

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: G7****1ST READING: 12/07/2015****2ND READING:****ADOPTED:**

EDUCATIONAL SUPPORT SYSTEM**Policy**

It is the policy of the Spaulding High School Union District #41 to provide a continuum of educational services through a comprehensive educational support system to increase the ability of the school to meet the needs of all students in the general education environment.¹

Implementation

The principal/director shall be responsible for developing written procedures² to establish and implement the educational support system. The procedures shall comply with the requirements of Act 117 of 2000 and State Board of Education Rules 2194 and 2120.8.3.³

Legal Reference(s):*Act 230 of the 1990 Vermont Legislature**Act 157 of the 1996 Vermont Legislature**Act 117 of the 2000 Vermont Legislature**16 V.S.A. §§2901, 2902, 2904 (General policy, ESS and EST)**16 V.S.A. §§ 2961 et seq. (Special education funding)**Vt. State Board of Education Manual of Rules & Practices, §§2120.8., 2194****Cross Reference:***

¹See 16 V.S.A. § 2902(a) requiring that "...a school district board shall assign responsibility for developing and maintaining the educational support system either to the superintendent pursuant to a contract entered into under section 267 of this title or to the principal. See also State Board of Education Rule 2120.8.3 and 2194.

²16 V.S.A. §563(1) provides in part: "A school board may...approve or disapprove rules and regulations proposed by the principal or superintendent for the conduct and management of public schools in the district." (Emphasis added)

³State Board Rule 2194(a) requires that "Each school shall ensure that a comprehensive system of support services is in place, including an Educational Support Team..." (See SBE Rule 2194(b)) for required components of the educational support system.)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL**

CODE: G8

1ST READING: 12/07/2015

2ND READING:

ADOPTED:

LOCAL ACTION PLAN

Policy

In accordance with state law, it is the policy of the Spaulding High School Union District #41 to establish annually a local action plan, based on student achievement data that sets forth goals and associated resources needed to improve student performance.

Implementation

The board and superintendent, at an annual retreat, will approve a planning process and action plan designed to utilize resources effectively to support high level student learning.

1. The board will designate participants to serve on the action planning team from recommendations made by the superintendent, principal(s)/director(s), other board members, and feedback from educators and community members. Participants will include teachers, board members, administrators, parents, and community members, and may involve students when appropriate.
2. The plan will be developed using student performance data obtained from state and local assessments and other formal and informal information related to student performance such as, but not limited to, dropout, transfer and retention rates, course enrollment patterns, gender differences, student poverty, graduation rates, access to technology, and **grades**.
3. The board will approve the plan which will contain:
 - specific goals and objectives for improved student learning;
 - educational activities and strategies specifically designed to achieve these goals, including professional development for administrative and instructional staff as well as leadership development for board members;
 - assessments of and efforts to maintain a safe, orderly, civil and positive learning environment free from harassment, hazing and bullying;
 - time lines for expected results;
 - recommendations for the financial support required to achieve the goals and objectives; and
 - links to the multi-year goals and objectives of the school's strategic plan.
4. The principal/director is responsible for implementing the action plan and will work collaboratively with the superintendent to provide **yearly progress reports by July 1**, to the board.
5. **Following the annual retreat, but no later than September 15,** the board will review the action plan, determine its effectiveness toward meeting the stated

goals, and revise as necessary based upon updated student performance data and other locally developed evaluative criteria **including a list of grades by grade level.**

6. The principal, in collaboration with the superintendent, will prepare a plan for board approval to ensure that the community is informed annually by July 1 about the school's progress toward meeting the goals of the plan.

The superintendent will assure that the district's policies on supervision and evaluation, student assessment, reporting, professional development, and other policies and procedures are aligned to support the accomplishment of action plan goals and objectives.

Legal Reference(s):

1 V.S.A., § 312 (Open meetings)

16 V.S.A., § 165 (a)(1) (Public School Quality Standards)

Vermont State Board of Education Rules §2120.1

Cross Reference:

Board Member Education (B1)

Board Goal-Setting and Self-Evaluation (B2)

Professional Development (D2)

Evaluation and Supervision of Staff (D4)

Budgeting (E2)

Student Assessment (F22)

Annual School Reports (H6)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: G9****1ST READING: 12/07/2015****2ND READING:****ADOPTED:**

**GRADE ADVANCEMENT: RETENTION, PROMOTION, AND
ACCELERATION OF STUDENTS¹****Policy**

A goal of the Spaulding High School Union District #41 is for each student to progress in his or her educational program by reaching a standard of achievement necessary to progress from grade to grade.

Definitions

“Acceleration” is the advancement of a student by more than one grade beyond the current grade level.

“Promotion” is the single grade step most students take from year to year.

“Retention” allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

Promotion, retention and acceleration decisions will be based on the extent to which a student is meeting the standards established by the Vermont Framework of Standards and Learning Opportunities as well as other relevant factors, including social, emotional, physical and mental growth, past academic performance, behavior, motivation, and attendance.

Implementation

The principal/director will develop rules to implement this policy that will specify a process for determining the promotion, retention or acceleration of individual students.

Legal Reference(s):***VT State Board of Education Manual of Rules & Practices: §2120.2.2 (b)******Cross Reference: Student Attendance (F25)***

¹SBE Rule 2120.2.2(d). “Each school shall develop and adopt policies on grade advancement.”

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: G11****1ST READING:12/07/2015****2ND READING:****ADOPTED:**

ACCEPTABLE USE OF ELECTRONIC RESOURCES AND THE INTERNET¹**Policy**

It is the policy of the Spaulding High School Union District #41 to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right.

Purpose

The district recognizes that information technology (IT) is integral to learning and educating today's children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

1. Create an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
2. Ensure the district takes appropriate measures to maintain the safety of everyone that accesses the district's information technology devices, network and web resources.
3. Comply with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by school districts.

¹The federal No Child Left Behind Act (NCLBA) makes schools ineligible to receive funding for the purchase of computers used to access the internet, or to pay costs associated with accessing the internet, through the technology grants program "...unless the school, school board, local educational agency, or other authority with responsibility for administration of (the) school both...has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are...obscene; child pornography; or harmful to minors; and is enforcing the operation of such computers by minors; and has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are...obscene or child pornography and is enforcing...such measure during use of any such computers..." 20 U.S.C. § 6777; 47 U.S.C. § 254(h)(5)(A) & (B). Prior to adoption, the school must "provide reasonable public notice and hold at least one public hearing or meeting to address the proposed Internet safety policy." 47 U.S.C. § 254(l)(1)(B).

Implementation

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.

The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's computers or network resources, including personal files and electronic communications.

The superintendent is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:
 - **Respects One's Self.** Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information² about themselves and others.
 - **Respects Others.** Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.
 - **Protects One's Self and Others.** Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.
 - **Respects Intellectual Property.** Users suitably cite any and all use of websites, books, media, etc.
 - **Protects Intellectual Property.** Users request to use the software and media others produce.
2. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.

²For the purposes of this policy, "personally identifiable information" shall not include any information listed as "directory information" in the school district's annual FERPA notice.

3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.³
4. Methods to address the following:⁴
 - Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
 - ✓ Lewd, vulgar, or profane
 - ✓ Threatening
 - ✓ Harassing or discriminatory
 - ✓ Bullying
 - ✓ Terroristic
 - ✓ Obscene or pornographic
 - The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
 - Prevention of unauthorized online access by minors, including “hacking” and other unlawful activities.
 - Unauthorized disclosure, use, dissemination of personal information regarding minors.
 - Restriction of minors’ access to materials harmful to them.
5. A process whereby authorized persons may temporarily disable the district’s Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.⁵

Policy Application

This policy applies to anyone who accesses the district’s network, collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the district’s IT devices either on or off-site.

Limitation/Disclaimer of Liability

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District’s electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited

³Required by Children’s Internet Protection Act (CIPA), 47 U.S.C. § 254(1); 47 C.F.R. § 54.520(c)(ii).

⁴Required by Children’s Internet Protection Act (CIPA), 47 U.S.C. § 254(1); 47 C.F.R. § 54.520(c)(ii).

⁵Required by 20 U.S.C. § 6777(c)

to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

Enforcement

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, a student will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary policy.

Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

Legal Reference(s):

17 U.S.C. §§101-120 (*Federal Copyright Act of 1976 as amended*)
 20 U.S.C. § 6777 et seq. (*Enhancing Education Through Technology Act*)
 18 U.S.C. §2251 (*Federal Child Pornography Law—Sexual Exploitation and Other Abuse of Children*)
 47 U.S.C. §254 (*Children's Internet Protection Act*)
 47 CFR §54.520 (*CIPA Certifications*)
 13 V.S.A. §§2802 et seq. (*Obscenity, minors*)
 13 V.S.A. § 1027 (*Disturbing Peace by Use of...Electronic Means*)
 13 V.S.A. §2605 (*Voyeurism*)

Cross Reference:

Student Conduct and Discipline (F1)
Copyrights (G2)
Selection of Instructional Materials (G5)
Complaints About Instructional Materials (G6)

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: G12****1ST READING: 12/07/2015****2ND READING:****ADOPTED:**

TITLE I COMPARABILITY POLICY¹**Policy**

It is the policy of the Spaulding High School Union District #41 that if a school in the district becomes eligible to receive Title I funds, the district shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools.

Implementation

The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

The superintendent or his or her designee shall develop procedures for compliance with this policy and shall maintain records that are **updated biennially** documenting the district's compliance with this policy.²

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|-------------------------|--|
| <i>Legal Reference:</i> | <i>20 USCA §6321(c).</i> <i>20 USC 7801(26) (LEA defined)</i> <i>16 V.S.A. 144</i> |
| <i>Cross Reference</i> | |

¹This policy is required of school districts that operate Title I schools. Comparability requires that LEAs document that the services provided with state and local funds in Title I schools are comparable to those provided in non-Title I schools in the LEA. If an LEA serves all of the schools in its district with Title I funds, the LEA must use state and local funds to provide services that, taken as a whole, are "at least comparable" in each participating school. The comparability requirements do not apply to an LEA that does not have more than one building for each grade span.

²Required by 20 U.S.C. §6321(c)(3).

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: G14****1ST READING: 12/07/2015****2ND READING:****ADOPTED:**

CLASS SIZE POLICY**Policy**

It is the intent of the board to comply with Sections 15 and 16 of Act 153 of 2010 requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

Implementation

1. The superintendent or his or her designee shall, in consultation with the principal/director, develop district wide class minimum, maximum, and optimum average class size guidelines that take into account the instructional needs of required and elective courses at the secondary level.
2. Class size guidelines in the district may vary as necessary to reflect differences, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education, and English Language Learners.
4. The superintendent shall report to the board by **October 1** each year on the implementation of this policy, and shall include in his or her report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the district.
5. This policy shall be posted on the district website and forwarded to the Commissioner of Education by January 15, 2011.

Guidelines

Administrators will use the following guidelines when reviewing course enrollments and making decisions about course offerings and scheduling? Smaller class sizes may be approved by the board when requested by the administration. **The administration shall report class size information to the board each**

semester and make recommendations to the board regarding class offerings.???

Program size for the Central Vermont Career Center shall be reviewed annually by the Center's Director. Recommendations to change program offerings shall be made by the Director to the SHS Union #41 District and the Regional Advisory Board if a program has shown low enrollment based on State of Vermont Technical Education Regulation, for three or more consecutive years.

1. **15 to 20** Students is the recommended class size for most courses **and is acceptable for most classes.**
2. **Multiple classes can be combined to create one single class of up to 20 students.**
3. Class sizes of 10-15 students are acceptable and desirable for students who have difficulty learning.
4. Class sizes of 10-15 students are acceptable when sections cannot be combined or if the course is only offered every other year or semester.
5. Courses with fewer than **9 students** should be canceled or offered less frequently. ~~or combined with another related course (Life Drawing I and Life Drawing II).~~ **(Teacher contract???)**
6. Decisions about cancelling courses will be made prior to the start of each semester and will not change.
7. Additional sections of a course may be added to relieve over-enrollments and under-enrolled sections of a course may be combined after the start of a semester.
8. The Central Vermont Career Center program size will be consistent with the Vermont Department of Education – State Board of Education Manual of Rules and Practices, Vocational-Technical Education.

