation and continue my education," she reports.

The specific outcomes of the Early College Program at Castleton University are strong. Based on the 2014-2015 classes 3 of the 5 students have continued their education at Castleton. The remaining 2 other students have continued their education at a different institution. Through the positive response of the current 2015-2016 Early College class we expect to have many of those students to continue their higher education at Castleton.



January 8, 2016

To: Vermont State Legislature/Early College Coordinator, Agency of Education

From: Trevor Barski

Associate Director of Admissions

Early College/Dual Enrollment Coordinator

Lyndon State College

To whom it may concern;

Overview:

This is Lyndon's second year of participation in the Vermont Early College Program. In our first year, we had nine applicants, with eight participating in the program, from five separate high schools. After the first semester, we had one student drop out of the program, due to the long commute from Newport, VT. Of the seven students who completed the program the first year, three matriculated for the fall of 2015.

For the current academic year, we had 12 applicants, with five participants, from three separate high schools. Matriculation forms have been sent to all five participants.

We are currently taking applications for the 2016/2017 academic year.

History:

We entered into the program with extreme caution, as we were skeptical of the outcome. Additionally, because Act 77 didn't answer many questions that arose, we decided to proceed slowly as we put our policies in place. Therefore, in the first two years of the program, we did very little community outreach.

Additionally, we had a large number of inquiries from students who attended Lyndon Institute and St. Johnsbury Academy. They were our closest neighbors, by far, and we anticipated large numbers of local students participating in the program. Unfortunately, both schools decided not to participate in the program, so we felt that was a significant contributor to our low numbers for the first two years.



Student Performance

With the exception of only one student, our Early College students, for both years, have been overwhelmingly successful. Professors have reported students to be quiet, attentive, respectful, and overall model students. This year's cohort had an average first semester GPA of 3.46.

Moving Forward:

With the coming academic year we have stepped up our outreach with mailings and high school visits. We also plan on running advertisements in the local newspapers. It was our belief, simply relying on high schools to communicate to their respective students the program was available wasn't adequate. We feel it is necessary to get information directly to students and parents. We have also added a residential component this year, in an effort to increase access.

Sincerely,

Trevor Barski

A handwritten signature in black ink, appearing to read "Trevor Barski", written over a light blue horizontal line.

Associate Director of Admissions

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P.O. Box 919

Lyndonville, VT 05851

Johnson State College Legislative Report for Early College

Johnson State College's Early College Program has proved to be extremely popular and very competitive. We had more applicants than we could accommodate in 2014-15 (the first year of the program), and that was even more the case this year. Last year we exceeded our 18-spot allotment by 1; this year, thanks to the successful passage of S. 44 and with the generosity of Lyndon and Castleton, we were able to significantly expand our program, which currently enrolls 33 Early College students. The program has been a tremendous success at JSC, with our Early College students achieving their goals and surpassing our expectations.

Last year's students were an incredibly creative, focused, engaged and active group of learners. They loved a challenge, worked hard, set high standards and finished the year with an average GPA of 3.49. A guidance counselor commented that they were all "fine role models for achieving success through hard work and a sincere desire to learn." They participated in the Badger Alternative Break Program with trips to NYC and Maryland, performed on stage in the Dibden Center for the Arts, completed internships at the Vermont State House, assisted in creating the Julian Scott Walking Tour, volunteered, participated in Sustainability Day, won first place in a campus-wide rowing challenge, and were members of the Martial Arts Club. All found the academic and student life at Johnson State College to be enriching. Nine of them are continuing their studies with us this year; the others continued (or plan to continue) their education at UVM, Gettysburg College, Colby-Sawyer College, Bucknell University, Savannah College of Art & Design, Saint Lawrence University, William Woods University and others.

This year's group comprises 33 students from 12 Vermont high schools (Cabot, Enosburg Falls, Essex, Harwood Union, Hazen Union, Lamoille Union, Green Mountain Technology Career Center, Mount Mansfield Union, North Country Union, Peoples Academy, U-32, and Woodstock Union) as well as students from homeschool programs. Approximately 25 percent reside on campus. This group is a bit more diverse compared to last year, but they share the same common traits: high motivation, academic and social maturity, and a desire for a different learning environment. They are studying art, environmental and biological science, journalism, business, education and behavioral sciences while also exploring new academic topics of interest. These students completed their first semester at Johnson State College with an average GPA of 3.26.

JSC faculty and staff have enjoyed having Early College students on campus and now ask to have them enrolled in the courses they teach. They have done much to support the students in making the transition from high school to a college environment.

One of our Early College students last year noted in her application that she was "eager to begin my studies and help to make change in the world. The first step to success is college." We are thankful that so many students have chosen to take that first step here at Johnson State College.

As we ponder the future of this increasingly popular and competitive program, our hope is that legislators will eventually consider some further relaxation of the current limits upon places per institution. We also hope that, to insure continued equity of access, some consideration will be given to awarding modest grants, to support participants' meals while on campus, course-related fees and books.

Vermont Academy of Science and Technology (VAST) at Vermont Technical College

Early College Legislative Report, January 2016

Submitted by Susan Polen, VAST Director

The Vermont Academy of Science and Technology was approved by the Vermont Legislature in 1988, and the first class graduated in May 1990. It is the first Early College Program in Vermont, and one of the first in the nation. VAST is an accredited, diploma granting private high school. Students may commute or live on-campus in a wing with other VAST students. In addition to their VAST diploma, VAST students also have the legislatively approved option to receive a diploma from their sending public high school.

