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Report on Act 77 of 2013
16 VSA §944(j) Dual Enrollment Program

To the House and Senate Committees on Education

October 15, 2024

Issued by the Vermont Agency of Education Program/Student Pathways Division

Table of Contents

Executive Summary

This report provides participation rates and other related information related to the Vermont Dual Enrollment Program and other programs that provide post-secondary/college-level coursework for our state's secondary school students. Below you will see a summary of notable findings that were identified during the creation of this report. The remainder of the report will go into greater detail on those findings and there are several tables of data provided in the appendices.

The Dual Enrollment Program had 100% participation among Vermont SU/SDs. There was at least one student taking one or more dual enrollment courses from every Vermont public high school in those districts. The success rate for students completing their coursework with a grade of 70 or higher was 84.4%

There were 402 students who participated in the Early College program in FY23; this is the highest total of students participating since the program's inception. There was an increase in the overall participation rate in Early College of 2% over the previous year, from 3.8% in FY22 to 5.8% in FY23.

Economically disadvantaged students participate in the Fast Forward program at a rate of 25.7%. This represents a 2.2% higher percentage than the overall state population of 23.5% for high school students eligible to participate in the program.

22% of all juniors and seniors in VT participate in college level coursework. The total student participation in the Dual Enrollment, Early College, and Fast Forward programs was 3,047 (25 of which were sophomores participating in Fast Forward) for FY23, representing 22% of the states 13,582 students in grades 11-12.

Dual Enrollment and Early College both see a gap in gender participation. In Dual Enrollment, 62% of participants identified as female while the overall student population for grades 11-12 is 48%. In Early College 65% identified as female while 47% of all seniors identified as female. This indicates that females are more likely than males to participate in both Dual Enrollment and Early College.

Students that identify as non-white participate in the Dual Enrollment program at a rate of 11%. This rate is only 2% below the overall state population of students reporting race for high school juniors and seniors.

Legislative and Regulatory Background

This report is submitted pursuant to Act 77 of 2013, Dual Enrollment Program, 16 V.S.A. § 944(j), which requires the Secretary to report to the House and Senate Committees on Education annually in January regarding the Dual Enrollment Program. As a result of a multi-year, multi-faceted effort to identify and address persistent equity gaps related to barriers to accessing flexible pathways, the agency has also included Early College and

Fast Forward data in this report for a broader perspective on post-secondary pathways for secondary students in Vermont.

The Flexible Pathways Initiative, created with Act 77 of 2013 and found in statute under 16 V.S.A. § 941, "encourages and supports the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st-century classroom." Flexible pathways are intended to "promote opportunities for Vermont students to achieve postsecondary readiness through high-quality educational experiences that acknowledge individual goals, learning styles, and abilities;" and "increase the rates of secondary school completion and postsecondary continuation in Vermont."

Under the Flexible Pathways Initiative, the Vermont Dual Enrollment Program, 16 V.S.A. § 944, supports public school districts in expanding high-quality educational experiences as a potential component of a student's flexible pathway to secondary school completion. The Dual Enrollment Program provides eligible Vermont high school students access to two college course enrollments, at no cost. The program shall include college courses offered on the campus of an accredited postsecondary institution; college courses offered by an accredited postsecondary institution on the campus of a secondary school and may include online college courses. The agency of Education is responsible for the oversight and management of the Dual Enrollment Program.

Also, through the Flexible Pathways Initiative Vermont's Early College Program, 16 V.S.A. § 946, allows eligible 12th grade students to enroll full-time for one academic year at one of the participating and approved higher education institutions. The Early College Program simultaneously serves as a student's senior year of high school and one academic year of college, tuition free. Upon completion of Early College Program, the student receives credit from the secondary school and from the postsecondary institution. The Early College Program was established through the Flexible Pathways Initiative.

Additionally, Fast Forward is a federally funded program that affords eligible students in Career and Technical Education programs with the opportunity to earn college credit for concurrent enrollment classes offered at their regional Career and Technical Education center. Fast Forward courses are for all Career and Technical Education program students who are enrolled in a career technical education center program that partners with a college to offer dual enrollment credit. The courses are taught at the regional Career and Technical Education center, and classes are scheduled during the regular school day. Though not funded by the state of Vermont, participation in this program is reported here as it contributes to the number of students who are taking advantage of various flexible pathways to engage in post-secondary coursework.

Updates and Program Improvements

Flexible Pathways Implementation Kit

Beginning in 2016, AOE staff from the Student Pathways Division engaged in listening tours, participated on Integrated Field Reviews (IFRs), facilitated collaboratives and showcases of learning, and collected the questions and observations of students, educators, parents and community members, legislators and business owners, and other Vermont stakeholders to better understand challenges to implementation of personalized learning and flexible pathways in Vermont. We called what we learned "case studies in inequities" – common barriers that contributed to a lack of parity in participation between student groups specifically regarding flexible pathways to graduation. In 2018, the agency began the development of technical assistance sensitive to the unique needs and context of a local school community. A set of resources that we refer to as the Flexible Pathways Implementation Kit is the result of our efforts to increase parity and promote educational equity across the state.

In 2018, the AOE also convened an Early College Equity Group, comprised of members from higher education, VSAC, and the Vermont Virtual Learning Cooperative (VTVLC) to determine how we might better collect and report data to improve our understanding about barriers to certain student groups in accessing the Vermont Early College Program. As part of that effort, this collaborative group secured a private grant from the McClure Foundation to complete a multi-year data scan which resulted in the Early College Data Review 2016-2021 (vsac.org) and established a baseline of information regarding the Early College Program implementation and will be used to inform future Early College Program decisions.

School Counseling Survey and College High School Alliance Listening Sessions

In 2020 – 2021, the Student Pathways Division worked with the Regional Education Laboratories – Northeast Islands (REL-NEI) to better understand and help the agency to (1) prioritize policies and activities that improve the landscape for school counseling in the state; (2) help counselors more fully connect students' personalized learning plans with flexible pathway options; (3) promote best practices in counseling in alignment with American School Counselor Association (ASCA) standards; and (4) assess the needs of counselors and students related to the COVID-19 pandemic in order to effectively target supports. Complete results are available in Findings from Vermont Agency of Education Survey of Career Advising Practices Among School Counselors as well as two results summaries for school counselor stakeholders and principal stakeholders (Vermont School Counselor Survey Results - Slides for Counselors and Vermont School Counselor Survey Results - Slides for Principals).

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Following this project in 2021 and 2022, the AOE partnered with [College in High School Alliance (CHSA)](#) and [Achieving the Dream's K-12 Partnership's Team](#) to facilitate six listening sessions with school counselors, principals, parents, students and curriculum leaders to identify potential solutions to current limitations impacting student participation specifically in [Vermont's Early College Program](#) as defined in [16 V.S.A. § 946](#).

Dual Enrollment System Upgrades

In the spring of 2023, a contract was executed with Public Consulting Group to make upgrades through the use of limited time ARPA funds to the Dual Enrollment System, the agency's online platform for managing access to the Dual Enrollment and Fast Forward programs.

Long-sought system upgrades, as well as new capacities informed by the work described above, are currently underway to include (1) web-based reconciliation and reimbursement process for Dual Enrollment and Early College; (2) access to, management and monitoring of the Early College program; (3) improved access for high school and college coordinators to manage and monitor student progress, including the incorporation of Personalized Learning Plan components within the system; and improvements to support college program coordinators in managing the program more efficiently, including updating course sections, course schedules, and invoicing procedures. Completion of system improvements is anticipated for the 2024-2025 with the goal that all state-managed post-secondary flexible pathways taken by secondary students will be reported in the same system, allowing for better oversight and smoother transitions as students move between the various programs.

Program/Student Outcomes

For each post-secondary flexible program area, the agency has included the total population of students eligible for the program, the total number of students participating in the program from both public schools and those students who are publicly funded to approved independent schools, and student group participation numbers and rates. When making comparisons between subgroups, the comparison is between those students from that subgroup who participate in the respective program against those students from that subgroup who are within the public school system.

Definitions of student groups can be found on the [Vermont Education Dashboard: Student Characteristics | Agency of Education](#). Data included is representative of the time of reporting.

Dual Enrollment Program

The Dual Enrollment Program is a key component of the Act 77 Flexible Pathways legislation, and the state has been collecting data for this program since FY13. Predominantly, previous reports have included total number of DE courses taken, or "voucher" numbers, and disaggregated voucher usage by available demographic data.

In FY17 the agency took on administration and oversight of the Dual Enrollment System, and in FY18, the AOE implemented edFusion, the current core piece of data collection infrastructure that feeds into the State Longitudinal Data System (SLDS). The implementation of edFusion resulted in an adjustment in elements of the data collection, such as student demographic groups from FY18 and onward. With the new Dual Enrollment System, the agency had new capabilities in data reporting and matching that allowed for the reporting of unique participants in the program. Therefore, this section is comprised of data that compares the number of unique students and courses taken from the first year of implementation in FY13 to FY23, as well as figures that convey new data collections from FY18-FY23 only.

Student Participation in Dual Enrollment

In FY23 there were 2,234 unique students taking at least one course through the Dual Enrollment Program as reported through the Dual Enrollment System. This represents 16.45% of the state's 13,582 students in grades 11-12 statewide. The number of unique students referenced above includes 31 home study students who participated in the Dual Enrollment Program; the state does not collect the total number of home study students by grade level; thus, no number was added to the denominator in the above calculation

This is a 1.46% increase from FY22, it is still less than the highest use year of FY20, which saw 21.07% of the state's students in grades 11-12 participating in the program.