7,13
1st Reading: 11/16/09 , 12/7/2015
2nd/Final Reading: 12/7/2009

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT COMPLIANCE

POLICY STATEMENT

The Spaulding High School District shall comply with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) with regard to any employee benefit or group health plan provided by the district that is subject to the requirements of the Act. The superintendent or his or her designee shall develop and implement procedures necessary to ensure continuing compliance with the requirements of HIPAA.

Legal Reference(s): 45 C.F.R. Subpart C

1st Reading: 8/31/2009, 12/7/2015
2nd/Final Reading: 10/5/2009

SUBSTITUTE TEACHERS

Policy

It is the policy of the Spaulding High School District to employ substitute educators who will meet the minimum qualifications outlined by State Board of Education Rule.

Qualifications

No person will be placed on the qualified substitute list unless that person has graduated from high school and meets the following additional minimal requirements:

Unlicensed Persons

An unlicensed person may be employed as a substitute teacher for up to fifteen consecutive days per educator absence. Under circumstances allowed by State Board Rule 5510.2, the Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for an extension of the fifteen day limit for specific substitute teachers, or for emergency licenses as provided in State Board Rule 5360. As further required by State Board Rule, the search for a licensed educator shall continue throughout any such extension or emergency license period.

Licensed Educators

A substitute teacher who is licensed but not appropriately endorsed for the position for which he or she is employed may fill a position for thirty days per teacher absence. Under circumstances allowed by State Board Rule 5510.2, the Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for an extension of the thirty day limit for specific substitute teachers, or for emergency licenses as provided in State Board Rule 5360. As further required by State Board Rule, the search for a licensed educator shall continue throughout any such extension or emergency license period.

Administrative Responsibilities

A list of qualified substitute teachers, organized by grade level and subject, will be developed by the Superintendent or his or her designee for all schools in the District.

The Superintendent or his or her designee will conduct an orientation session for substitute teachers each year. Each teacher under contract will compile a packet of information containing pertinent substitute teacher information as defined by the Principal.

The search for a licensed educator should continue through any extension.

Substitute teachers will be paid per diem wages as determined by the Superintendent from year to year. Distinctions in pay level may be made based on the need for the substitute teacher to prepare lessons and assess and record student progress, on the length of service and on the credentials of the substitute teacher.

Legal Reference(s): Vt. State Board of Education Manual of Rules & Practices §§5360, 5510, 5520
16 V.S.A. §558 (Employment of school board members)

1st Reading: 9/21/2009, 10/5/09, 12/7/15
2nd/Final Reading: 10/19/09 7.15

POLICY: VOLUNTEERS AND WORK STUDY STUDENTS

The Spaulding High School Board recognizes the valuable contributions made to the schools by volunteers and work-study students. It further recognizes that appropriate supervision of volunteers and work-study students will enhance their contributions as well as fulfill the responsibility that the school district has for the education and safety of its students.

Definitions

For purposes of this policy and administrative rules and procedures developed pursuant to this policy:

1. **Volunteer** means an individual not employed by the school district who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits.
2. **Work Study Student** means a post secondary student who receives compensation for work performed at a school operated by the district as part of a work experience program sponsored or provided by the college or university at which he or she is enrolled. A student working toward a teaching credential who is placed as a student teacher at a district school is not a work-study student.

Administrative Responsibilities

Recruitment: The principal is authorized to recruit and approve volunteers and work-study students to work in the school. It is the principal's responsibility to be reasonably sure that the volunteer or work-study student is a person of good character with the ability to make significant contributions to the school. The principal may require volunteers and work-study students to complete information forms providing background information including, but not limited to whether the individual is currently a defendant in a criminal proceeding, the dates, locations and dispositions of any convictions, including findings of guilt, pleas of guilty, or nolo contendere, for criminal violations. A person who fails to provide full and accurate background information in response to the principal's request will not be permitted to work with students. If the position for which a volunteer is being recruited involves regular unsupervised contact with students, the principal will carry out a criminal records check on the final candidate in accordance with the districts employment policy. The district will not pay any fees associated with criminal records check.

Placement: Placement and replacement of volunteers and work-study students will be made by the principal or the principal's designee.

Conditions of Work: Work-study students will be informed by the principal of the extent to which school district insurance policies protect them from personal liability resulting from claims against them based on negligence or other injurious conduct while acting in a volunteer or work-study capacity.

Supervision: Generally, volunteers who work directly with students will be under the immediate supervision of a licensed professional employee and will not have unsupervised contact with students,

except when that contact is of short duration and necessary in the context of activities planned by and under the direction of professional school staff or contractors employed by the school.

Policies and Procedures: The principal will assure that all volunteers and work-study students are familiar with applicable school district's policies and procedures.

Responsibilities of Volunteers and Work-Study Students

Volunteers and work-study students are responsible for complying with school policies, rules and procedures, including, but not limited to, the policies regarding alcohol and drug-free workplace, harassment, tobacco, and discrimination.

Volunteers, work-study students, and student teachers will be considered staff members for purposes of compliance with the state and federal harassment statutes.

Legal Reference(s): 16 V.S.A. §260

Cross Reference:

¹ Section 7b of S.13, enacted in 2009 and effective on its date of passage, requires "...superintendents...and their contractors (to) check the names and date of birth of any work study students with the Vermont Internet sex offender registry prior to allowing work study students unsupervised contact with schoolchildren." The law further provides that "(A) person who is on the Vermont Internet sex offender registry shall not be eligible to be a work study student." See 16 V.S.A. §260 as amended by S.13 Section 7b. At the option of the school board, this prohibition could be extended to include volunteers as well as work study students.

**SPAULDING HIGH SCHOOL UNION
DISTRICT #41 - POLICY MANUAL****CODE: G13****1ST READING: 12/07/2015****2ND READING:****ADOPTED:**

ANIMAL DISSECTION**Policy**

It is the policy of the Spaulding High School Union District #41 to comply with the requirements of Act 154 of 2008 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals. Students enrolled in district schools shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisect or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

Definition

“Animal,” as used in this policy, means any organism of the kingdom animalia and includes an animal's cadaver or the severed parts of an animal's cadaver.

Alternative Education Method

A student who is excused under this policy shall be provided with alternative methods through which he or she can learn and be assessed on material required by the course. The alternative methods shall be developed by the teacher of the course, in consultation with the principal if necessary.

Discrimination

No student shall be discriminated against based on his or her decision to exercise the right to be excused as afforded by this policy.

Procedures

The superintendent or principal/director shall develop and implement procedures to ensure compliance with the provisions of Act 154 of 2008. The procedures shall include provisions for the timely notification to each student enrolled in the course and to the student's parent or guardian of the student's right to be excused from participating in or observing the lesson and the process by which a student may exercise this right.

Legal Reference:***Act 154 of 2007-2008, Adjourned Session******16 V.S.A. §912******Cross Reference***

9.1

BARRE SUPERVISORY UNION DISTRICT #61

Barre City Elementary
and Middle School

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Doing whatever it takes to ensure success for every child.

Diane Stacy
Technology Director

Sandra Cameron
Director of Early Education

November 30, 2015

TO: The Members of the Spaulding High School Board
RE: Superintendent's Report

Please accept the following report to the Spaulding High School Board:

(1) Act 46 Consolidation Study Committee

- The Act 46 Study Committee met for their third meeting on November 19. The committee identified and prioritized Educational Opportunities and Challenges related to unified governance. The committee also began discussing economic/financial issues related to unification. The committee meets again on December 3, and has planned a Public Forum for January 12.
- The Barre SU website homepage has a link to an Act 46 page with details from each meeting as well as general resources related to Act 46 (<http://bsuvt.org/joomla/index.php/act-46>)

(2) BSU Human Resource Coordinator Position

- First round interviews were held on November 18
- Second round interview(s) planned for November 30
- Plan to recommend finalist to BSU Board on December 10

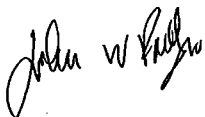
(3) Legislative Breakfast scheduled for December 9

- 7:30am??? at the Lunchbox at SHS/CVCC

(4) VSAC Special Report – The Class of 2012: Highlights and challenges for pursuing a postsecondary education

- I attached three documents, of increasing length
 - A short article from the St. Albans Messenger
 - A PowerPoint summarizing the full report
 - The full 36 page report

Respectfully Submitted,



John Pandolfo
Superintendent of Schools



Opinions

Editorial Cor
& Letters to the

Tuesday, Nov. 3, 2015

Submit letters: Editor, St. Albans Messenger, 281, N. Main St., St. Albans, Vt. 05478. Fax: 802-527-1948; emerson@samessenger.com

With 40,000 fewer students we can't afford mistakes

Within the next 15 years, Vermont will find itself educating somewhere between 30,000 to 40,000 fewer students than it did 15 years ago. That decline reflects not only our lowest-in-the-nation fertility rate, but the population decline being felt in all but about three Vermont counties.

A significant uptick in our fertility rate is not likely. And the challenge to turn declining population figures around in our more rural haunts is also the stuff of wishful thinking.

That leaves us with the task of doing better with what we have, which is the central theme of the study released this week by the Vermont Student Assistance Corporation (VSAC), whose purpose is to provide educational and financial assistance to students.

The study's purpose was to address the fact that Vermont does well with its high school graduation rate, but not so well in getting these same graduates into post secondary education. The study explores why.

The basic facts are confirming, but not shocking. Better students go on to college. Poorer ones don't. The ones that don't also point to the uncertainty of finances. And more females than males elect to go to college.

No surprise there.

But then, there is the story behind the story. What the study's authors learned is that there were three factors most closely aligned with a student's decision to attend college the fall after high school graduation.

- How ardently the student's parents pushed the idea of their attending college.

- How well the student did in school.

- Whether or not the student took higher-level math courses.

Of the three, the influence of the parent looms particularly significant. If parents are content with whatever their sons or daughters want, the students often opt for the lower standard, getting the high school degree and nothing else. If it doesn't matter to the parents, it doesn't matter to the students. If parents push their children to do the best they can, and if they paint a picture of long-term success, which includes attending college, then that's the path the student is most likely to pursue.

This finding was just as applicable to first-generation students as to those students whose parents did attend college. A parent's clarity of purpose makes a huge difference to their student's objectives.

It follows that the better a student does in school the more likely the student will attend college. But what the researchers found is that one of the key determinants of this forward path is mathematics. They found a direct correlation between those who took higher math classes (algebra II and above) and those who didn't. Those who didn't attend college had decided early in their education not to take the higher-level math classes. Of all course offerings, it was the student's choice about taking the higher-level math classes that gave the clearest indication as to whether the student would or would not attend college upon graduation.

That makes sense; it also makes a compelling case for schools to examine best-case practices as to how math can be taught most effectively and at earlier grades.

All of this is relatively intuitive. But how is it that we take this information and use it to improve what we have? How, for example, do we get the message to parents that their children's educational future depends greatly on the expectations they set?

Step number one is understanding that the need is urgent and that the need applies to us all, not just those who have children in school. If 40 percent of our students do nothing more than graduate with a high school degree, then we have guaranteed ourselves that the next generation's economic engine will run at reduced capacity. We will guarantee ourselves a continued expansion of the state's Agency of Human Services budget and all that comes with it.

Step number two is acknowledging that it's not a pre-K-12 challenge. Education in Vermont has to be a pre-K-16 conversation, and the possibilities of what a college education provides is something that needs to be stressed before a student gets to high school. When the student does get into high school, then the higher education community has to be paired with our high schools to make the ultimate transition easier and less daunting. [According to the VSAC study, about 14 percent of those students who say they will attend college in the fall decide not to between high school graduation and September. It's called the "summer melt."] This needs to be addressed.