The growth of VAST has been impressive. Currently in its 26th year, the program has grown from 6 graduates in its first year to an incoming class of 53 in the fall of 2015. Initially all students were enrolled in only engineering majors. Over its 26 years, changes have been made that allowed more strong Vermont students, as well as motivated students from other states, to take advantage of this program.

- In 1998, the Legislature approved that the block grant would follow students and the program became tuition free for Vermont students.
- Beginning in 2000, students were able to enroll in majors besides engineering including enrolling as undeclared students.
- In 2004, VAST students were able to attend the Williston campus.
- As a private Academy, VAST is able to enroll out-of-state students. The first out-of-state student enrolled in 2012. In each of the last 4 years, at least one out-of-state, full tuition paying student, has attended the VAST program.

The admission criteria for VAST is highly selective. As a result, VAST students are often some of the strongest students on campus; the faculty frequently refers to VAST students as 'academically hungry' and discusses how they have 'a positive influence' in their classes. The Class of 2016 came from 28 sending high schools and seven home-schooled students, one of whom is from Florida. Eight in the current class attend the Williston campus and 44 attend the Randolph campus. Of these students, 19 live on campus while the majority commutes. 100% of the Class of 2015 reported that attending VAST was a good decision; saying it increased their confidence while also challenging them academically.

The current class has students enrolled in 20 different majors encompassing everything from Computer Technology to Diesel to Electrical Engineering Technology to Undeclared. Along with academics, VAST students are visible and involved. As an example, the girl's varsity basketball team is currently made up of a majority of VAST students this year! Just under 50% of students in the current class are first generation, and 92% plan to continue their college education immediately after graduating from VAST. Past VAST graduates have been extremely successful going forward. In the past few years, one VAST student was admitted to West Point while another was awarded a Gates Millennium Scholarship, only the second Vermonter to ever receive this prestigious award which provides 100% financing, including tuition, room and board, books and travel, to any college or university through at least a master's degree.

**Community College of Vermont Early College Legislative Report for Early College
To: Legislature of Vermont and Early College Coordinator at the Agency of Education
Submission: January 2016**

The Early College program provides a valuable opportunity for Vermont students to experience college, develop their academic skills, and save money and time earning a degree. The Community College of Vermont entered the second year of its Early College program with an increase in enrollment of 9 students over the previous year. A total of 63 students began in the fall 2015 semester and 61 students continued this spring. The students attend 11 of CCV's 12 academic centers, with the largest enrollments in Winooski, Montpelier, Rutland and Brattleboro. This year's cohort represents 27 high schools as well as home schooled students; high schools with the largest number of participants include South Burlington High School, U-32, Mt. Abraham Union High School and home schooled students.

In 2014-15, 40% of CCV's early college students identified as first generation, and an additional 25% were unsure. In the current year cohort, the percentage of first generation students increased to 47%. This number is consistent with the percentage of first generation students who attend CCV using dual enrollment vouchers. This reflects the College's efforts to help more first generation and low income students attend college through extensive outreach to schools and families and through a pathway beginning with Intro to College Studies that leads to dual enrollment and early college. By funding the supplementary costs of attending college, including textbooks, materials, meals and transportation, there could be greater accessibility for more Vermont families to participate in early college.

The strong partnership between high school counselors and CCV's advisors is an important factor in the success of early college students. Regular communication between students and their secondary and post-secondary advisors helps them to navigate the college environment, select courses that satisfy graduation requirements, and identify potential careers and majors. Both counselors and advisors offer access to learning labs, tutoring, and other resources that contribute to success in the program.

Consistent with the first year's class of early college students, the fall 2015 cohort maintained a strong cumulative GPA of 3.28 after the first semester. Upon completion of the program, the 2014-15 early college students had a cumulative GPA of 3.4 (slightly higher than the average GPA of a traditional first year student at CCV), and they had successfully completed 1,568 college credits.

The preliminary data on subsequent college enrollment show 84% of students who started at CCV in the fall 2014 are currently enrolled in college. This is well above the statewide average of ~60% college enrollment within a year and a half of high school graduation. Of the 56 students who started in 2014, 30 remained in-state to attend college, 15 matriculated at CCV the following fall semester, 5 enrolled in the VSC and 6 attended UVM.

Current early college students have a strong influence on their high school peers, and their experiences help recruit other students to the program and provide the College with important feedback on making the program stronger. A student who began in fall 2015 shared the

following comments, which are consistent with what we know about early college and the role it plays in shaping students' decisions:

My classes have been both fun and challenging in many ways. I really enjoy being in an environment where everyone is there to learn...in college, the students are there because they each have a goal they are striving for. I feel like I have been more likely to look forward to going to class, and I think I better retain the information I learn while there. Having a physical class meeting only once a week, or not at all for online classes, was, and still sometimes is, a big challenge. However, it is a challenge that is teaching me about life after high school much better than if I had every day of my week pre-scheduled for me. Instead, I have to figure out what works for me to learn and get my work done. Not only am I learning the skill of self-direction, but having free time outside of class has also allowed me to take on community service jobs and spend time doing other things that are important to me. I feel like when I am in college next year, I will be more confident about being an independent learner than some of my peers because I have had a one year head start.