Figure 1: Total Student Participation in Dual Enrollment by School Year

Percent of 11th and 12th Grade Students who Participated in Dual Enrollment

	FY18	FY19	FY20	FY21	FY22	FY23
DE % Participation	18.64%	20.41%	21.07%	20.07%	14.99%	16.45%

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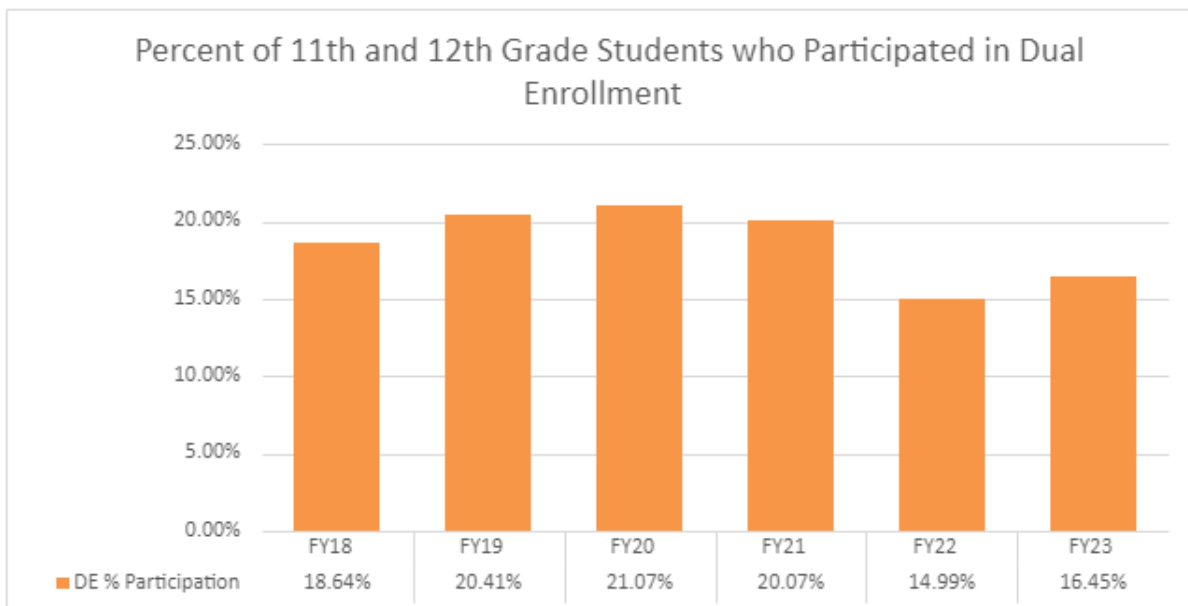
Table 1: Top 10 Sending Schools by Students Accessing Dual Enrollment

Sending School	Students 2022	Sending School	Students 2023
Essex High School	151	Champlain Valley UHS	194
Burlington High School	117	Essex High School	131
Champlain Valley UHS	111	Burr and Burton Academy	106
Colchester High School	107	Burlington High School	100
Spaulding UHS	97	Brattleboro UHS	98
South Burlington HS	96	Mt Anthony UHS	91
Rutland High School	78	Spaulding UHS	87
Brattleboro UHS	75	Colchester High School	84
Mt Anthony Senior UHS	68	South Burlington HS	72
Lyndon Institute	66	BFA - St Albans	69

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Table 2: Dual Enrollment Courses Taken by College

College Name	Courses 2022	College Name	Courses 2023
Community College of Vermont	1,546	Community College of Vermont	1,730
University of Vermont	435	University of Vermont	394
Vermont Technical College	223	Vermont Technical College	172
Northern Vermont University	150	Northern Vermont University	161
Saint Michael's College	133	Saint Michael's College	152
Castleton University	58	Castleton University	74
Norwich University	19	Norwich University	18
SIT Graduate Institute	19	SIT Graduate Institute	55
Bennington College	9	Bennington College	31
Sterling College	11	Sterling College	5
Landmark College	9	Landmark College	12
Champlain College	2	Champlain College	2
Total	**2,614**	**Total**	**2,806**

Student Participation by Demographic Groups in the Dual Enrollment Program

The following tables and figures compare data across demographic groups by unique student to examine how these factors relate to student participation in the Dual Enrollment Program. The participation counts that are identified by student demographics include the difference between student group participation rates in dual enrollment as it compares to the overall eligible state population of specific student groups.

Gender

Participation in the Dual Enrollment Program by female students has outpaced male participation every year since the inception of the program. Within the FY23 student body population of 11th and 12th grade students, male students comprised 52% of all students statewide, yet only represented 38% of those students participating. In order for male students to attain parity consistent with their actual proportion in the student body population, there would have to be 321 additional males participating in the Dual Enrollment Program.

Figure 2: Student Participation by Gender

Gender Parity Between Dual Enrollment and 1112th Grade Population *excludes gender not reported

	2023 DE	2023 Student Population	2022 DE	2022 Student Population
Female	1389	6554	1298	6669
Male	841	7028	805	7390

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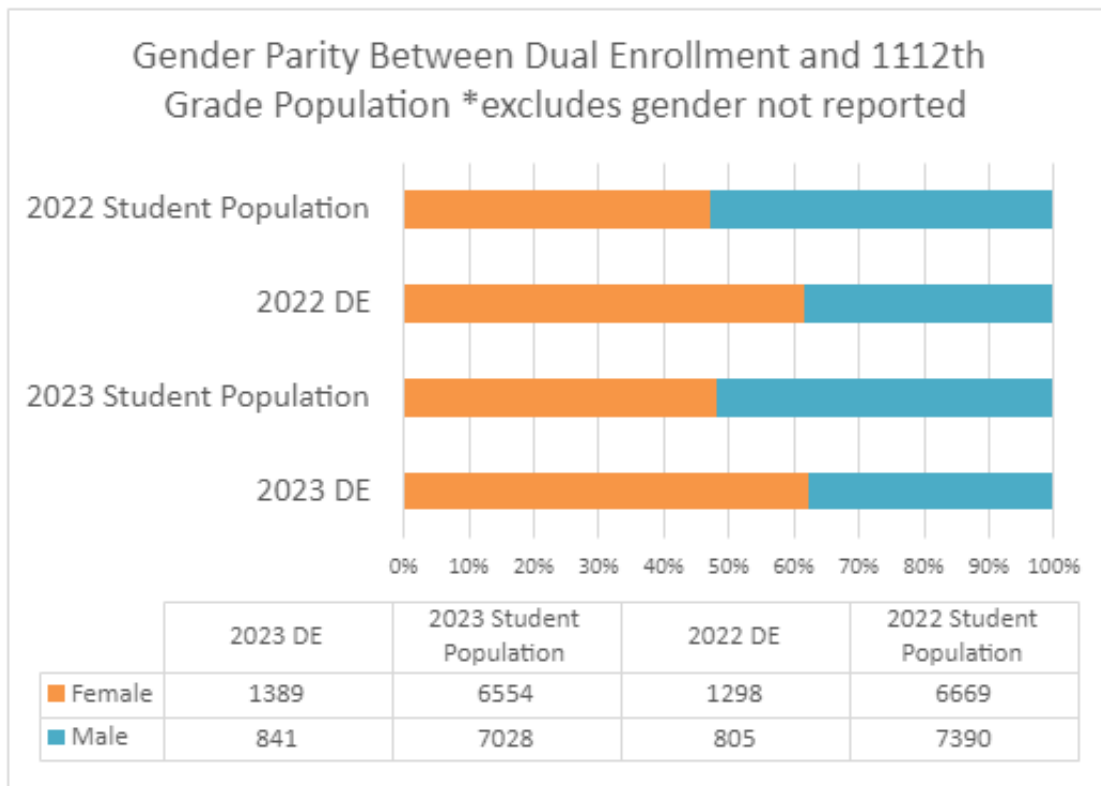
Economic Disadvantage

Within the FY23 student body population of 11th and 12th grade students, economically disadvantaged students comprised 24% of all students statewide, yet only represented 16% of those students participating in the Dual Enrollment Program. For economically disadvantaged students to attain parity consistent with their actual proportion in the student body population, there would have to be 179 additional economically disadvantaged students participating in the program.

Figure 3: Students Reporting Economic Disadvantage

FRL Parity Between Dual Enrollment and 1112th Grade Population

	2023 DE	2023 Student Population	2022 DE	2022 Student Population
FRL	357	3197	404	3985
Not FRL	1877	10385	1703	10074
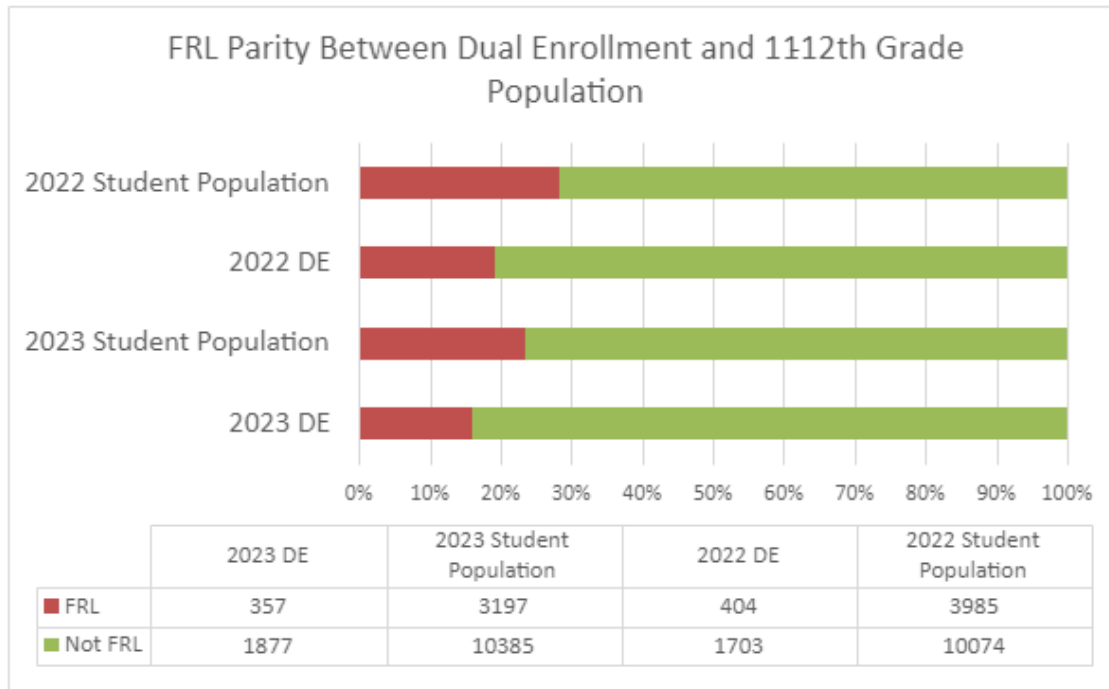
Students With Disabilities

The following figures capture the number of Dual Enrollment vouchers used by students with disabilities. For the purpose of this report students with disabilities include students with Individualized Education Programs (IEPs) and students with 504 plans. Both IEP and 504 plans provide for learning accommodations, and only the IEP provides for specialized instruction, modifications, for students in K-12; postsecondary institutions do not provide modifications. Therefore, students with disabilities who meet the prerequisites of a dual enrollment course may be provided reasonable accommodation through a 504 Plan that allows equal access. However, colleges will not provide modifications to change course content or performance expectations that would substantially alter the essential elements of the course.