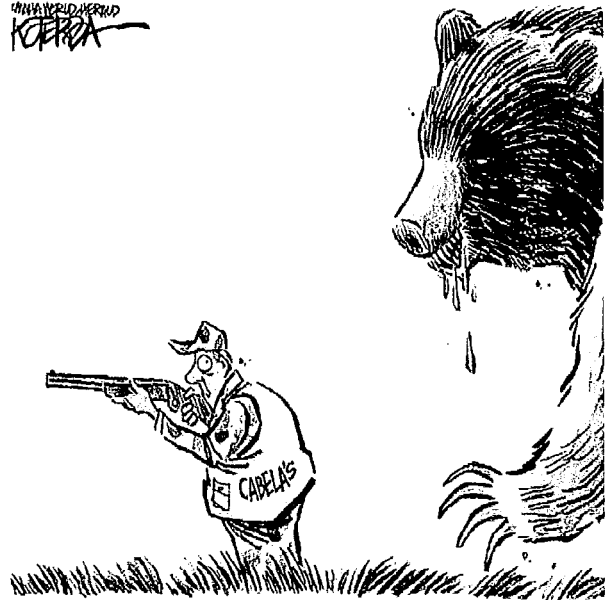
Step number three is making this a branded cause, something that permeates everything we do as a state. It should define us. Our children are our future and in Vermont, this is not a cliché, it's the truth. When you have 30,000 to 40,000 fewer students, you can't afford to make mistakes.

by Emerson Lynn

Doonesbury

By Garry Trudeau

UNIVERSITY
KOPRA



Letters

Pot law would affect families; bad idea for all Vermonters

Good editorial on group opposing legal marijuana. Perhaps with the help of this group it won't be "inevitable" that the VT Legislature will push this down our throats. The editorial listed (3) "special interest groups" with stakes in the outcome of the legalization of marijuana. I believe there is also a fourth and that fourth group would be THE FAMILY. How can the families not be concerned if marijuana becomes legal... we are looking at the loss of an entire generation of our children, and their prospects for the life and dreams we, as parents, had envisioned for them.

Any talk by the self-serving members of our VT Legislature to balance the budget with drug money is one of the most horrible ideas of which I can think. This is one conversation that should be stopped before it goes any further. PUT AN END TO LEGALIZED MARIJUANA.....NOW

Mary A. Durfee, St. Albans

When we think about wind turbines think about billboards

In 1968, a young Vermont State Representative by the name of Ted Riehle recognized the value of the beautiful landscapes and scenery with which we are surrounded in our state, and what it meant for the future of Vermont, both economically and morally.

Riehle went on to introduce legislation that would become Title 10 V.S.A. Chapter 21 Sections 481-506, which among other things, banned the construction and use of billboards. The legislative findings detailed in section 482 describe the underlying foundations of Mr. Riehle's motiva-

tions: "Scenic resources of great value throughout the state, and greatly to its economic development, tourists, permanent and part-time new industries and cultural centering of outdoor advertising that is detrimental to the preservation of resources, and so to the economy..."

Ted Riehle saw what so many of us have lost throughout the history of our state: the beauty created by our sprawling, unspoiled scenery. As I ponder the loss of our scenic resources, I think of the growth of renewable energy large scale solar projects and wind to mind that these, too, could be legislation as Ted Riehle introduced in 1968.

They seem to grab attention and detract from the beauty that are quintessential Vermont. I support renewable energy strategies, technology, and wind projects, but the importance of these actions moves beyond the preservation of our scenic resources. If we look at these projects through the lens of Ted Riehle, we can accomplish our goals while still responsibly preserving the stunning countryside and the beauty of nature's theater that we have.

This happens only when we remember that Ted fought for is truly the foundation of our state. Preserve our view; build it this as the primary consideration will accomplish a future we can state; our economy; our pictures.

At

Joe Benning

A sad state of affairs

Vermont State Senator Norm McAllister was charged last May with three serious felonies and three misdemeanors alleging criminally inappropriate sexual contact. One of the alleged victims was a young woman serving as his intern at the statehouse. A newspaper quotes him freely

hearing. The only relevant criminal case is that a lengthy legal proceeding (involving one case) is now timed to coincide with his departure. This prevents his appearance in court and attending trial.

Source: VSAC Senior Survey 2012 First Follow-Up

VSAC SPECIAL REPORT

Vermont's Class of 2012:
18 months after graduation

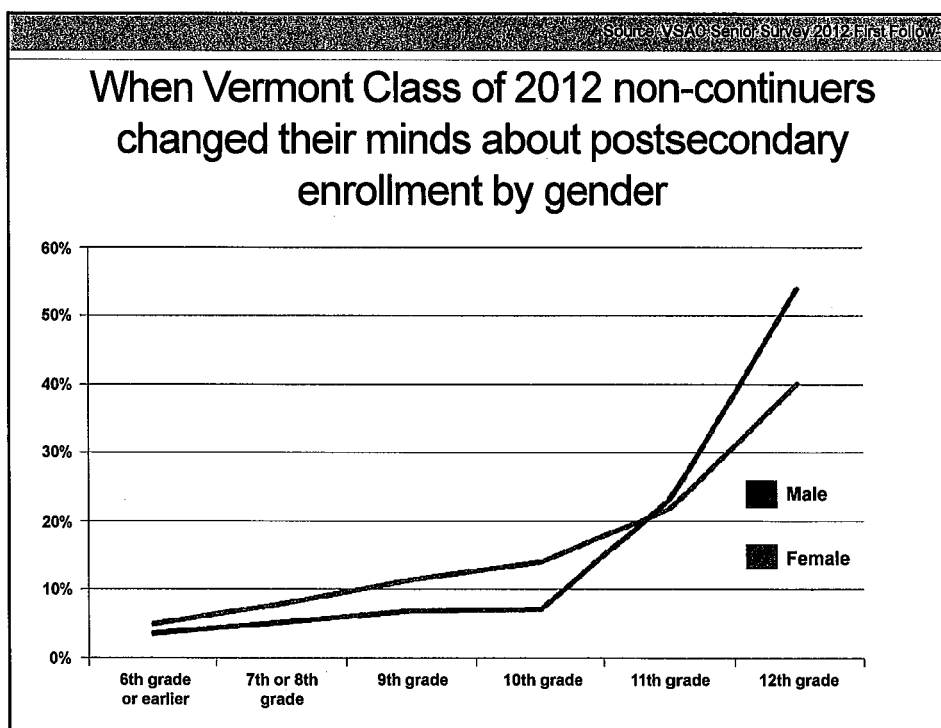
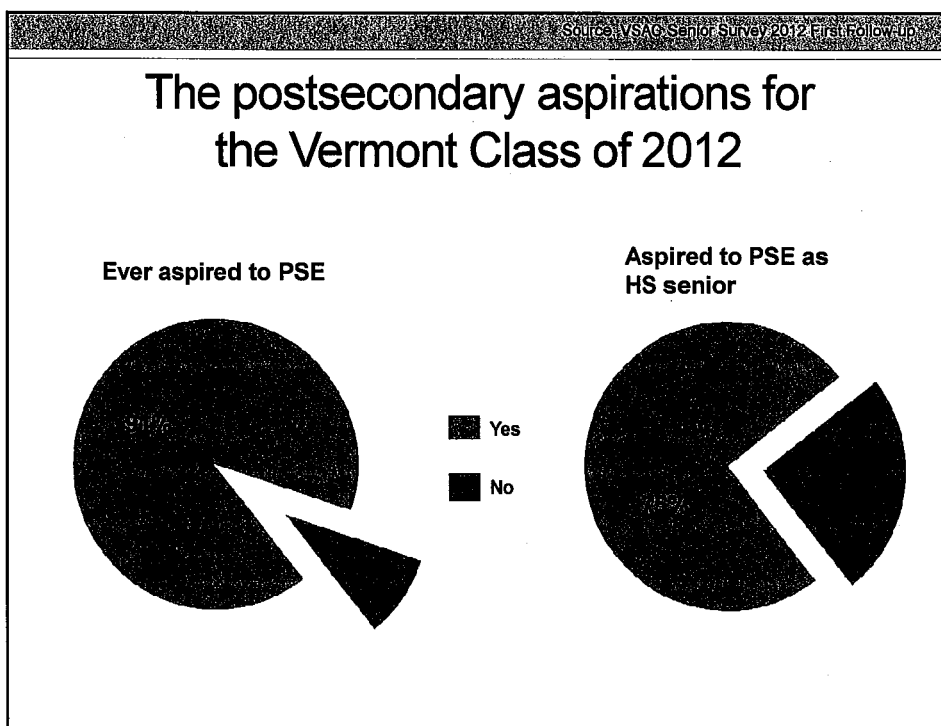
Scott Giles, PhD
President and CEO

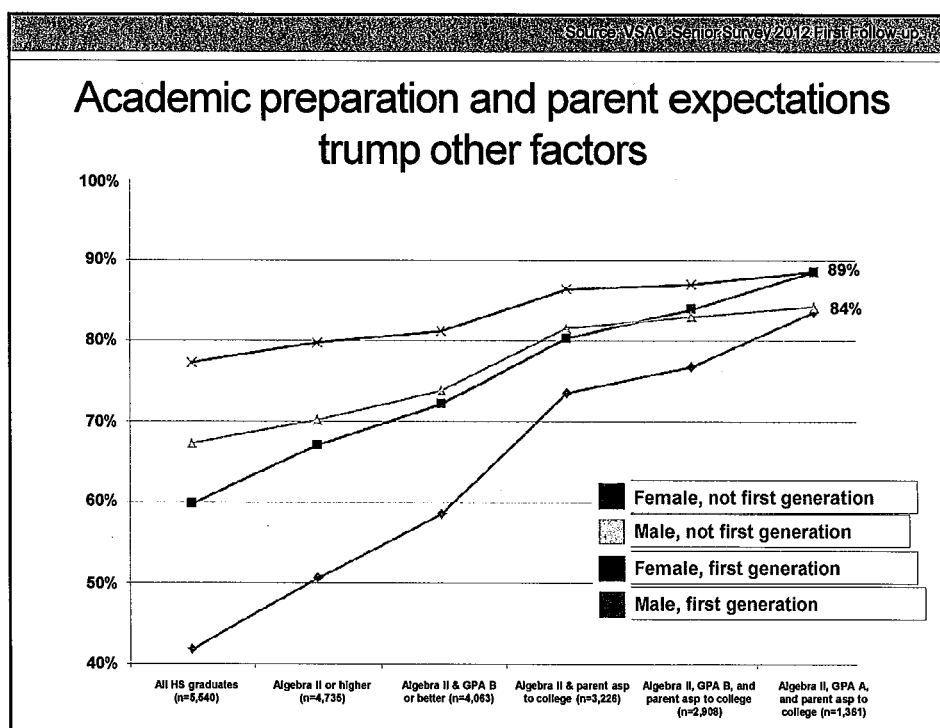
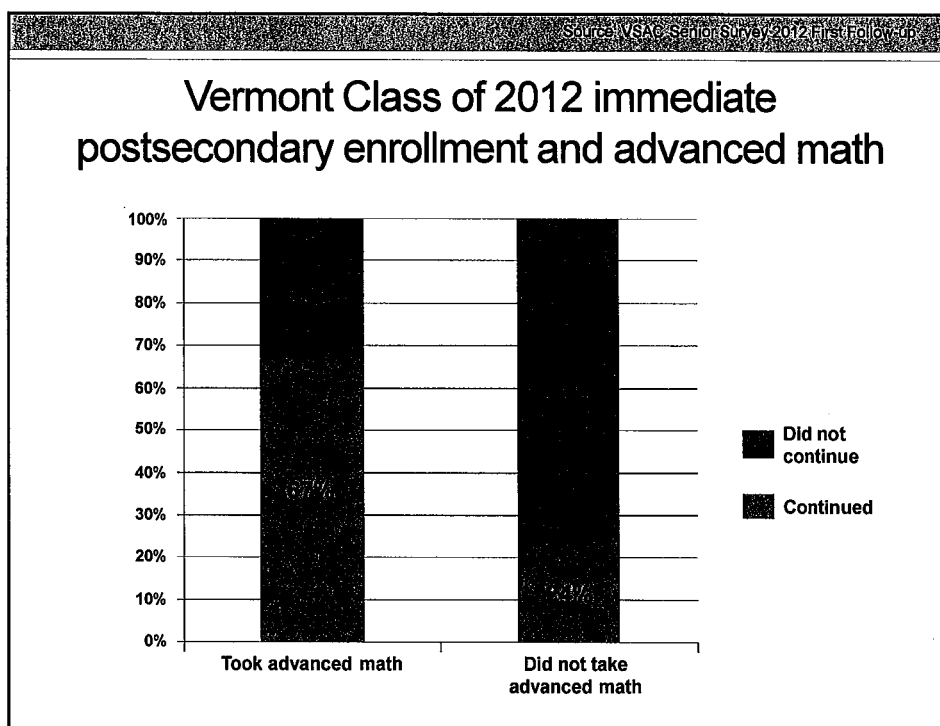


Source: VSAC Senior Survey 2012 First Follow-Up

Aspirations and the factors that influence them







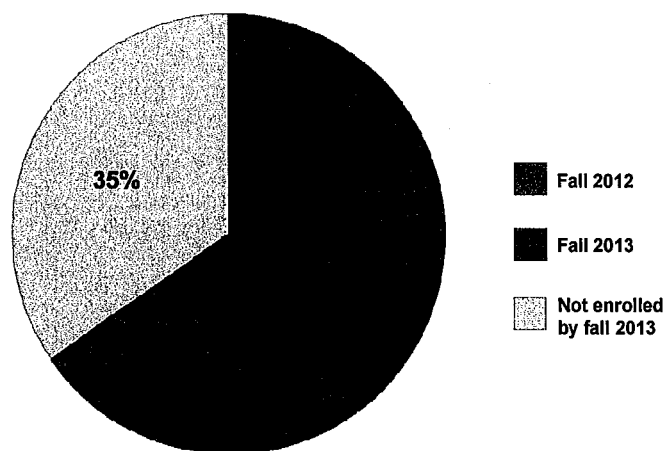
Source: VSAC Senior Survey 2012 First Follow-Up

Postsecondary enrollment patterns and influences



Source: VSAC Senior Survey 2012 First Follow-Up

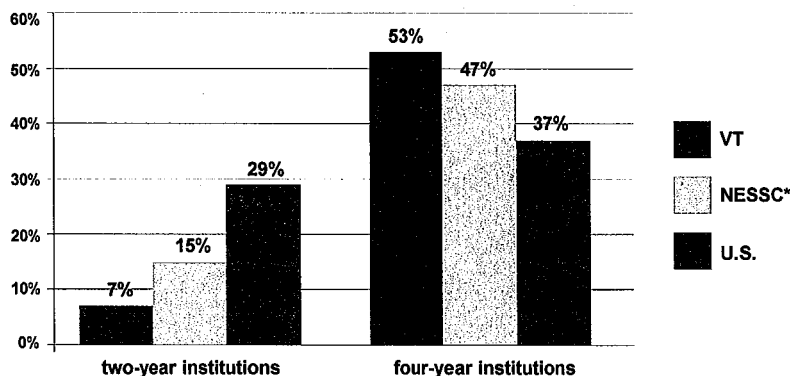
Postsecondary enrollment by fall 2013 for the Vermont Class of 2012



Source: VSAC Senior Survey 2012 First Follow-up

Enrollment in Vermont lags overall, but more students begin at 4-year schools

Percentage of Class of 2012 high school graduates enrolled at two- and four-year colleges in VT, region, and the U.S.

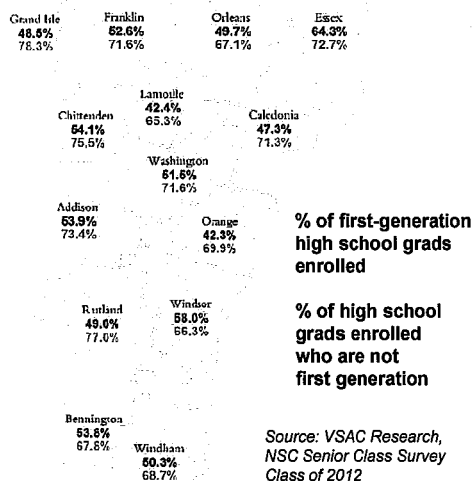


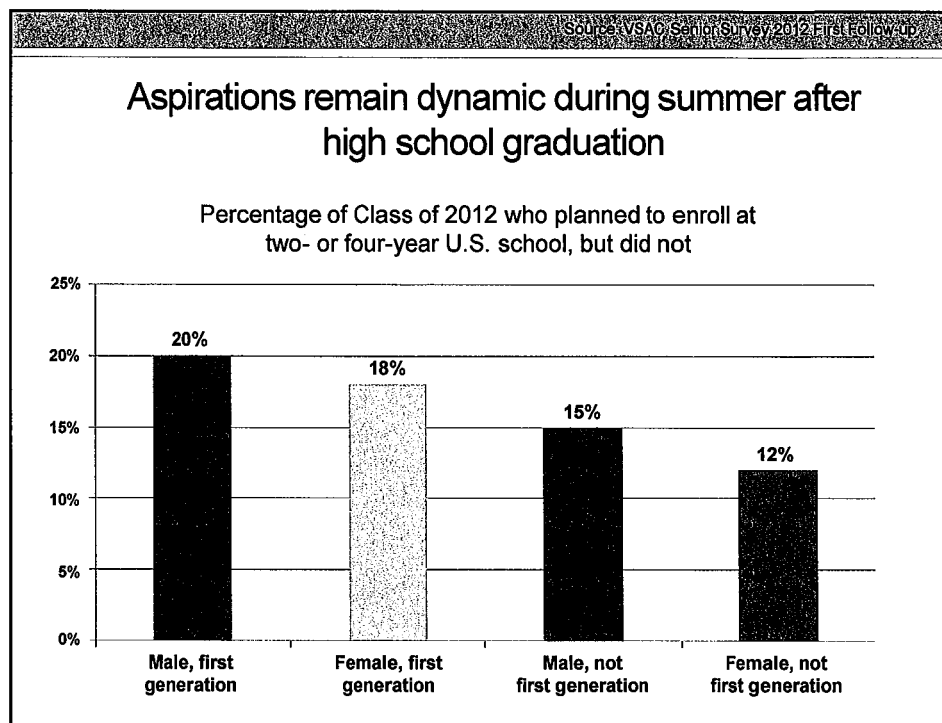
Source: VSAC Senior Survey 2012 First Follow-up

Postsecondary enrollment varies by county

| County | Enrolled at 2- or 4-yr institution in Fall of 2012 |
|------------|--|
| Addison | 61.5 |
| Bennington | 60.3 |
| Caledonia | 55.4 |
| Chittenden | 66.7 |
| Essex | 65.9 |
| Franklin | 57.9 |
| Grand Isle | 60.0 |
| Lamoille | 50.2 |
| Orange | 49.8 |
| Orleans | 53.2 |
| Rutland | 59.0 |
| Washington | 61.4 |
| Windham | 58.7 |
| Windsor | 60.7 |

College enrollment & family education





Source: VSAC Senior Survey 2012 First Follow-Up

Risk of a “gap year”

The popular concept of delaying enrollment for an intentional gap year may not prove to be a good idea:

57 percent of those who took a year off with the intention of enrolling did not enroll in the fall of 2013.

Source: VSAC Senior Survey 2012 First Follow-Up

Student profiles at Vermont public institutions

| Demographic | Castleton | Johnson | Lyndon | UVM | UTC | CCV | Total |
|---------------------------------|-----------|---------|--------|-----|-----|-----|-------|
| Male | 44% | 26% | 45% | 46% | 63% | 35% | 43% |
| Female | 56% | 74% | 55% | 54% | 37% | 65% | 57% |
| First gen | 58% | 68% | 67% | 28% | 66% | 66% | 52% |
| Not first gen | 42% | 32% | 33% | 72% | 34% | 34% | 48% |
| Male, first gen | 21% | 15% | 25% | 12% | 36% | 20% | 19% |
| Female, first gen | 37% | 53% | 42% | 16% | 30% | 46% | 33% |
| Male, not first gen | 24% | 11% | 19% | 33% | 25% | 15% | 24% |
| Female, not first gen | 18% | 21% | 14% | 39% | 9% | 19% | 24% |
| HS GPA B or better & Algebra II | 85% | 71% | 65% | 97% | 83% | 60% | 80% |
| Intended degree | | | | | | | |
| Bachelor's | 92% | 88% | 85% | 97% | 47% | 40% | 76% |
| Associate's | 3% | 6% | 7% | 1% | 52% | 35% | 15% |
| Other or not specified | 5% | 6% | 8% | 2% | 1% | 25% | 9% |
| Fall 2012 enrollment | | | | | | | |
| Full time | 99% | 95% | 98% | 96% | n/a | 34% | 81% |
| Part time | 1% | 4% | 2% | 3% | n/a | 54% | 15% |
| Less than half time | 0% | 1% | 0% | 1% | n/a | 12% | 4% |

Note: Enrollment intensity for Vermont Technical College was not reported in the NSC records.

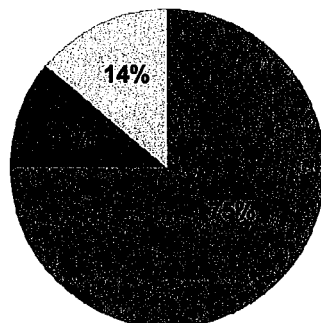
Source: VSAC Senior Survey 2012 First Follow-Up

The Class of 2012's journey has just begun...persistence and retention

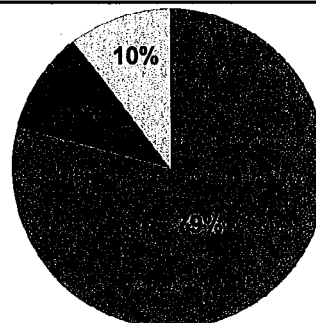


Source: VSAC Senior Survey 2012 First Follow-up

75% of class re-enrolled at the school at which they started

Two- or four-year
institution

Four-year Institution



Persisted at the same school
 Transferred schools
 Not enrolled

Source: VSAC Senior Survey 2012 First Follow-up

Enrollment and persistence differs by parent education

| Category | First generation | Not first generation |
|---|------------------|----------------------|
| Class of 2012 PSE enrollment rate | 51% | 72% |
| Enrolled at a two-year school (percent of continuers) | 19% | 7% |
| Enrolled at a four-year school (percent of continuers) | 81% | 93% |
| Persistence Rate | 80% | 91% |
| Persistence rate, starting from a two- year school | 56% | 75% |
| Persistence rate, starting from a four- year school | 85% | 92% |

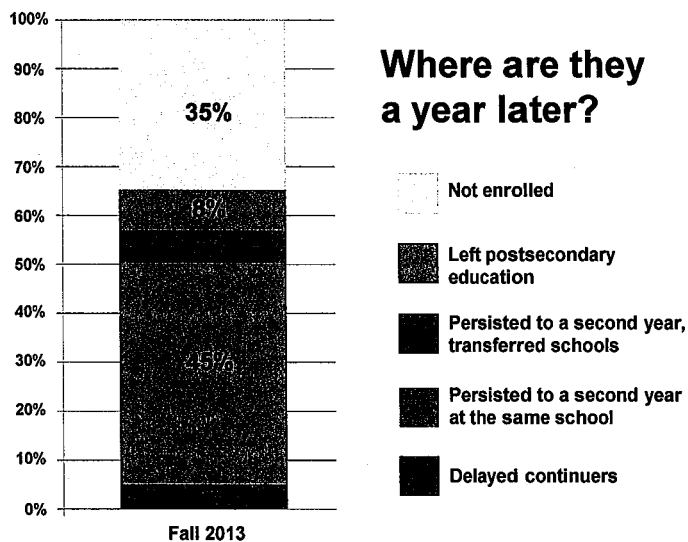
Source: VSAC Senior Survey 2012 First Follow-Up

Persistence: retention and transfer

| Institution Location/Sector | Retention Rate | Transfer Rate | Persistence Rate | Not Enrolled |
|---------------------------------|----------------|---------------|------------------|--------------|
| | % | % | % | % |
| Vermont, four-year public | 78 | 9 | 86 | 14 |
| University of Vermont | 87 | 6 | 93 | 7 |
| Castleton University | 79 | 11 | 90 | 10 |
| Lyndon State College | 65 | 12 | 77 | 23 |
| VT Tech College | 68 | 8 | 76 | 24 |
| Johnson State College | 62 | 11 | 73 | 27 |
| Community College of VT | 48 | 12 | 60 | 40 |
| Vermont, four-year private | 80 | 9 | 89 | 11 |
| Out-of-state, two-year | 43 | 20 | 63 | 37 |
| Out-of-state, four-year public | 76 | 14 | 90 | 10 |
| Out-of-state, four-year private | 82 | 11 | 93 | 7 |
| Total | 75 | 11 | 86 | 14 |
| All two-year institutions | 47 | 14 | 61 | 39 |
| All four-year institutions | 79 | 11 | 90 | 10 |

Source: VSAC Senior Survey 2012 First Follow-Up

Class of 2012: status in fall of 2013





vsac special report

Vermont's Class of 2012:

Highlights and challenges for pursuing a postsecondary education

Introduction

National data indicate that by 2020 two-thirds of all new jobs will require postsecondary education (Lumina Foundation 2013). The Vermont Department of Labor projects that by the year 2022, Vermont will have nearly 10,000 new job openings — due to both growth and replacing retiring workers — that require at least a postsecondary certificate (Vermont Department of Labor 2015). Our state's ability to fill those jobs is important for Vermont's future economic well-being. Even more critical will be the state's ability to attract the kind of employers and entrepreneurs whose innovations will create new jobs for Vermont workers.