In the 2022- 2023 school year, there were 293 unique students identified as having a disability participating in the Dual Enrollment Program of the total 2,234 students (13.1%). For students with disabilities to attain parity consistent with their proportion in

the overall student body population (24.8%), there would have to be 262 additional students with disabilities participating in the program.

Specific to students with IEPs, to attain parity consistent with their actual proportion in the student body population, there would have to be 176 additional students with IEPs participating in the program. For students with 504s, there would have to be 53 additional students.

Figure 4: Students Reporting Disabilities

Dual Enrollment and 11-12th Grade Student Population Percent of Students in IEP and 504 Plans

	2023 DE	2023 Student Population	2022 DE	2022 Student Population
Percent IEP	5.95%	13.83%	4.98%	13.77%
Percent 504	8.91%	11.26%	8.54%	10.73%
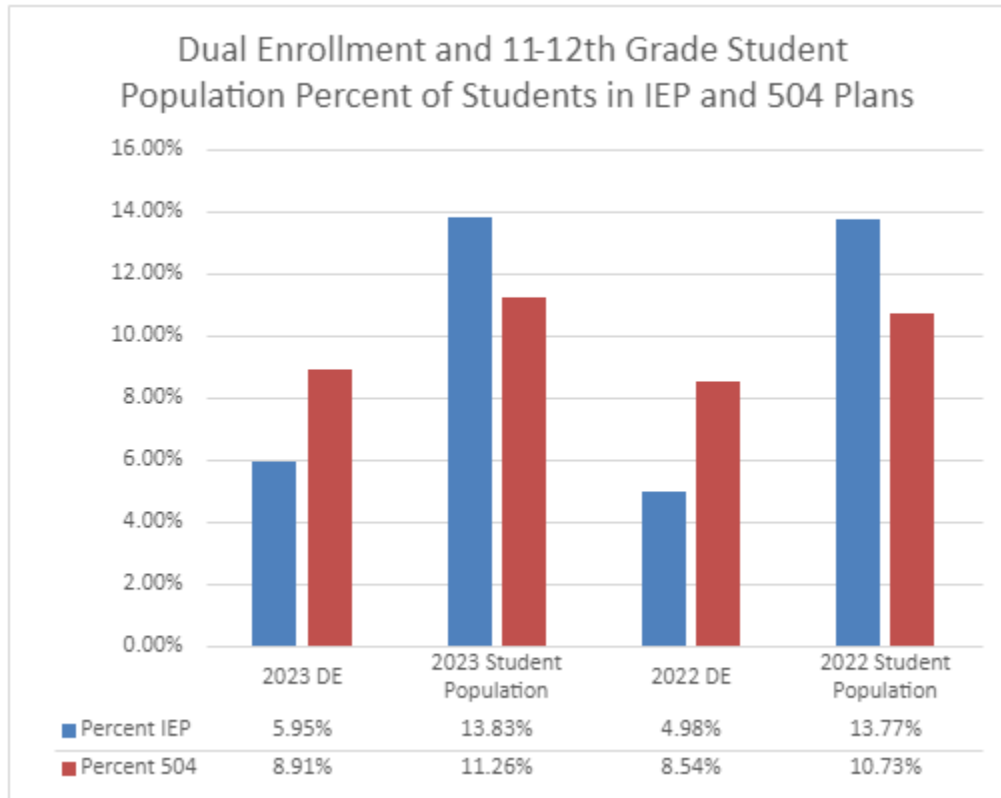
Race/Ethnicity

The following table provides data on student race and ethnicity. Breakdowns are provided by groupings of non-white and white. Students who reported as non-white represented 11% of all students in the program for FY23 as compared with the overall state percentage of 12%. These percentages do not include students that did not report race. For the non-white population to attain parity consistent with their actual proportion in the student body population, there would have to be 13 additional students reporting as non-white in the program excluding those students who did not report race.

Figure 5: Race/Ethnicity

Race Parity Between Dual Enrollment and 1112th Grade Population *excludes race unknown

	2023 DE	2023 Student Population	2022 DE	2022 Student Population
■ Non-White	255	1610	233	1652
■ White	1976	11972	1869	12407
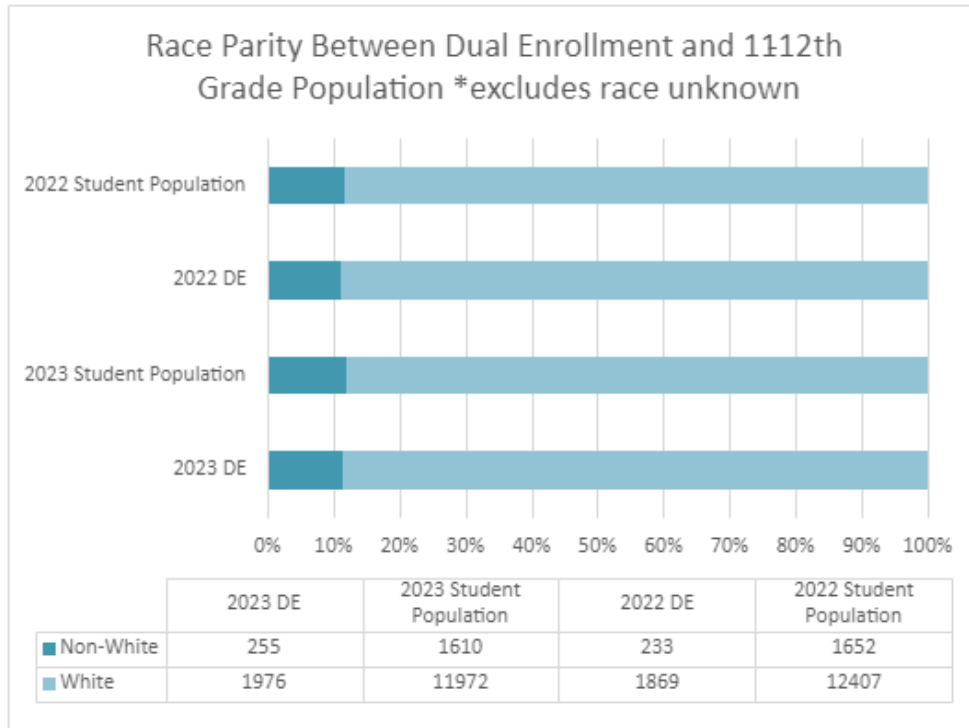
English Language Learners

In FY23 ELL students represented 1% of the overall student population in grades 11-12. For the ELL population to attain parity consistent with their actual proportion in the student body population, there would have to be sixteen additional ELL students in the program.

Figure 6: English Language Learners

Dual Enrollment and 11-12th Grade Student Population Percent of English Language Learners

	2023 DE	2023 Student Population	2022 DE	2022 Student Population
■ Percent ELL	0.49%	1.20%	0.76%	1.22%
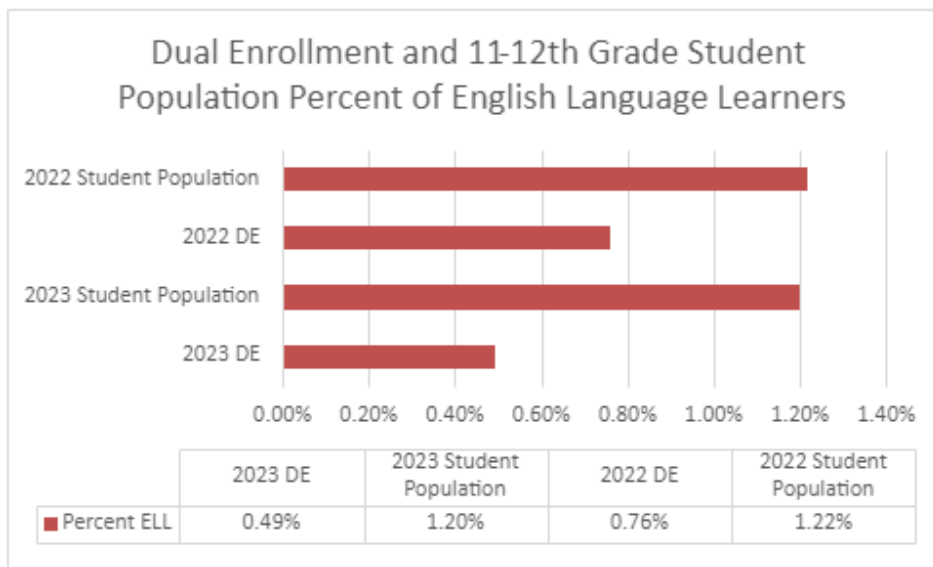
Early College Program

The Early College Program began in FY16 as a consequence of Act 77. In this program, secondary students can complete their senior year of high school enrolled as a full-time student at a college/university that has been approved as a program partner.