Policymakers and stakeholders increasingly recognize that postsecondary education and training is a big part of the strategy to do both.

To meet these employment and economic development imperatives, the state's policymakers have set the goal that by the year 2020 at least 60 percent of working-age Vermonters will hold a high-quality postsecondary credential. Achieving the state goal will require significant increases in the percent of Vermont students who enroll in postsecondary education. It will also require significant increases in the rate at which these students persist, complete their studies, and obtain their credentials. According to the U.S. Census, 45.5 percent of Vermont adults currently have a postsecondary degree (Lumina Foundation 2015).

As this report shows, the postsecondary pipeline for Vermont's recent high school graduates is complex. We must answer important quantitative and qualitative questions in order to better address the challenges and opportunities of increasing postsecondary opportunity. Who is most likely to make decisions not to pursue education and training directly after high school? When are these decisions being made, in consultation with whom? Once the decision is made to go to college, what keeps high school graduates from following through? What happens once our students enroll? How are decisions to drop out being made, in consultation with whom? How many complete their degrees or certificate programs and find employment?



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November 2015

The purpose of this report is to present Vermont's policymakers with deeper insights into the complexity of the postsecondary experience of our youth, as well as provide information that can help inform decisions about the investment of resources. Additionally, this report provides estimates that can become the baseline by which our policymakers measure progress in achieving the state's goal. We invite others to use these findings as a starting point for exploring the challenges and opportunities for increasing postsecondary education participation within their own spheres of responsibility.

Previous research on the postsecondary aspiration patterns of the Vermont High School Class of 2012 found three-quarters of high school graduates from the Class of 2012 planned to enroll in a postsecondary education or training program within six months of graduating from high school (Vermont Student Assistance Corporation 2014). Findings from that report suggested Vermont's "aspiration rate," or the proportion of students who intended to continue their studies, was slightly higher than the national average of 73 percent (Ingels and Dalton 2013). However, the report also revealed how college aspiration has increasingly become as much a function of gender, family education and geography as of hard work and aptitude.

This paper seeks to extend this research by presenting findings from a follow-up study of Vermont's High School Class of 2012 nearly two years after graduating from high school. The data used in this report gives us a better understanding of the postsecondary trajectories for a recent cohort of Vermont high school graduates.

We examine several postsecondary outcomes and focus on key transition points along the way. The first section of this report provides a closer look at changes in aspiration over time for the Class of 2012. We then focus on the cohort of students who immediately entered a two- or four-year postsecondary institution — who they are, where they came from and where they went. We also look at students who delayed entering a postsecondary institution until the fall of 2013.

Next we look at student persistence — the percentage of students who complete the first year of college and return to college (to either the same or a different institution) in the fall of 2013. We explore the postsecondary outcomes of students by gender and parental education attainment and, where possible, provide comparisons to national rates.

Some of the major findings of this report:

- **Vermont's postsecondary enrollment rates lag behind the national rates:** 60 percent of Vermont graduates continued immediately as compared to 66 percent for the U.S. Findings reveal where those differences lie: Vermont's gender gap in enrollment is wider than the national rate, and both first-generation graduates and graduates who are not first generation have enrollment rates lower than comparable national rates. There is a 14-point difference in enrollment rates by gender in Vermont (67 percent for females and 53 percent for males) compared to the 10-point difference nationally. Vermont postsecondary enrollment rates by parent educational attainment can range between 2 and 15 percentage points lower than the national rates.
- **Vermonters enroll in four-year institutions at a higher rate than their New England and national counterparts:** Postsecondary enrollment at four-year institutions (53 percent)

exceeds the national average for recent high school graduates (37 percent) and the regional rate (47 percent). Vermont graduates' enrollment in two-year institutions (7 percent) is significantly lower than the national average (29 percent) and the regional average (15 percent).

- **A quarter of first-year students either drop out (14 percent) or transfer to another institution (11 percent) by the fall of 2013:** These overall averages mask wide variation among institutions.
 - **Dropout rates:** At two-year institutions, 39 percent of first-year students dropped out after one year (37 percent of students enrolling at an out-of-state two-year institution and 40 percent of students who enrolled at the Community College of Vermont). At Vermont's four-year institutions, the overall dropout rate was lower (10 percent), but ranged from 7 percent at the University of Vermont to 27 percent at Johnson State College among public institutions and 11 percent among private, four-year institutions.¹
 - **Transfer rates:** Among Vermont's public four-year institutions, the percentage of students who transferred from their initial schools to different schools in fall 2013 (9 percent) was slightly lower than the national rate (11 percent), and ranged from 6 percent at the University of Vermont to 12 percent at Lyndon State College. The transfer rate among survey participants who enrolled in Vermont's private institutions in the fall of 2013 was 9 percent. The transfer rate for students attending the Community College of Vermont was lower (12 percent) than that of students at other two-year institutions in general (14 percent) and for students initially enrolling at two-year institutions located outside of Vermont (20 percent).
- **Postsecondary aspirations are dynamic, changing even after graduating from high school:** Students' decisions about what activities they will pursue after graduating from high school evolved over time. The timing of these decisions varied considerably by gender, parental education attainment and perceived parental aspirations. Sixteen percent of graduates intending to matriculate by the fall of 2012 changed their minds over the summer. There appears to be a risk in taking an intentional "gap year" — 57 percent failed to enroll by the fall of 2013.
- **Postsecondary enrollment varied by geography:** The percentage of graduates enrolling at two- or four-year postsecondary institutions ranged from a low of 50 percent in Orange and Lamoille counties to 67 percent in Chittenden County. Differences in enrollment rates between students who were first generation and those who were not first generation varied by county as well, the gap between them ranging from 8 percentage points in Essex and Windsor counties to as many as 28 percentage points in Rutland and Orange counties.

Data and methodology

The data used for this report comes from two sources. Every two years, the Vermont Student Assistance Corporation conducts a nonrandom survey of Vermont high school seniors attending public and private high schools. In 2012, a total of 5,902 out of 6,958 graduating seniors (85 percent) participated in the survey. Data on postsecondary enrollment is based on 5,853 usable records of the 5,902 participants that were submitted to the National Student Clearinghouse (NSC) and supplemented with information from VSAC's proprietary database for the Vermont Grant Program. These archival data were down-

¹ Dropout and transfer rates were not computed individually for Vermont's four-year private institutions because of small sample sizes. The average dropout and transfer rates for these institutions are weighted by enrollment.

loaded in November of 2014. The survey data and the enrollment verification data were merged and form the basis of the findings presented here (n=5,853).

A four-page, paper-pencil survey was administered to students in their schools and by school staff that chose the day of the survey's administration — as early as March 2012 or as late as graduation practice. Student participation was voluntary, but encouraged. The high schools receive reports comparing their school results to the overall state results, so most schools make the effort to collect the information as completely as possible. If students were not present on the day the survey was administered, no effort was made to contact them again. Only data from students who graduated (as confirmed by graduation rosters) were included in the analysis. Data from adult graduates, GED recipients, residents of other states and foreign exchange students who obtained a high school diploma were not included in these analyses. The majority of participants, 87 percent of the cohort, graduated from Vermont public high schools, 12 percent from Vermont private schools (including those that serve as public schools), and 1 percent from Vermont residents attending public high schools in adjacent states, e.g., New Hampshire and New York.

The NSC collects enrollment information from more than 3,600 colleges and universities — 96 percent of all students enrolled in public, private nonprofit and private for-profit, two- and four-year institutions in the United States. NSC also includes enrollment verification for nearly 150 institutions located outside of the U.S. We primarily relied on the NSC for information about students' postsecondary enrollment, but we supplemented enrollment verification data by using VSAC's proprietary database for the Vermont Grant Program. For the Class of 2012, nearly 200 records that were not verified by NSC were identified by VSAC's database as being enrolled.

If enrollment by December 2012 could not be confirmed by these two methods, participants were classified as not having enrolled in a postsecondary education or training program for the period covered for this study. Of special note, enrollment in postsecondary training programs of less than two years (such as certificate programs, apprenticeships or other types of nondegree education) is not typically reported by the NSC and was not included in this report. As such, the enrollment rates included in this report likely understate the totality of students who continued some form of postsecondary training or education.

The Vermont Agency of Education (AOE) conducts its own research on the postsecondary enrollment rate of students who graduate from Vermont's public high schools (and the four independent high schools that serve as public high schools). It reported that approximately 52 percent of public high school graduates enrolled for academic year 2012–13 at a two- or four-year college by October 1, 2012 — the lowest college enrollment rate among the New England states (New England Secondary School Consortium 2013). The AOE also reported that 58.7 percent of these students enrolled in a two- or four-year college within 16 months of having graduated from high school (Vermont Agency of Education 2015). This latter AOE report captured students who delayed their postsecondary enrollment by a semester or year.

VSAC methodology and nonrandom sample differs from the AOE's population, accounting for the difference in reported rates.

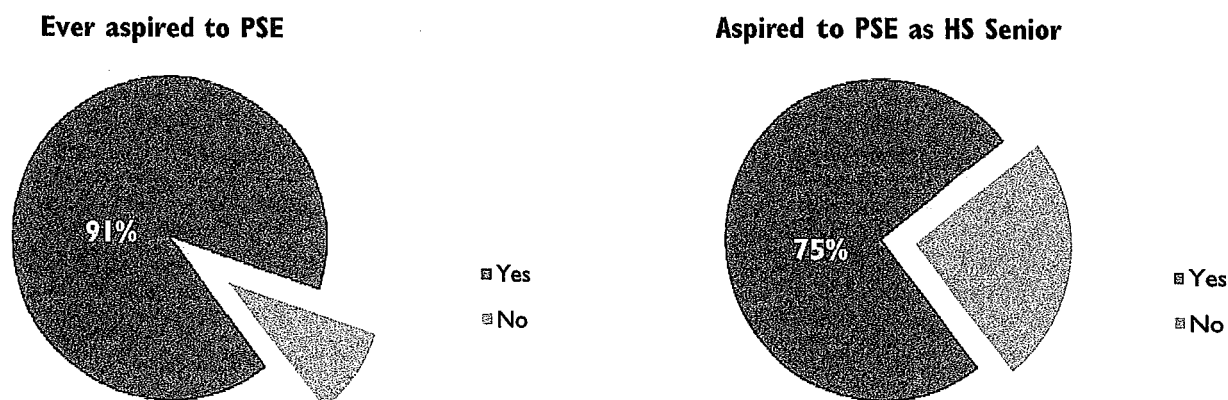
Using 18 months of enrollment verification data, we explore the postsecondary enrollment rate — i.e., whether high school graduates from both the state’s public and private high schools subsequently enrolled at either a two- or four-year postsecondary institution within six months of their high school graduation. We also present findings on student persistence and transfer rates.

Typically, the percentage of first-time college enrollees who return for a second year is reported as the retention rate at the institutional level. While important, retention rates such as those reported to the U.S. Department of Education by separate institutions don’t allow us to look at a statewide cohort such as the Class of 2012 or by sending high school. This report, based on an 18-month, post-high school period, examines the percentage of students who enrolled at any two- or four-year institution in the fall of 2012 and who returned in the fall of 2013, as well as those who delayed their enrollment by a semester or by a year. Future research will focus on postsecondary completion within four years and six years of initial enrollment (see Appendix A).

Changes in Vermont postsecondary outcomes over time

Vermont has one of the highest public high school cohort graduation rates in the nation. Approximately 88 percent of Vermont’s ninth graders, compared to 80 percent nationally, complete high school within four years (Stetser and Stillwell 2014). Further, VSAC Senior Survey data show that nine out of 10 high school graduates (Senior Survey participants from both public and private high schools in the state) believed at one time in their K–12 journey that they would go to college after high school (Figure 1). By the time these students were about to graduate from high school, however, many had changed their mind. There was a 16-point drop in postsecondary aspiration, which according to respondents happened primarily in grades 11 and 12. We found that 75 percent of all survey participants in the Class of 2012 intended to pursue some form of postsecondary training or education in the fall of 2012, including training or certificate programs.