Early College Participation Rates

The following table shows the number of students participating in the program each year and the percentage which they represent of the state's senior student count. Since the inception of the program, 2,225 seniors have participated in Early College, representing 4.7% of the overall senior student population in the state. In FY23 there was a 2% increase in students participating in Early College from FY22, which was an abnormally low year for participation. Bringing program participation percentages closer to those tracked in previous years. Fall of FY23 began with 402 students participating in the Early College program, 20 of those students were from Home Study programs (representing 5% of the Early College population). The program saw 94% of its participants complete both semesters of their Early College experience.

Figure 7: Early College Participation Rates Since Program Inception

Percentage of Seniors who Participated in Early College

	SY16	SY17	FY18	FY19	FY20	FY21	FY22	FY23
Percentage Early Collge	2.19%	3.22%	4.58%	6.39%	5.97%	6.03%	3.80%	5.75%
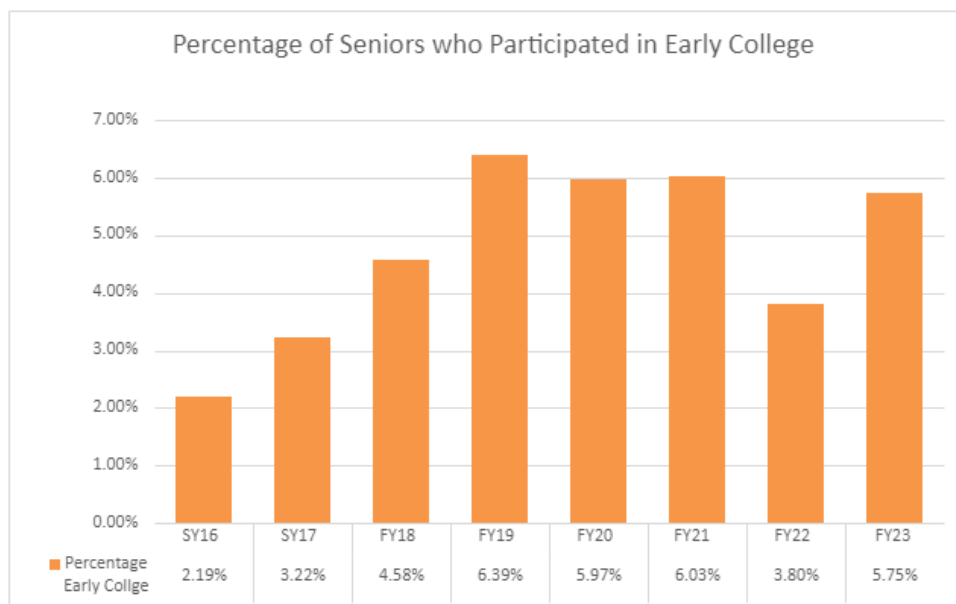
Student Participation by Demographic Groups in the Early College Program

The following tables and figures compare data on student usage across demographic groups to examine how these factors relate to student participation in the Early College Program. The participation counts that are identified by student demographics often describe what would be needed to attain parity, which occurs when the program participation rates match those of the overall state population.

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Gender

The gender identity of students who participated in Early College for FY23 consisted of 142 male and 260 female students. This shows that females represented 65% of Early College participants while the overall percentage of female students statewide among senior students was 48%. This shows that females are participating in Early College at a higher rate than males which is in contrast to the percentage of females overall in the state.

Since program inception, female students have made up nearly 70% of Early College participants over this time period.

Figure 8: Student Participation by Gender

Gender Parity Between Early College and 12th Grade Population

	2023 EC	2023 12th Grade Students	2022 EC	2022 12th Grade Students
Female	260	3311	188	3267
Male	142	3680	79	3753

Race/Ethnicity

The following table provides data on participation in Early College by race and ethnicity. Breakdowns are provided by groupings of non-white and white. Of the students reporting race, 11% of all students in the program for FY23 (42 of 378) reported as non-white.

The enrollment in Early College by the non-white population is below parity by 2%, as non-white students represent 13% of the overall eligible student population of high school seniors who reported race. There would have needed to be an addition of eight non-white students into the Early College program to have achieved parity.

Figure 9: Race/Ethnicity

Race Parity Between Early College 12th Grade Population
*excludes race unknown

	2023 EC	2023 12th Grade Students	2022 EC	2022 12th Grade Students
Non-White	42	808	23	844
White	336	6183	234	6176
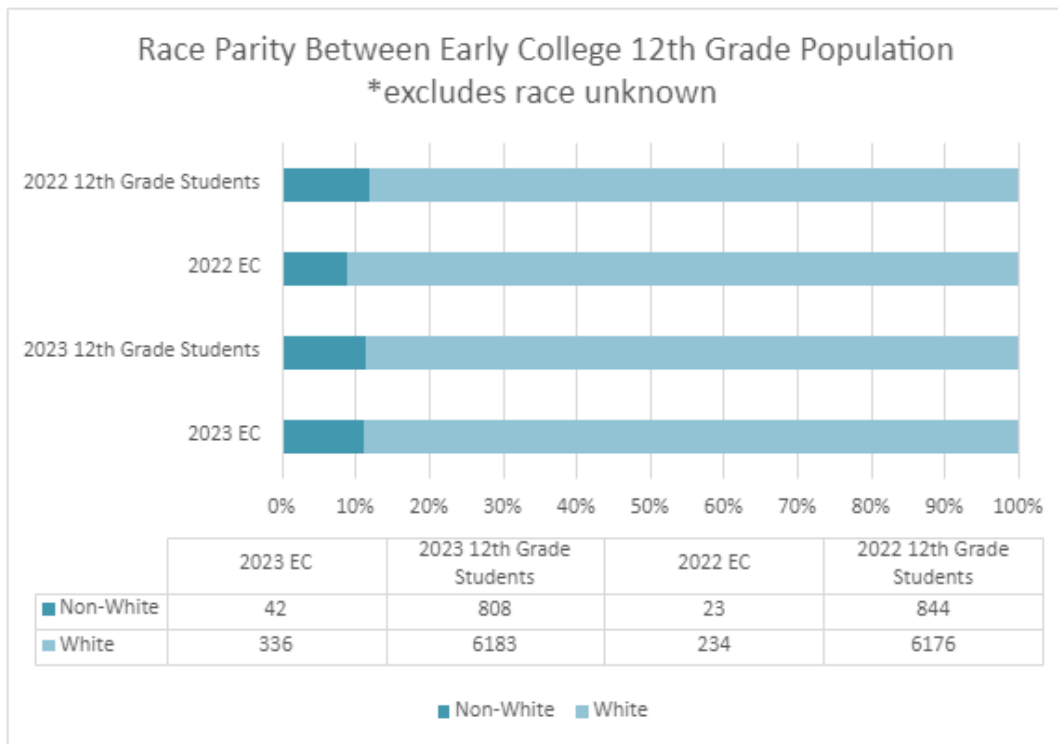
Students with Disabilities, Economic Disadvantage, and English Language Learners

Early College participation among important subgroups of students, including English Language Learners (ELL), students with an IEP or 504 plan on file, and students eligible for free or reduced-price lunch (FRL). Students were identified as members of a given subgroup if they were a part of that subgroup at any point during the school year.

Students were identified as FRL-verified only if they were identified as individually eligible during high school, so those who were eligible *only* due to the community provision (based on school-level poverty rates) were not counted as FRL-verified in this report. It is important to note that while FRL eligibility is the best available proxy for income status, for a variety of reasons it could possibly undercount the participation of low-income students in Early College.

Students With Disabilities

For the students reporting disabilities to attain parity consistent with their actual proportion in the student body population, there would have to be 71 additional students reporting disabilities in the program.

Due to the fact the students are disenrolled from their High School in order to enroll in the Early College Program, students with active IEP and 504 statuses may not have been fully captured in the data collection.

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Figure 10: Students Reporting Disabilities.

Early College and 12th Grade Student Population Percent of Students with Disabilities

	2023 EC	2023 12th Grade Students	2022 EC	2022 12th Grade Students
Percent SWD	6.97%	24.87%	4.87%	24.59%
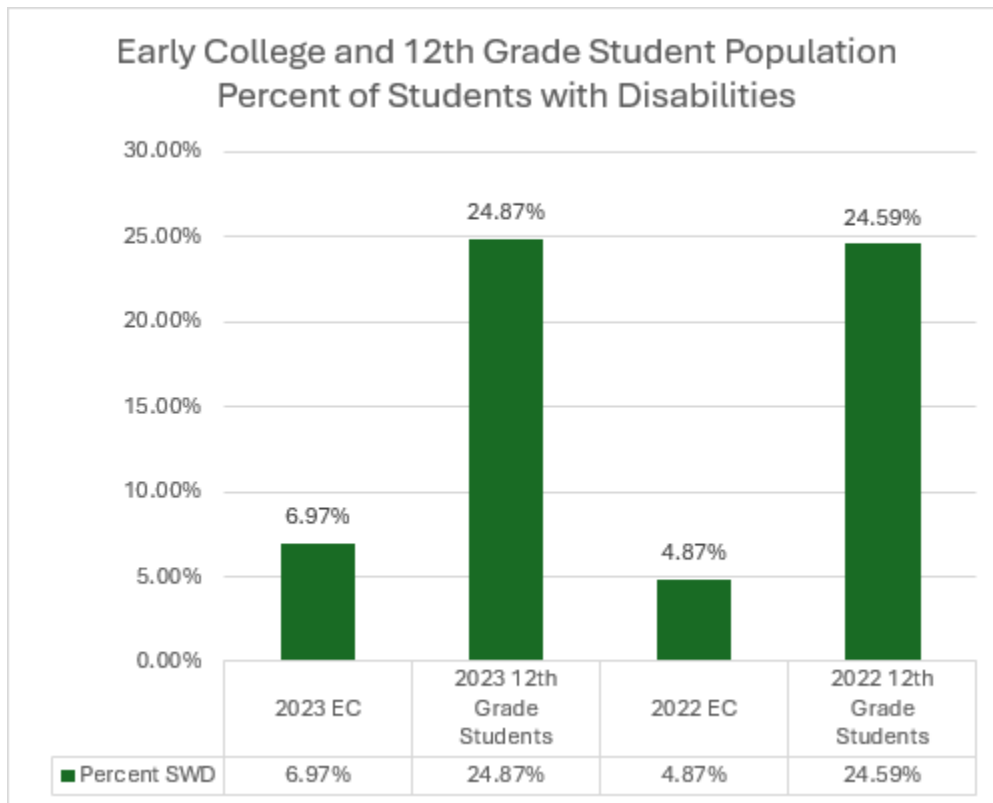
Economic Disadvantage

For students reporting economic disadvantage to attain parity consistent with their actual proportion in the student body population, there would have to be 31 additional students reported as receiving free and reduced lunch in the program.

Figure 11: Students Reporting Economic Disadvantage

FRL Parity Between Early College and 12th Grade Population

	2023 EC	2023 12th Grade Students	2022 EC	2022 12th Grade Students
FRL	57	1533	37	1974
Not FRL	345	5458	230	5046

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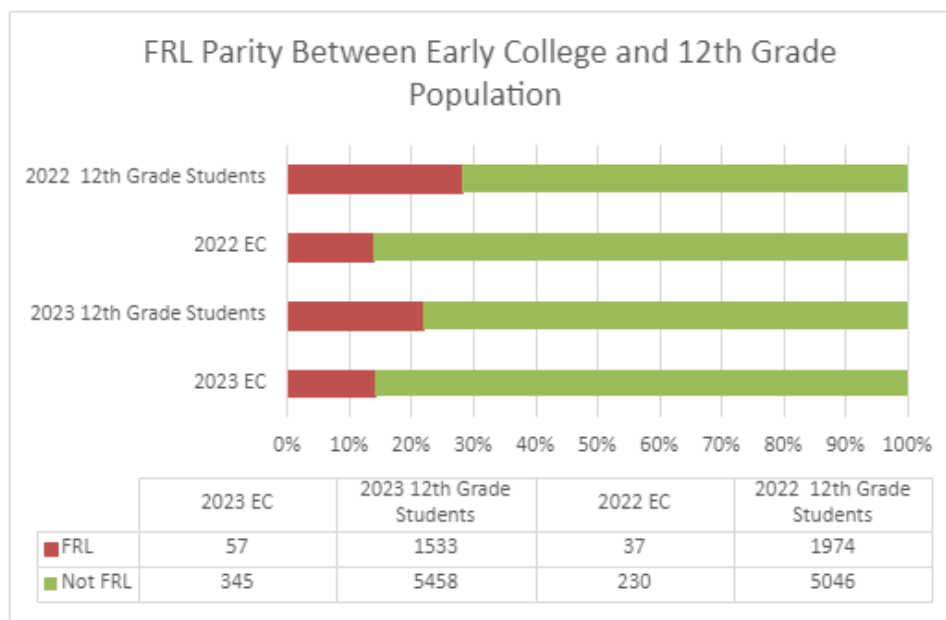
English Language Learners

In FY23 In FY23, ELL students represented 1% of the overall student population in grades 11-12. For the Early College EL population to reach parity with their proportion in the overall student body, additional EL students would need to enroll. However, since there were fewer than 11 EL students in the Early College program, the exact number has been suppressed for privacy.

Fast Forward Program

Fast Forward is a federally funded program that affords eligible students in Career and Technical Education programs with the opportunity to earn college credit for concurrent enrollment classes offered at their regional Career and Technical Education center. Fast Forward courses are for all Career and Technical Education program students who are enrolled in a career technical education center program that partners with a college to offer dual enrollment credit.

Fast Forward Participation Rates

The following data reports on usage by individual, or unique, students. In FY23 there were 646 unique students taking at least one course through the Fast Forward Program. This represents 5% of the states 13,582 students in grades 11-12 statewide. This is a 1.35% increase from FY22.

Figure 12: Fast Forward Participation Rates

Percent of 11th and 12th Grade Students who Participated in Fast Forward

	FY22	FY23
FF % Participation	3.41%	4.76%
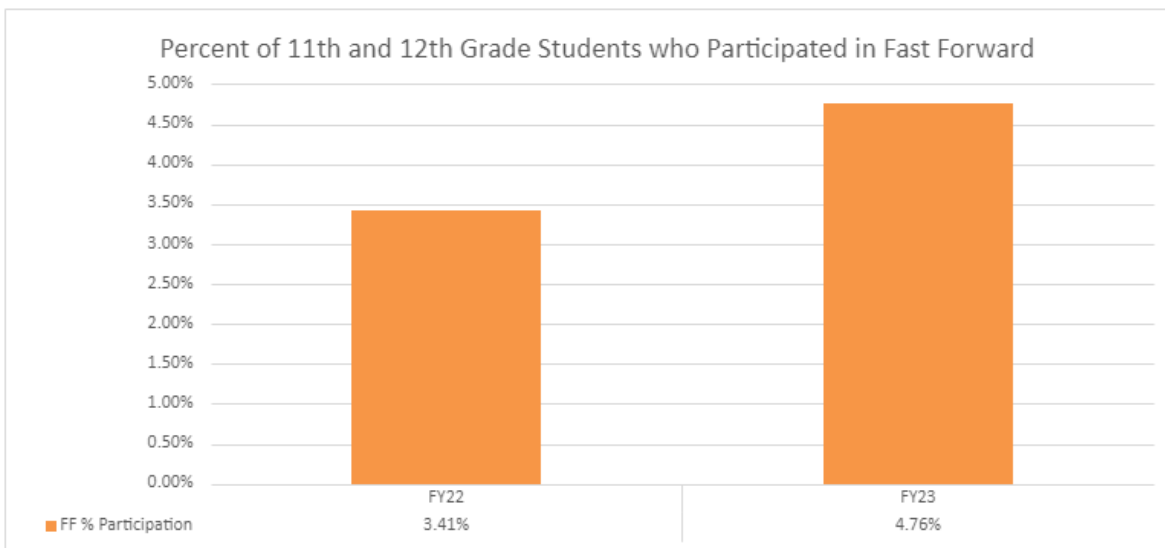
Student Participation by Demographic Groups in the Fast Forward Program
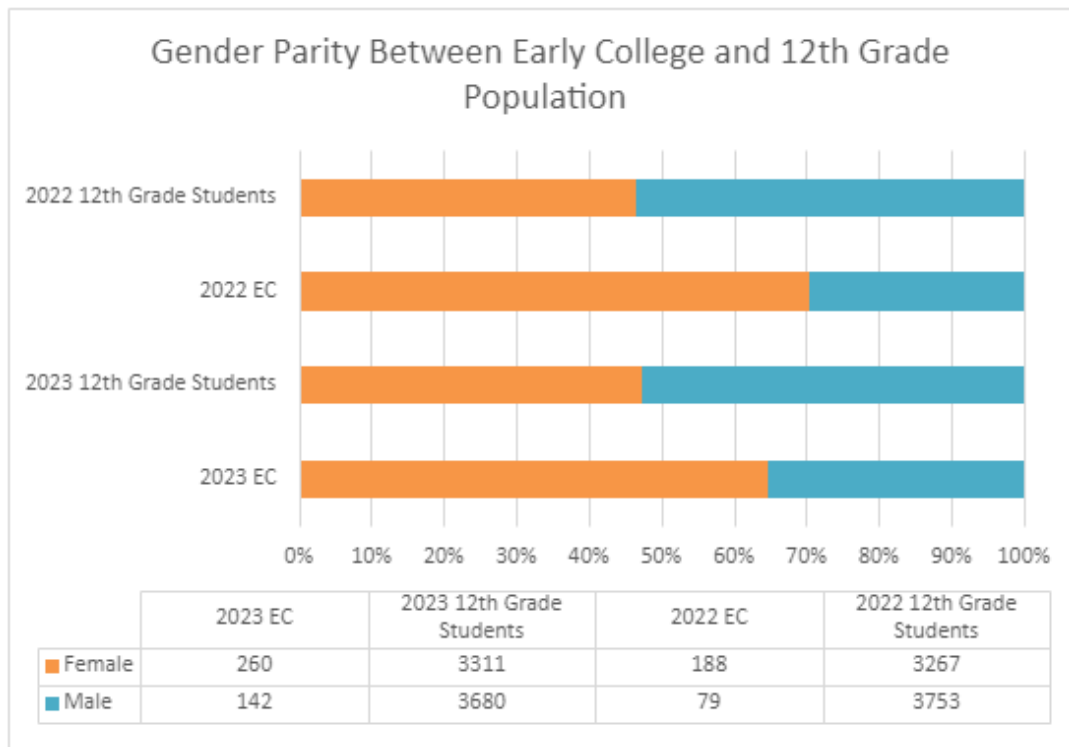
The following tables and figures compare data on student usage across demographic groups to examine how these factors relate to student participation in the Fast Forward Program. The participation counts that are identified by student demographics often describe what would be needed to attain parity, which occurs when the program participation rates match those of the overall state population.

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Gender

The gender identity of students who participated in the Fast Forward Program for FY22 consisted of 244 male and 399 female students. This shows that females represented 62% of Fast Forward participants while the overall percentage of female students statewide among 11th and 12th grade students was 48%. For male Fast Forward students to attain parity consistent with their actual proportion in the student body population, there would need to be 68 additional males participating in the program.