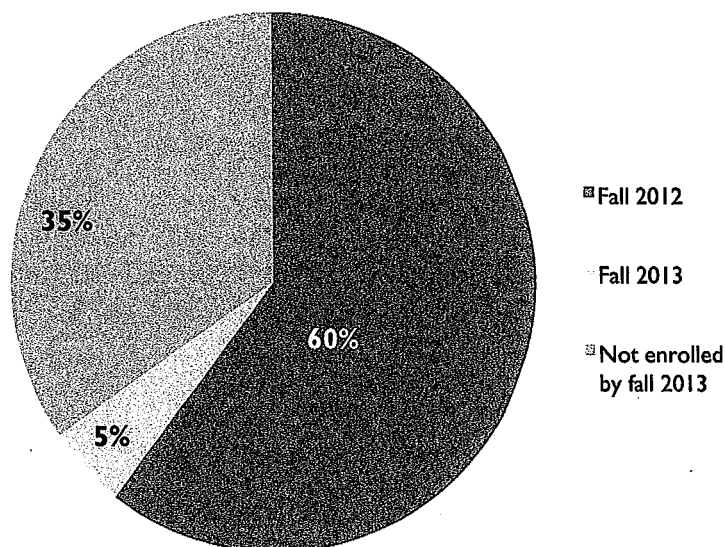
Figure 1. The postsecondary aspirations for the Vermont Class of 2012 (n=5,853)



The next transition point happened sometime between high school graduation and the first day of college. A sizable percentage of survey participants (18 percent) changed course from their stated intentions. The vast majority (nearly 90 percent) of this group were high school graduates who intended to enroll immediately, but did not. A smaller percentage of high school graduates were those who didn't plan to enroll when surveyed in the spring of their senior year, but matriculated in the fall of 2012.

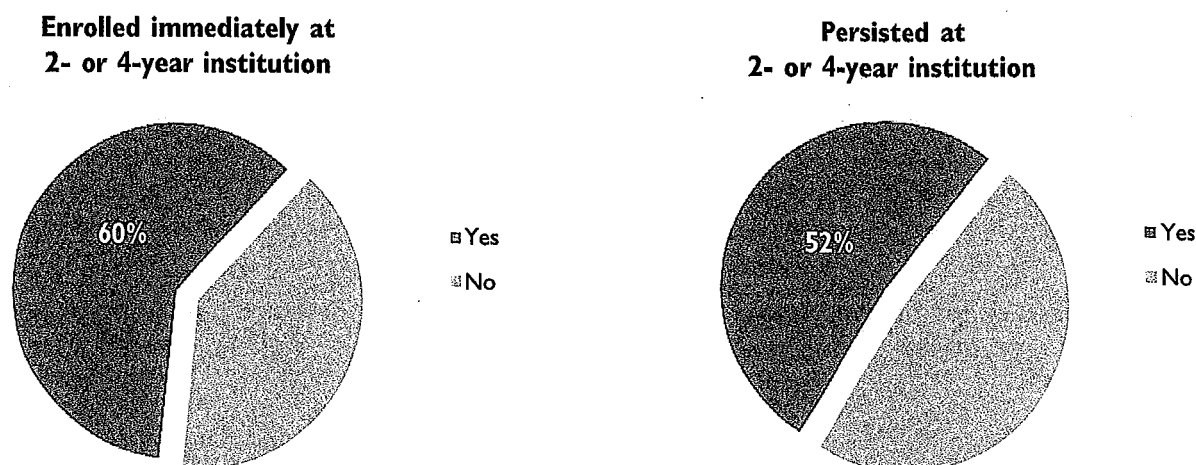
By the fall of 2012, 60 percent of all Class of 2012 high school graduates were enrolled at a two- or four-year institution. An additional 5 percent of the Class of 2012 had enrolled by the fall of 2013. In all, 65 percent of the Class of 2012 had matriculated at some point during the 18-month study period (Figure 2).

Figure 2. The postsecondary enrollment by fall 2013 for the Vermont Class of 2012 (n=5,853)
At a 2- or 4-year postsecondary institution



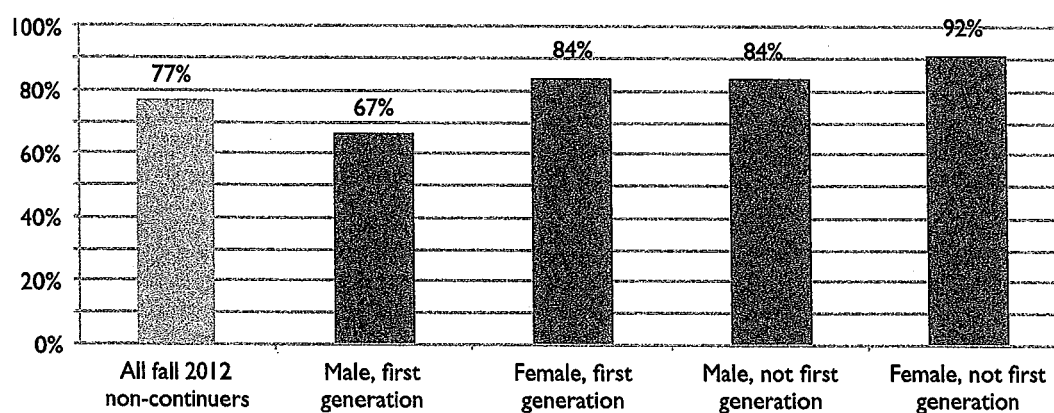
By the end of the study period (i.e., 18 months after high school graduation), we find that 86 percent of those who began in the fall of 2012 (a little over half of all Class of 2012 graduates) had completed a full year of college and were enrolled for their second year (Figure 3, following page).

Figure 3. The postsecondary outcomes for the Vermont Class of 2012 (n=5,853)



Data from the VSAC Senior Survey provide some additional information about the decrease in postsecondary aspiration. Among students who did not enroll in postsecondary education in the fall of 2012 (herein referred to as non-continuers, n=2,319), 77 percent reported there was a time when they thought they would continue their education immediately after high school. However, aspiration rates differed significantly by gender and parents' educational attainment, ranging from 67 percent for first-generation, male non-continuers who ever aspired to 92 percent for female non-continuers who are not first generation (see Figure 4).² These gaps in aspiration by gender and parental education attainment reported by non-continuers who say they once had hoped to go to college are consistent with those previously reported (VSAC 2014).

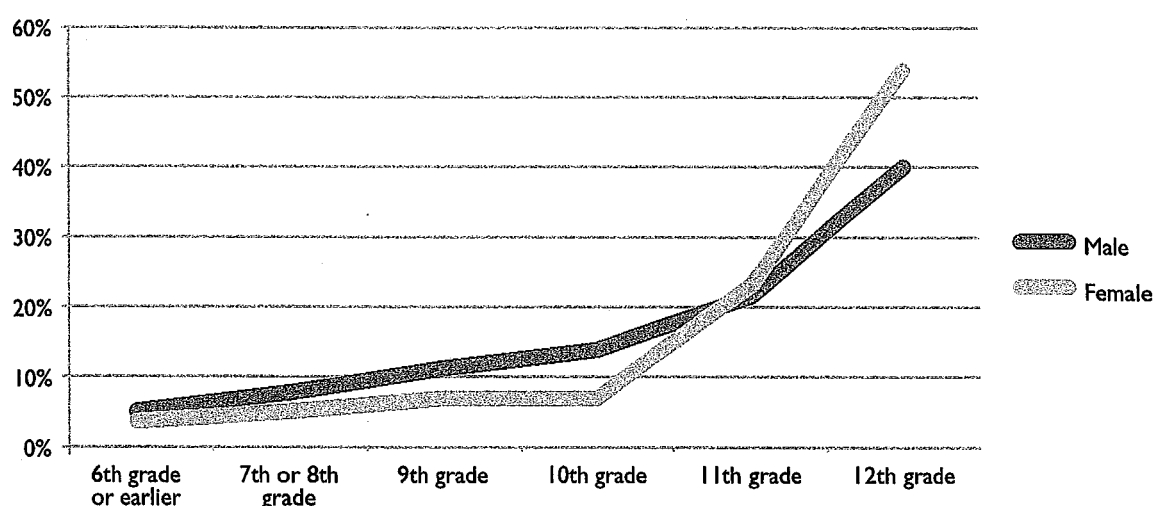
Figure 4. Vermont Class of 2012 non-continuers who once aspired to enroll immediately after HS, by gender and parents' educational attainment level (n=2,319)



² For the purposes of this report, students who report neither of their parents (or guardians) has obtained a four-year degree are referred to as first-generation students. Students with at least one parent who has obtained a four-year degree are not first generation.

Non-continuers who once aspired to enroll report that the final decision to forego college occurs primarily in high school (89 percent) and most frequently in the last two years of high school (68 percent). Relatively few students of either gender made the decision prior to the eighth grade not to pursue their postsecondary studies (Figure 5). In general, gender differences begin to appear during high school, where there is a gradual increase in the percentage of males who report they are deciding to not pursue college after high school. In contrast, the proportion of females who choose not to attend college is relatively flat until the 10th grade; then jumps in 11th grade. The majority of non-continuing females (54 percent) make the decision as seniors.

Figure 5. When Vermont Class of 2012 non-continuers changed their minds about postsecondary enrollment after HS, by gender (n=828 who answered the question)



There is a sizable minority of non-continuers in the Class of 2012 (8 percent, n=474) who reported not ever having thought they would enroll in any training program or college immediately after high school. These students were predominantly first generation (78 percent) and male (73 percent). Male non-continuers were more than twice as likely (30 percent) as females (13 percent) to report having decided, before even beginning high school, not to continue their education.

This finding may help explain why only 54 percent of non-continuers who never planned to continue their studies after graduating from high school report having completed Algebra II, compared to 76 percent of non-continuers who once aspired to enroll in college immediately after high school. Having made the decision to not go to college, these students appear less likely to choose higher math courses in high school.

Previous research has shown that a rigorous high school curriculum, including high-level mathematics courses, is a key contributing factor to students' postsecondary success (Adelman 2006). In our study, we look at whether a student has taken a higher math class, such as Algebra II or Integrated Math III, as an indicator of a student's postsecondary preparedness. To the extent that Algebra II also functions as a "gateway" course to enrollment (i.e., required) at many institutions, the decision not to take Algebra II precludes future postsecondary enrollment opportunities for these students.

These findings highlight the importance of engaging students even before they transition to high school and of developing more effective methods to continuously monitor and support postsecondary aspirations over the subsequent four years. Aspirations for postsecondary education and training can and should be broadly defined to include every student — from those who have always known they would go to college, to those who have known since an early age that the “college” path was not for them.

Nontraditional students

Increasingly, nontraditional students make up a large proportion of the college-going population in the U.S. Nontraditional students — those who delayed enrollment into postsecondary education; attend college part-time; work full-time; are financially independent for financial aid purposes; have dependents other than a spouse; are a single parent as well as those who do not have a high school diploma — often don’t have ready access to the resources they most likely would have had as a high school senior. Once these students graduate from high school without having completed foundational coursework, they lose the support they might need in order to explore career options, find and enroll in postsecondary institutions or reputable training programs that are the best match for them, understand how to apply for financial aid and, if needed, make sound choices on student loans. VSAC’s federally funded Educational Opportunity Center program reports that over half of its caseload (approximately 55 percent) is younger than 25 years old. This highlights the need to strengthen programs for recent high school graduates and find ways to serve adults further removed in time from their most recent education or training experience.

The summer after high school graduation

This survey confirms that the summer after high school graduation is a time when many students are still deciding whether or not to enroll in the fall, posing a risk to many students who aspire to continue their studies. Researchers estimate that between 8 and 40 percent of high school graduates with intentions of enrolling in the fall after high school graduation do not enroll. Referred to as summer melt, they report that this change in plans varies by family income and whether students intended to enroll at a two- or four-year institution (Castleman and Page 2014).

Data from the Senior Survey allows us to quantify the summer melt among Vermont’s college-aspiring high school graduates, as well as compare these students to students who matriculate as planned. To better understand summer melt among the Class of 2012, we analyzed the behavior of students who reported they intended to enroll at a two- or four-year institution located in the United States. We excluded students who intended to complete a training program of less than two years and students who intended to enroll at foreign institutions. Both these exclusionary criteria were implemented because the NSC does not collect enrollment verification on certificate programs or foreign schools Vermonters might attend.