Figure 13. Student Participation by Gender

Gender Parity Between Fast Forward and 1112th Grade Population *excludes gender not reported

	2023 FF	2023 Student Population	2022 FF	2022 Student Population
Female	399	6554	295	6669
Male	244	7028	181	7390
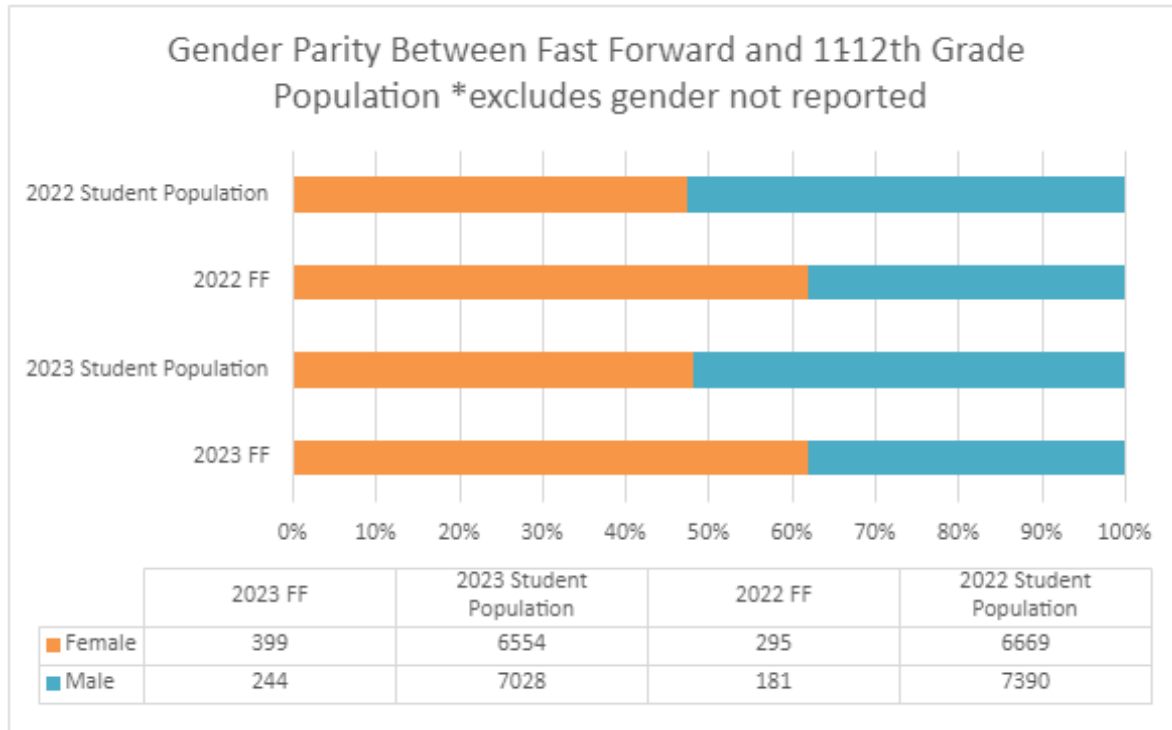
Race/Ethnicity

The following table provides data on participation in Fast Forward by race and ethnicity. Breakdowns are provided by groupings of non-white and white. Students reported as non-white represented 12% (11.6%) of all students in the program for FY23 (75 of 646).

The enrollment in Fast Forward by the non-white population is below parity by 0.25%, as non-white students represent 12% (11.85%) of the overall eligible student population. There would have needed to be two additional non-white students into the Fast Forward program to have exceeded parity.

Figure 14: Race/Ethnicity

Race Parity Between Fast Forward and 11-12th Grade Population *excludes race unknown

	2023 FF	2023 Student Population	2022 FF	2022 Student Population
Non-White	75	1610	60	1652
White	571	11972	419	12407
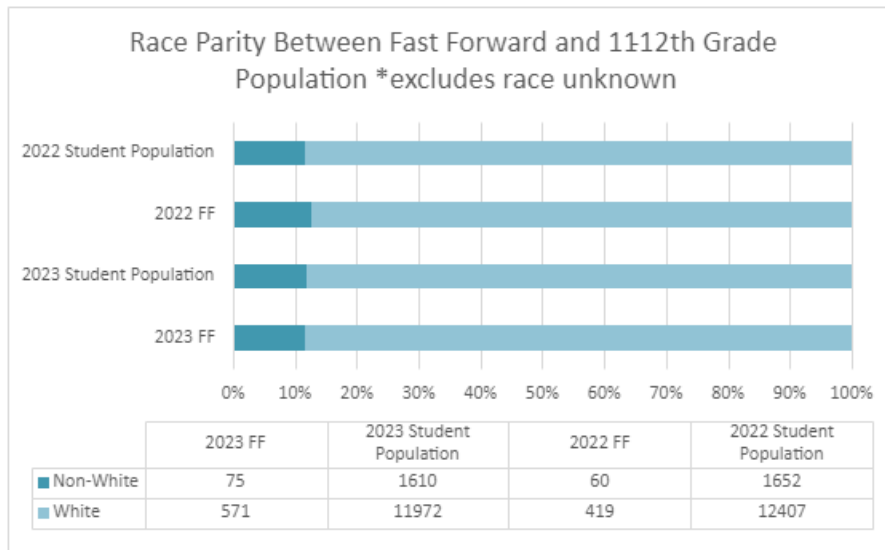
Students with Disabilities, Economic Disadvantage, and English Language Learners

The following figures capture Fast Forward participation rates among important subgroups of students, including English Language earners (ELL), students with an IEP or 504 plan on file, and students eligible for free or reduced-price lunch (FRL). Students were identified as members of a given subgroup if they were a part of that subgroup at any point during high school.

The percentage of students reporting disability, economic disadvantage, and English Language Learners are all higher than the state's representative population percentage and achieve parity for all three demographics.

Economic Disadvantage

The economically disadvantaged student population is 23.5% overall among students eligible to participate in Fast Forward statewide. Among Fast Forward students, this number is 25.7%. Fast Forward students are above parity by 11 economically disadvantaged students.

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Figure 15: Students Reporting Economic Disadvantage

FRL Parity Between Fast Forward and 11-12th Grade Population

	2023 FF	2023 Student Population	2022 FF	2022 Student Population
■ FRL	166	3197	151	3985
■ Not FRL	480	10385	329	10074
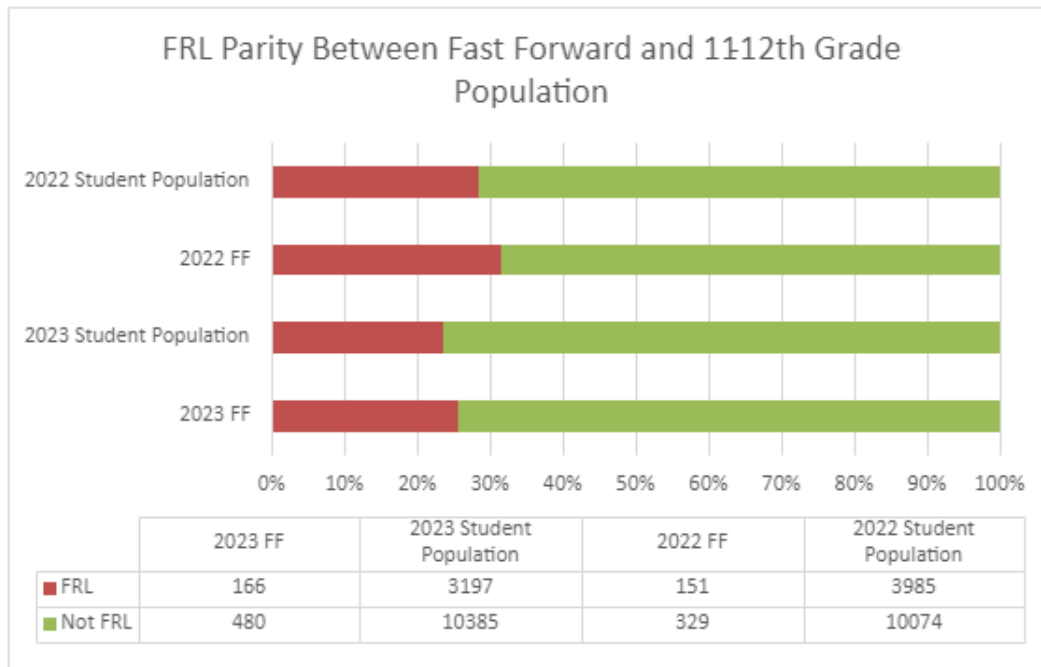
Students With Disabilities

Fast Forward students are above IEP parity by four students and the number of students with a 504 is above parity by 27 students when compared to the overall state population of students eligible to participate in the Fast Forward program.

Figure 16: Students Reporting Disabilities

Fast Forward and 11-12th Grade Student Population Percent of Students in IEP and 504 Plans

	2023 FF	2023 Student Population	2022 FF	2022 Student Population
■ Percent IEP	14.40%	13.83%	17.29%	13.77%
■ Percent 504	15.48%	11.26%	13.13%	10.73%
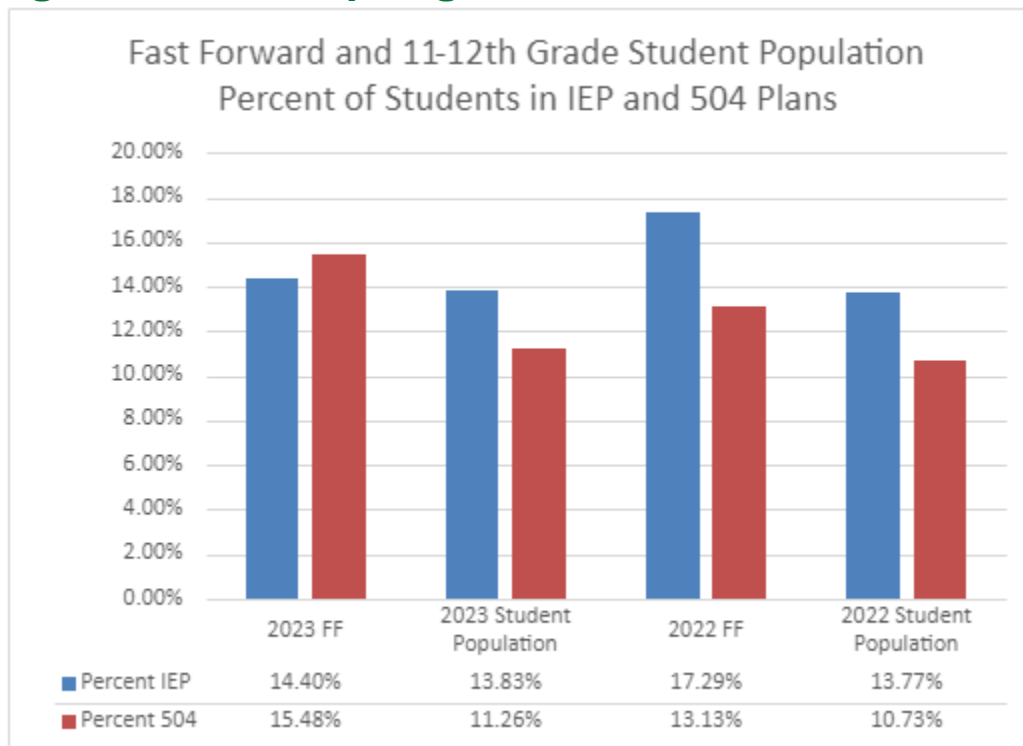
English Language Learners

The percentage of ELL students in the Fast Forward program is higher than overall state percentage of ELL students among high school juniors and seniors. Fast Forward ELL students exceed parity by 7 students.

Figure 17: English Language Learners.

Fast Forward and 11-12th Grade Student Population Percent of English Language Learners

	2023 FF	2023 Student Population	2022 FF	2022 Student Population
Percent ELL	2.32%	1.20%	4.58%	1.22%

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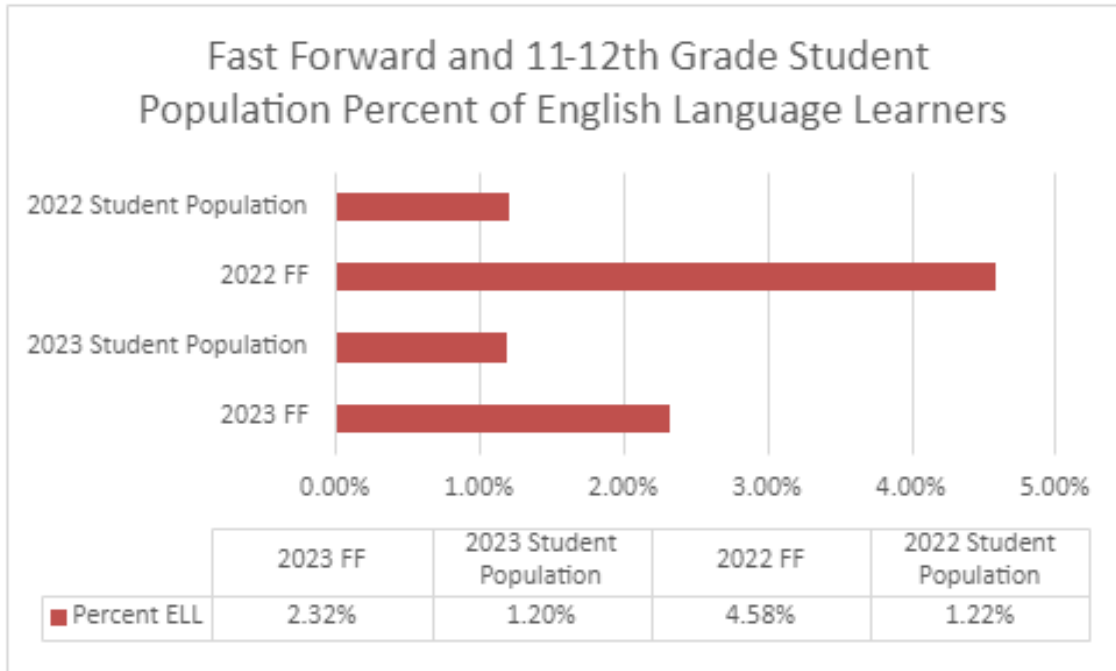
Appendix A – Dual Enrollment Course Data

To protect student privacy, any sensitive and/or potentially personally identifiable information from fewer than 11 students is "suppressed" (i.e., asterisked).

This is a standard procedure performed to ensure that others cannot discern who individual students are in a report, also called de-identification by the Privacy Technical Assistance Center. AOE employs primary suppression by suppressing information when cell sizes are less than 11 students. In addition, AOE sometimes has to perform complementary suppression or suppression that occurs if more than one piece of information that has been released to the public would enable others to discern the identity of individual students in a report.

For additional information on suppression, we recommend the reviewing the federal Privacy Technical Assistance Center. Also review Vermont State Board of Education Rule 2555, to see Vermont's rule ensuring student confidentiality.

Table 1: Courses Taken by Year and Semester

Semester	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Summer	409	474	529	530	599	652	576	574	511	486	439
Fall	31	249	722	720	810	826	920	882	1024	874	993
Spring	193	585	913	1037	1202	939	1186	1280	1105	1254	1374
TOTAL	**633**	**1308**	**2164**	**2287**	**2660**	**2417**	**2682**	**2736**	**2640**	**2614**	**2806**

Table 2. Courses Taken by Gender and Year

Gender	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Female	850	1371	1391	1609	1422	1712	1698	1693	1609	1774
Male	454	749	884	1051	845	969	1037	941	1000	1026
Total Courses	**1308**	**2164**	**2287**	**2660**	**2417**	**2682**	**2736**	**2640**	**2614**	**2806**

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AGENCY OF EDUCATION

Table 3. Courses Taken by Students Reporting Economic Disadvantage

FRL Status	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
Not FRL	961	1622	1857	2038	1699	2104	2181	2316	2115	2355
FRL	347	542	430	622	568	578	555	324	499	451
Total Courses	**1308**	**2164**	**2287**	**2660**	**2417**	**2682**	**2736**	**2640**	**2614**	**2806**

Table 4. Courses Taken by Students with Disabilities

Students	FY18	FY19	FY20	FY21	FY22	FY23
Courses taken by Students w/o Disabilities	2169	2370	2384	2338	2285	2449
Courses taken by Students w/ Disabilities	248	312	352	302	329	357
Total Courses	**2417**	**2682**	**2736**	**2640**	**2614**	**2806**

Table 5. Courses Taken by Students IEP Status and Year

IEP Status	FY18	FY19	FY20	FY21	FY22	FY23
No IEP	2196	2583	2633	2539	2484	2648
IEP	71	99	103	101	130	158
Total Courses Taken	**2417**	**2682**	**2736**	**2640**	**2614**	**2806**

Table 6. Courses Taken by Students with 504 Plans

504 Status	FY18	FY19	FY20	FY21	FY22	FY23
No 504	2090	2469	2487	2439	2383	2555
504	177	213	249	201	231	251
Total Courses Taken	**2417**	**2682**	**2736**	**2640**	**2614**	**2806**

Table 7. Courses Taken by Race/Ethnicity

Race/Ethnicity	FY18	FY19	FY20	FY21	FY22	FY23
Asian	67	89	85	92	90	101
Black or African American	52	57	*	*	*	*
Hispanic	48	59	63	63	75	78
Native Population[1]	*	13	*	*	*	*
Multi	*	57	49	60	68	88
Not Reported	150	14	7	41	8	5
White	2053	2393	2373	2344	2312	2484

[1]*Native population denotes American Indian, Alaskan Native, Native Hawaiian, & Pacific Islander*

Table 8. Courses Taken by Student English Language Learners

EL Status	FY14	FY15	FY16	FY17	FY18[2]	FY19	FY20	FY21	FY22	FY23
Courses	1308	2164	2287	2660	2417	2682	2736	2640	2594	2794
EL[1]	27	26	17	22	15	23	24	12	20	12
Percent	2%	1.2%	0.7%	0.8%	0.6%	0.9%	0.9%	0.5%	0.7%	0.4%

[1]*English Learners*

[2] *A transition in the data collection system in 2018 created a discontinuity or "jump" in the data that prevents perfect alignment with previous years.*

Table 9: Courses Taken by Secondary School

Secondary School	FY18	FY19	FY20	FY21	FY22	FY23
Arlington Memorial High School	3	3	11	9	5	3
Approved Out of State	1	1	0	0	0	0
Avalon Triumvirate Academy	1	0	0	0	0	0
Bellcate School	5	7	5	1	2	2

Secondary School	FY18	FY19	FY20	FY21	FY22	FY23
Bellows Falls UHS #27	31	11	48	40	28	51
Bellows Free Academy - St. Albans	96	118	96	76	57	73
Bellows Free Academy - Fairfax	26	31	56	48	31	52
Blue Mountain US #21	9	25	0	2	10	0
Brattleboro UHS #6	94	166	115	100	86	119
Burlington Senior High School	82	111	107	111	141	122
Burr and Burton Academy	45	59	50	81	77	125
*Black River USD #39	3	3	7	0	0	0
Cabot School	8	0	0	5	6	12
Canaan Schools	13	3	10	9	3	3
Centerpoint	0	0	1	1	1	0
Champlain Valley UHS #15	122	152	206	196	129	237
Colchester High School	36	54	80	71	136	95
Community High School of Vt	2	14	6	0	0	0
Craftsbury Schools	13	14	16	5	2	1
Danville School	32	18	8	4	2	4
East Burke School	18	21	13	1	1	0
Enosburg Falls Middle-High School	49	28	37	22	32	24
Essex Community Ed Center	90	105	134	159	173	155
Fair Haven UHS #16	34	36	45	48	33	46
Grace Christian School					0	1
Green Mountain UHS #35	32	31	30	14	33	19
Greenwood School					0	4