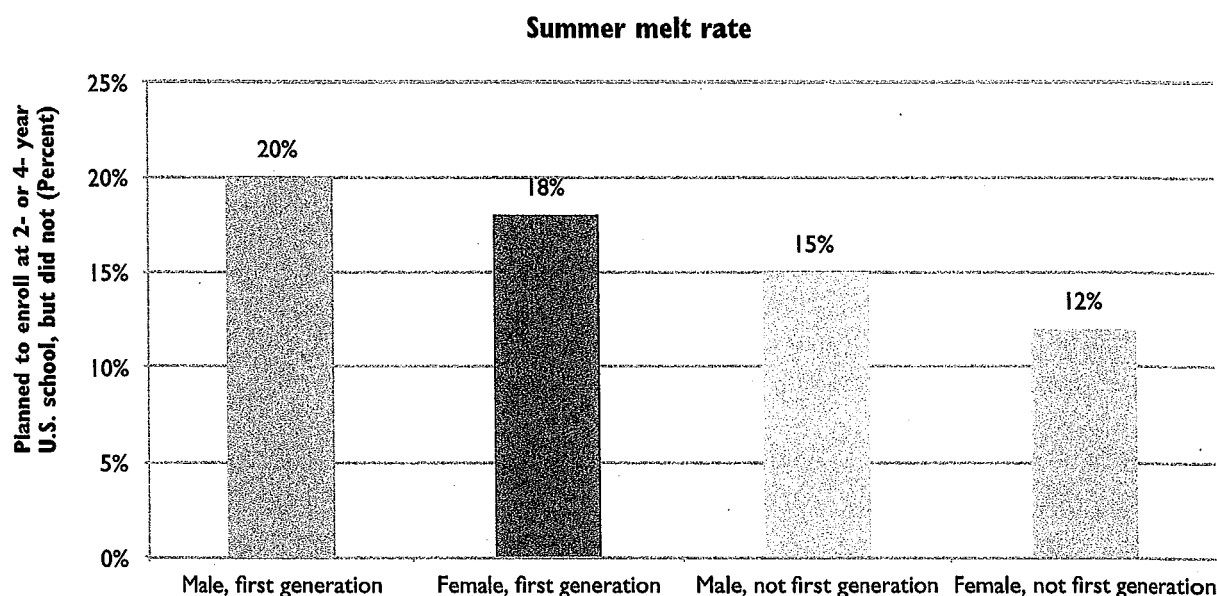
Institutional type

Sixteen percent of the seniors who reported in the spring that they planned to enroll in the fall of 2012 at a two- or four-year school in the U.S. did not enroll (n=627). Students who did not enroll were more likely to report that they had intended to attend a two-year institution (32 percent) than students who enrolled (8 percent). Students who did not enroll were slightly more likely to have planned to attend a Vermont institution (52 percent) than students who did enroll (47 percent).

Gender and parental education

Summer melt varied by gender and parental educational attainment. Twenty percent of first-generation males planned to enroll as seniors, but didn't. They were followed by first-generation females (18 percent) and males who are not first generation (15 percent). Females who were not first generation were least likely to change their postsecondary plans: 12 percent did not enroll in the fall following high school graduation (Figure 6).

Figure 6. Summer melt, by gender and parent education attainment level, for the Vermont Class of 2012



While the majority of these students reported that their parents wanted them to go to college, students who did not enroll were less likely to report parents wanting them to continue their studies (72 percent) than students who enrolled in the fall of 2012 (83 percent). Students who did not enroll were more likely to report that their parents wanted whatever the student wanted to do (20 percent) or wanted them to enter the workforce (5 percent) than students who did enroll (15 and 2 percent, respectively).

Academic preparation

Arnold, Fleming, DeAnda, Castleman, and Wartman (2009) have stated that summer melt isn't only about academic preparation — the students in their study had applied to, and been accepted at, two- and four-year institutions. Our study, however, finds that summer melt rates were dramatically linked to academic preparation. Among students who aspired to enroll immediately after high school, those who had completed an advanced math course (Algebra II, Integrated Math III, or its equivalent) were less likely to change their plans (14 percent did not enroll) than those who had not completed advanced algebra (39 percent did not enroll). Survey participants who had completed an Advanced Placement course were less likely not to enroll (11 percent) than those who reported not having taken AP classes (23 percent). Students with a self-reported GPA of C or lower were less likely to enroll (34 percent) than students who reported a GPA of B (17 percent) or a GPA of A (10 percent).

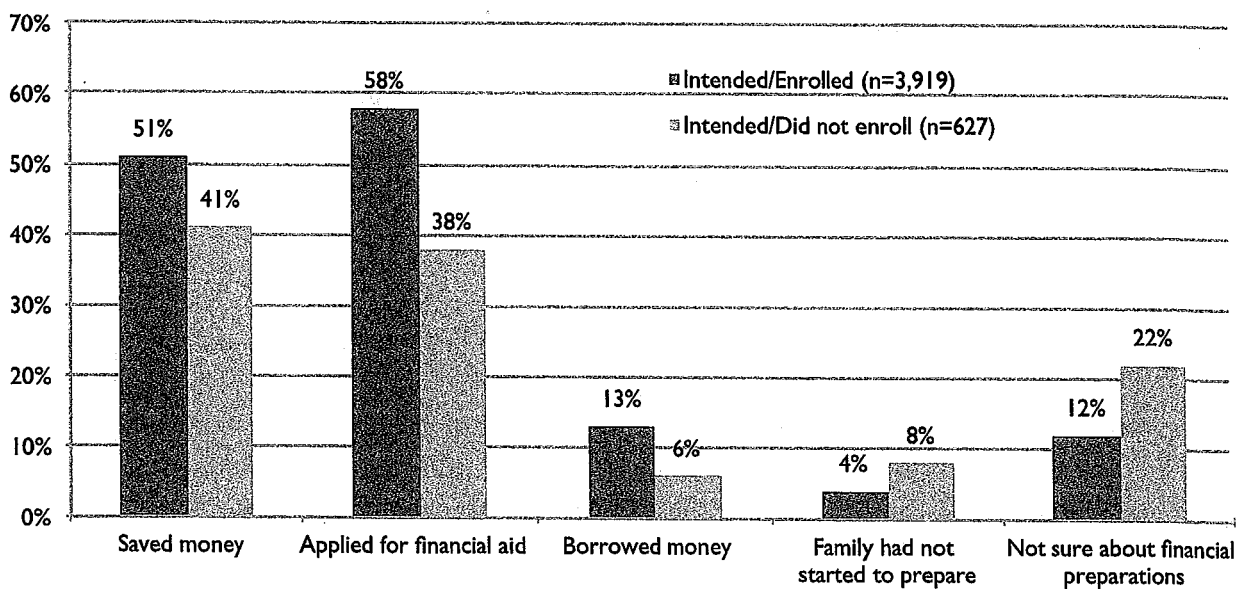
Most common reasons offered by students

It is tempting to hypothesize that some high school graduates recognize they may not be academically prepared to continue their studies at this time, despite the desire to do so. In the summer of 2011, VSAC conducted a follow-up survey of the Class of 2010, one year after graduation (VSAC unpublished). Sixteen percent of graduates who had planned to continue their studies by the fall of 2010, but didn't, reported thinking they were not academically prepared for college. However, students cited other reasons more frequently. These non-continuers reported that they wanted to take a break from their studies (40 percent), could not afford to continue (37 percent), and were unsure of their academic goals (35 percent).

Financial planning and preparation

Consistent with the findings of Arnold et al. (2009) and Castleman and Page (2014), our data show that planning for college financing can also be a factor in whether or not students with the intention of enrolling do so. Survey participants were asked what types of activities their families had undertaken to financially prepare for their college education (see Figure 7). Seniors who intended to enroll, but did not do so by fall 2012, were significantly less likely to report having saved for college, having applied for financial aid or having applied for a student loan at the time the data were collected. They were more than twice as likely to report that they were unaware of the family's plans for financing the cost of attendance and that the family had not yet started to prepare for paying for college. Low reported rates of some of the activities associated with paying for college are evident for both first-generation students and those who are not first generation — indicating a continuing need to assist families with financial planning regardless of educational background.

Figure 7. Vermont Class of 2012 financial preparation for postsecondary education, by enrollment status (percent who answered yes)



Note: Students could select more than one option.

Twenty-four percent of students who had intended to, but failed to, enroll expressed having major concerns about being able to pay for college. These students were twice as likely to indicate that they planned to work full time while enrolled (19 percent) as were students who did enroll (8 percent). Planned enrollment intensity also differed between these groups. Only 3 percent of the students who enrolled as intended planned to enroll as part-time students, compared to 21 percent of the students who did not enroll as planned. When we combine intended work schedule and intended enrollment intensity, the fall of 2012 enrollment pattern that emerges is quite dramatic (see Table 1).

Table 1. Vermont Class of 2012 planned enrollment and employment

| HS grads who planned to combine going to school and working | Intended/Enrolled (n=3,235) | Intended/Did not enroll (n=597) |
|--|------------------------------------|--|
| Plan to enroll full time & work part time or less (n=3,313) | 88% | 12% |
| Plan to enroll full time & work full time (n=294) | 79% | 21% |
| Plan to enroll part time & work part time or less (n=155) | 52% | 48% |
| Plan to enroll part time and work full time (n=70) | 30% | 70% |
| Overall | 84% | 16% |

In general, students planning to enroll full time were planning on attending a four-year school. The opposite was true of students planning to enroll as part-time students; they were more likely to plan to attend a two-year institution.

That high school graduates who plan to enroll part time and work full time were less likely to enroll reflects the difficulty of balancing school work and full-time employment. Research suggests that working more than 20 hours per week, particularly off campus, and enrolling as part-time students has adverse effects on continued postsecondary enrollment (Adelman 2006). Further complicating the financial situation for these students is the fact that college students who begin but do not complete their studies often have borrowed student loans and then have difficulty repaying (Board of Governors of the Federal Reserve System 2015).

Need for additional interventions

As suggested in the previous section and consistent with these findings, academic preparation plays a role in students' changing postsecondary aspirations before and after graduating from high school, lending support to the need for better integration of post-high school planning before and throughout the high school years. Students who successfully complete Algebra II, higher mathematics courses, and AP courses are more likely to enroll. However, the summer melt rate among Vermont's academically prepared students (those with GPA of B or better who completed advanced math) is only 3 percentage points lower than the overall Vermont rate of 16%. Thus, academic preparation is only one factor in summer melt.

As Castleman and Page report, summer melt is also linked to lack of support that students may face over the summer. Students in their study who received summer assistance with award letters, finalizing financing, completing housing and other college forms, etc., either from the high school staff or postsecondary institution, were more likely to enroll. More research is needed to understand which factors are most likely to be associated with Vermonters' changing postsecondary enrollment plans the summer after graduation and to help design programs that address these challenges.

Most supports for students and their families are structured to align with the academic school year. College Pathways, a series of statewide conferences that typically take place in the spring, help Vermont families of high school sophomores and juniors plan for how to pay for college. Programs such as Paying for College nights and Financial Forms nights at the local high schools are available while seniors are still enrolled.³ It is clear that there is a continuing need to provide extended support for some students and their families through the summer prior to and up to matriculation.

Postsecondary enrollment by fall 2012

It is commonly reported that Vermont has one of the highest high school completion rates and one of the lowest college continuation rates in the country. This view was reinforced by a recent report that confirmed that Vermont ranks last among five of the six New England states in immediate postsecondary enrollment of public high school students (New England Secondary School Consortium 2013). Postsecondary enrollment rates of the member states ranged from 52 percent (Vermont) to 67 percent (Connecticut). However, a deeper analysis of the VSAC Senior Survey data provides a more complicated picture.

Nationally, immediate college enrollment is defined as the annual percentage of high school completers (high school graduates and GED recipients) who enroll in two- or four-year colleges in the fall immediately after completing high school. The national college-going rate for the Class of 2012 was 66 percent (U.S. Department of Labor 2013).