VERMONT
AGENCY OF EDUCATION

Secondary School	FY18	FY19	FY20	FY21	FY22	FY23
Hanover High School	6	1	2	14	4	2
Hartford High School	58	59	83	111	70	76
Harwood Union Middle/Hs #19	49	38	28	61	44	33
Hazen UHS #26	22	14	23	13	13	13
Killington Mountain School	0	1	0	3	0	2
Lake Champlain Waldorf	1	0	0	0	0	0
Lake Region UHS #24	66	56	32	29	27	27
Lamoille UHS #18	86	56	40	37	41	43
Learn	13	3	0	0	0	0
Leland And Gray UHS #34	42	32	38	30	21	25
Long Trail School	3	4	4	8	8	11
Lyndon Institute	37	57	44	41	94	83
Middlebury Union High School	38	48	49	32	36	20
Mill River UHS	23	14	31	21	11	28
Milton High School	25	55	48	65	43	64
Missisquoi Valley UHS #7	54	72	52	32	68	39
Montpelier High School	40	43	46	74	58	58
Mt St Joseph Academy	0	0	0	0	9	3
Mt Abraham UHS #28	20	28	22	28	34	35
Mt Anthony Sr UHS #14	47	79	65	54	96	122
Mt Mansfield USD	39	48	57	53	46	36
North Country UHS #22b	48	75	56	69	50	44
Northfield Middle/High School	11	37	30	20	36	18

Secondary School	FY18	FY19	FY20	FY21	FY22	FY23
Otter Valley UHS #8	14	16	22	12	14	26
Oxbow UHS #30	30	20	38	17	18	43
Peoples Academy	45	66	73	19	21	33
Poultney High School	17	19	20	13	13	23
Proctor Jr/Sr High School	20	11	15	15	10	6
Randolph UHS #2	34	26	19	14	12	33
Rice Memorial High School	0	0	0	2	2	0
Richford Jr/Sr High School	26	36	19	12	33	26
Rivendell Academy	7	5	3	7	5	15
Rochester School*	2	0	0	0	0	0
Rutland Area Christian School	0	0	0	1	0	0
Rutland High School	80	146	133	92	97	91
South Burlington High School	118	85	121	117	112	83
South Royalton School*	20	0	0	0	0	0
Spaulding UHS #41	85	92	103	134	128	109
Springfield High School	49	44	70	48	65	62
St Johnsbury Academy	10	18	16	28	13	11
Stowe High School	0	0	0	21	14	9
Stowe Middle/High School	20	9	4	0	0	0
The Arlington School	1	5	1	0	0	0
The Compass School	0	1	1	2	3	5
The Lihigh School	0	0	1	0	0	0
The Mill School	0	0	0	0	1	0

VERMONT
AGENCY OF EDUCATION

Secondary School	FY18	FY19	FY20	FY21	FY22	FY23
The Sharon Academy The	10	8	3	14	3	11
Thetford Academy	17	14	7	33	34	30
Twin Valley Middle High School	14	4	13	7	9	6
Twinfield Us #33	14	14	12	8	5	6
U32 UHS #32	34	30	25	53	31	55
Vergennes UHS #5	38	42	49	44	37	44
Vermont Commons School	0	1	0	0	1	1
West Rutland School	24	15	19	10	9	21
White River Valley High School	0	6	0	0	3	5
Williamstown Middle/High School	14	25	17	7	11	24
Windsor School	13	23	12	13	8	7
Winooski High School	25	14	23	15	10	11
Woodstock Middle Sr UHS #4	13	10	20	26	43	30
Whitcomb Junior/Senior High School	6	1	0	0	0	0
Home Study	44	45	46	58	52	50
Total	**2417**	**2682**	**2736**	**2640**	**2614**	**2806**

*These schools are no longer in operation.

Table 10: Courses Taken by Approved College Partners

College Name	FY18	FY19	FY20	FY21	FY22	FY23
Bennington College	21	4	15	11	9	31
College of St. Joseph*	3	0	0	0	0	0
Castleton State College	106	105	87	61	58	74

VERMONT
AGENCY OF EDUCATION

College Name	FY18	FY19	FY20	FY21	FY22	FY23
Champlain College	15	7	4	0	2	2
Community College of Vermont	1586	1648	1691	1634	1546	1730
Green Mountain College*	0	1	0	0	0	0
Johnson State College*	92	0	0	0	0	0
Landmark College	1	6	7	8	9	12
Lyndon State College*	62	7	0	0	0	0
Marlboro College*	0	71	23	0	0	0
New England Culinary Institute*	7	18	2	0	0	0
Northern Vermont University	0	136	109	149	150	161
Norwich University	12	21	15	6	19	18
SIT Graduate Institute	31	45	40	14	19	55
Saint Michael's College	2	6	60	63	133	152
Southern Vermont College*	11	5	0	0	0	0
Sterling College	0	28	15	0	11	5
University of Vermont	420	388	424	476	435	394
Vermont Technical College	48	186	244	218	223	172
Total	**2417**	**2682**	**2736**	**2640**	**2614**	**2806**

These colleges/universities are no longer in operation.

VERMONT
AGENCY OF EDUCATION

Appendix B – Early College Participation Data

Numbers less than 11 are suppressed to protect identity and are indicated by an asterisk (*).

Table 11. Early College Participation Rates since Program Inception

School Year (Dates below are Spring of FY)	Early College Student Count	State Senior Student Count	Percent of Seniors in Early College
FY16	123	5,607	2.2%
FY17	179	5,561	3.2%
FY18	252	5,502	4.6%
FY19	354	5,540	6.4%
FY20	327	5,474	6.0%
FY21	331	5,492	6.0%
FY22	267	7,020*	3.8%
FY23	402	6991*	5.6%
Total	**2,225**	**46,979**	**4.7%**

*FY22 and FY23 include ADM students, those enrolled in public schools or are publicly funded.

Table 12. Early College Participation by College

College	Students Fall FY23	Students Spring FY23
Community College of Vermont	199	186
Castleton University	54	51
Norwich	50	48
Northern Vermont University	37	34
Vermont Technical College	62	57
Total	**402**	**376**

VERMONT
AGENCY OF EDUCATION

Table 13. Early College Participation by Publicly Funded and Home Study

College	Students Fall FY23	Students Spring FY23
Publicly Funded Students	382	358
Home Study Students	20	18
Total	**402**	**376**

Table 14. Gender of Early College Students

Gender	FY22	FY23
Female	188	260
Male	79	142
Non-Binary	0	0
% Male among 11-12 grade	53%	53%
% Male among Dual Enroll.	30%	35%

Table 15. Race/Ethnicity of Early College students

Race/Ethnicity	FY22	FY23
American Indian or AK Native	0	*
Asian	11	15
Black or African American	*	*
Hispanic	*	*
Two or More Races	*	*
Hawaiian or Pac Islander	0	*
Race Uknown	10	24
White	234	336

VERMONT
AGENCY OF EDUCATION

Table 16. Early College Students with Disabilities

Disability Status	FY22	FY23
Students Without Disabilities	254	374
Students with Disabilities	13	28
% Students with Disabilities among 12 grade	29%	25%
% Students with Disabilities among Early College	5%	7%

Table 17. Early College Students Reporting Economic Disadvantage and Year

FRL Status	FY22	FY23
Not FRL	230	345
FRL	37	57
% FRL among 11-12 grade	28%	22%
% FRL among Early College	14%	14%

Table 18. Early College English Language Learners

EL Status	FY22	FY23
EL	0	*
% EL among 11-12	1%	1%
%EL among Early College	0%	*%

VERMONT
AGENCY OF EDUCATION

Appendix C – Fast Forward Enrollment Data

Numbers less than 11 are suppressed to protect identity and are indicated by an asterisk (*).

Table 19: Courses Taken by Year and Semester

Semester	FY22	FY23
Fall	49	272
Spring	628	708
Total	**677**	**980**

Table 20. Courses Taken by Gender and Year

Gender	FY22	FY23
Female	413	611
Male	259	366
Not reported (Missing)	5	3
Total	**677**	**980**

Table 21. Courses Taken by Students Reporting Economic Disadvantage

FRL Status	FY22	FY23
Not FRL	465	740
FRL	212	240
Total	**677**	**980**

Table 22. Courses Taken by Students with Disabilities

Disability Status	FY22	FY23
Courses taken by Students Without Disabilities	501	734
Courses taken by Students with Disabilities	176	246
Total	**677**	**980**

VERMONT
AGENCY OF EDUCATION

Table 23. Courses Taken by Students IEP Status and Year

IEP Status	FY22	FY23
No IEP	566	853
IEP	111	127
Total	**677**	**980**

Table 24. Courses Taken by Students with 504 Plans

504 Status	FY22	FY23
No 504	579	825
504[1]	98	155
Total	**677**	**980**

Table 25. Courses Taken by Race/Ethnicity

Race/Ethnicity	FY22	FY23
Asian	42	36
Black or African American	25	30
Hispanic	18	*
Native Population[1]	*	*
Multi	*	26
Not Reported	1	0
White	584	864

[1]Native population denotes American Indian, Alaskan Native, Native Hawaiian, & Pacific Islander

Table 26. Courses Taken by Student English Language Learners

EL Status	FY22	FY23
No EL	648	28
EL	29	952
Total	**677**	**980**

VERMONT
AGENCY OF EDUCATION

Table 27: Courses Taken by Secondary School

Secondary School	FY22	FY23
Burlington Technical Center	158	227
Center for Technology Essex	153	149
Central Vermont Career Center	49	59
Cold Hollow Career Center	16	42
Essex High School	1	0
Green Mountain Technology and Career Center	13	60
Hartford Career and Technical Center	1	0
Milton High School	1	0
Missisquoi Valley UHS #7	1	0
North Country Career Center	40	96
Northwest Technical Center	75	54
Patricia A Hannaford Career Center	40	58
Randolph Technical Career Center	3	5
River Bend Career & Technology Center	20	18
River Valley Technical Center	4	6
Southwest Tech	24	48
St Johnsbury Academy/High School	0	8
St Johnsbury Academy/Tech Center	7	1
Stafford Technical Center	52	75
Windham Regional Career Center	19	74
Total	**677**	**980**

*Table 27 does not include courses taken outside of Fast-Forward Program.

Table 28: Courses Taken by Approved College Partners

College	FY22	FY23
Community College of Vermont	459	709
Vermont State University	218	271
Total	**677**	**980**