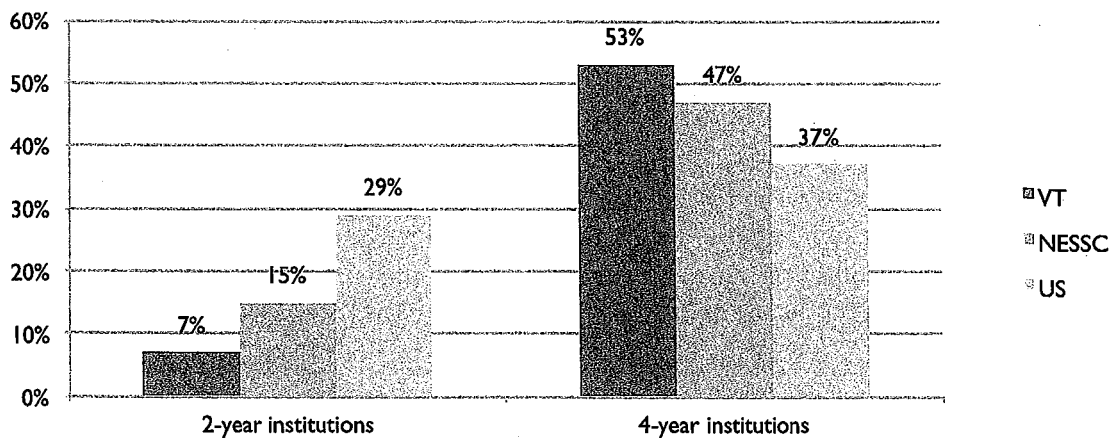
For this study of the Class of 2012, the Senior Survey postsecondary enrollment data was obtained from the National Student Clearinghouse and supplemented with information from VSAC's database for the Vermont Grant Program for those students who completed the original in-school survey.⁴ Six out of 10 survey participants who graduated from one of Vermont's public or private high schools in the spring of 2012 were enrolled at either a two- or four-year postsecondary institution by the fall of 2012.

³ "Paying for College" and "Financial Forms" nights are VSAC-sponsored workshops that are designed to provide assistance to families filing student financial aid applications. They are free and open to the general public and take place annually at more than 65 public high schools throughout the state.

⁴ This report uses data from the National Student Clearinghouse for information about students' postsecondary enrollment, supplemented by enrollment verification data from VSAC's proprietary database for the Vermont Grant Program. If enrollment could not be confirmed by these two methods, it was assumed that a student did not enroll in a postsecondary education or training program for the period covered for this study. NSC collects enrollment information from more than 3,600 colleges and universities — enrolling 98 percent of all students in public and private U.S. institutions. NSC also includes enrollment verification for nearly 150 institutions located outside of the U.S. The data extract for the Class of 2012 returned no records of students attending vocational or technical postsecondary training programs. For a detailed description of the methodology used in this report, contact research@vsac.org.

A closer look at the data reveals a significant difference in the college-going behavior of members of the Vermont High School Class of 2012 (Figure 8). Vermont (53 percent) exceeds the nation (37 percent) in the percentage of recent high school graduates enrolled at four-year institutions (U.S. Department of Education 2014b). In contrast, the percentage of recent Vermont high school graduates enrolled at two-year institutions (7 percent) is significantly lower than for their national peers (29 percent). In comparison to the nation, data from the five-state consortium (Connecticut, Maine, New Hampshire, Rhode Island, Vermont) shows that this region also enrolls a higher percentage of their high school graduates at four-year schools (47 percent) than at two-year institutions (15 percent). This suggests a regional influence in the level of postsecondary institutions recent high school graduates are likely to attend.

Figure 8. Class of 2012 high school graduates who enrolled in 2- and 4-year institutions, for Vermont, region, and the U.S.



Note: The New England Secondary School Consortium includes Connecticut, Maine, New Hampshire, Rhode Island, and Vermont. VSAC analysis of data provided by NESSC.

Vermont's immediate continuers

For the purposes of this study, immediate continuers are defined as Class of 2012 survey participants who enrolled at a postsecondary institution in the fall of 2012. Immediate continuers were more likely to be female than male (57 percent and 43 percent, respectively), to have completed higher mathematics classes than not (94 and 6 percent), and to have taken AP courses than not (59 percent and 41 percent). The gender split differs slightly from the national data, where 54 percent of immediate continuers are female, and 47 percent are male (U.S. Department of Education 2014b).

Gender

Prior VSAC reports have shown that students' gender and their parents' education attainment levels are significantly related to postsecondary aspirations. These demographic factors were also associated with postsecondary enrollment in the fall of 2012. Vermont females were more likely to have enrolled in a postsecondary institution than males: 67 percent of all female high school graduates had enrolled by the fall of 2012, compared to 53 percent of all male high school graduates. These rates are lower than those reported nationally for Class of 2012 graduates, where 71 percent of all females

and 61 percent of all males were enrolled at either two- or four-year colleges by October of 2012 (U.S. Department of Labor 2013). The gender gap is also somewhat wider in Vermont (14 percentage points) than in the nation (10 points).

Parent education level

The U.S. Census Department 2013 American Community Survey estimates that 45.5 percent of Vermont adults aged 25 to 64 hold either a two-year or four-year degree (Lumina Foundation 2015). The Vermont High School Class of 2012 was evenly split by the level of education their parents (or guardians) had completed. The postsecondary enrollment rate among first-generation students (52 percent) was 20 percentage points lower than students who were not first generation (72 percent).⁵ Thus, first-generation students are underrepresented among students who enrolled in the fall of 2012: 42 percent were first generation and 58 percent were not first generation. Students from families with adults who have a four-year degree continue to hold a significant advantage in successful pursuit of education or training after high school.

Geographic differences

The VSAC report published in 2014 provided a county-by-county comparison of gaps in postsecondary aspirations — the percent of 2012 high school graduates who intended to enroll by the fall of 2012 — by parental education attainment. That report revealed the role that geography plays in the aspirations of first-generation students.

Consistent with the prior findings regarding aspirations, postsecondary enrollment rates vary significantly by county, ranging from a low of 50 percent in Orange County to nearly 67 percent in Chittenden County (Table 2).

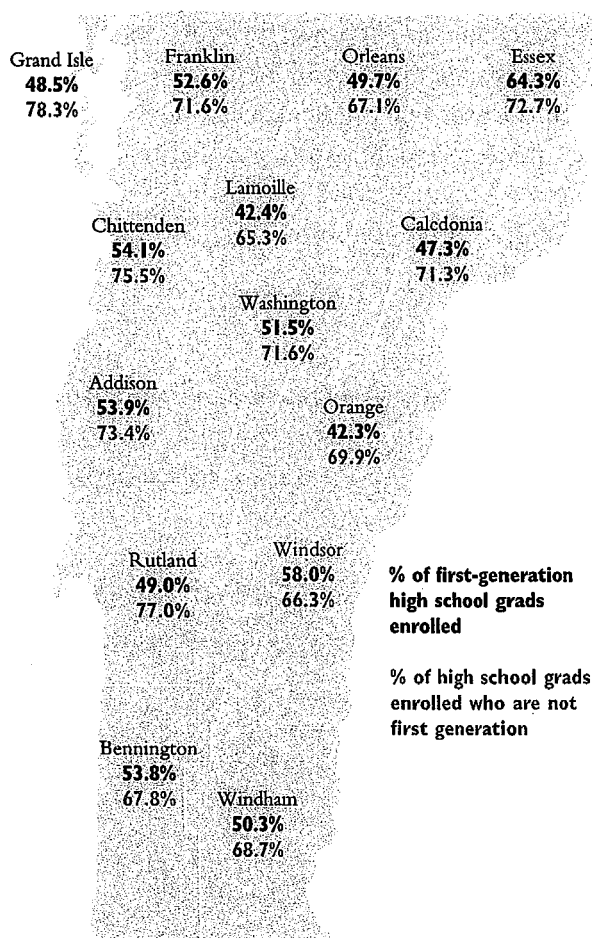
Table 2. Postsecondary enrollment rates of the Vermont Class of 2012 who enrolled at 2- or 4-year institutions in fall 2012, by county

| Addison | Bennington | Caledonia | Chittenden | Essex | Franklin | Grande Isle |
|----------|------------|-----------|------------|------------|----------|-------------|
| 61.5% | 60.3% | 55.4% | 66.7% | 65.9% | 57.9% | 60.0% |
| Lamoille | Orange | Orleans | Rutland | Washington | Windham | Windsor |
| 50.2% | 49.8% | 53.2% | 59.0% | 61.4% | 58.7% | 60.7% |

⁵ The Senior Survey does not collect data on students' eligibility for the free- and reduced-price lunch program, and uses parental education attainment as a proxy. However, the VT AOE has compared students who are eligible for free and reduced-price lunch and students who are not, and has found a 23-point difference between the groups in postsecondary enrollment rates within 16 months of graduation (Vermont Agency of Education 2015).

Figure 9 presents the differences in the continuation rates between first-generation and not-first-generation students by county. The postsecondary enrollment gap between first-generation students and those who are not first generation varies from 8 percentage points in Essex and Windsor counties to as many as 28 points in each of Rutland and Orange counties.

Figure 9. Class of 2012 immediate college enrollment by family education and county



National benchmarks

Vermont's postsecondary enrollment rates are somewhat lower than national estimates of postsecondary enrollment rates by parent education or family income. Nationally in 2011, 83 percent of recent high school graduates who were not first generation enrolled in college by the October following graduation (National Science Board 2014). The percentage of first-generation high school graduates who enrolled in college ranged from 54 percent (among students whose parents had a high school diploma or equivalent) to 67 percent (among students with at least one parent who had completed some college).

National enrollment rate data by family income suggest similar disparities. The gaps in immediate college enrollment rates between students who were from high-income families (81 percent) or middle-income families (65 percent) and for those students from low-income families (52 percent)

are similar to those by parental education, approximately 29 and 16 percentage points, respectively (U.S. Department of Education 2014a).

What is striking about the comparison to national figures is not only that Vermont's postsecondary enrollment lags behind that of the nation and other New England states because first-generation students are enrolling at a lower rate than students that are not first generation, but that students who are not first generation are also failing to enroll at rates that are comparable to the national rates. Thus, Vermont's task is to increase postsecondary enrollment overall, by understanding the differences and similarities in the challenges faced by students from varying socioeconomic backgrounds. To this end, we examined two factors that have served as reliable indicators of high school graduates' postsecondary enrollment: students' impression of what their parents want them to do after high school, and completion of a higher-level math courses.

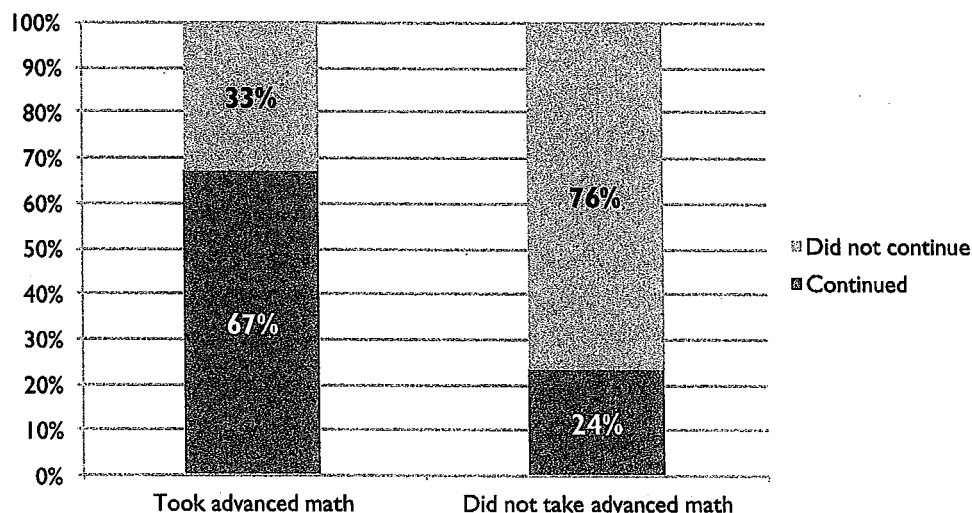
Role of parental expectations

In general, recent high school graduates' postsecondary enrollment aligned closely with what they perceived their parents wanted them to do, regardless of parent education attainment. Nearly 72 percent of first-generation students who reported their parents wanted them to go to college enrolled by the fall of 2012; 83 percent of students who were not first generation and whose parents wanted them to enroll did so. Lack of clarity about expectations, regardless of parents' education level, has a different effect. Students who reported their parents would support whatever they chose to do were less likely to enroll: 34 percent of first-generation students and 59 percent of students who were not first generation enrolled.

Role of taking advanced math

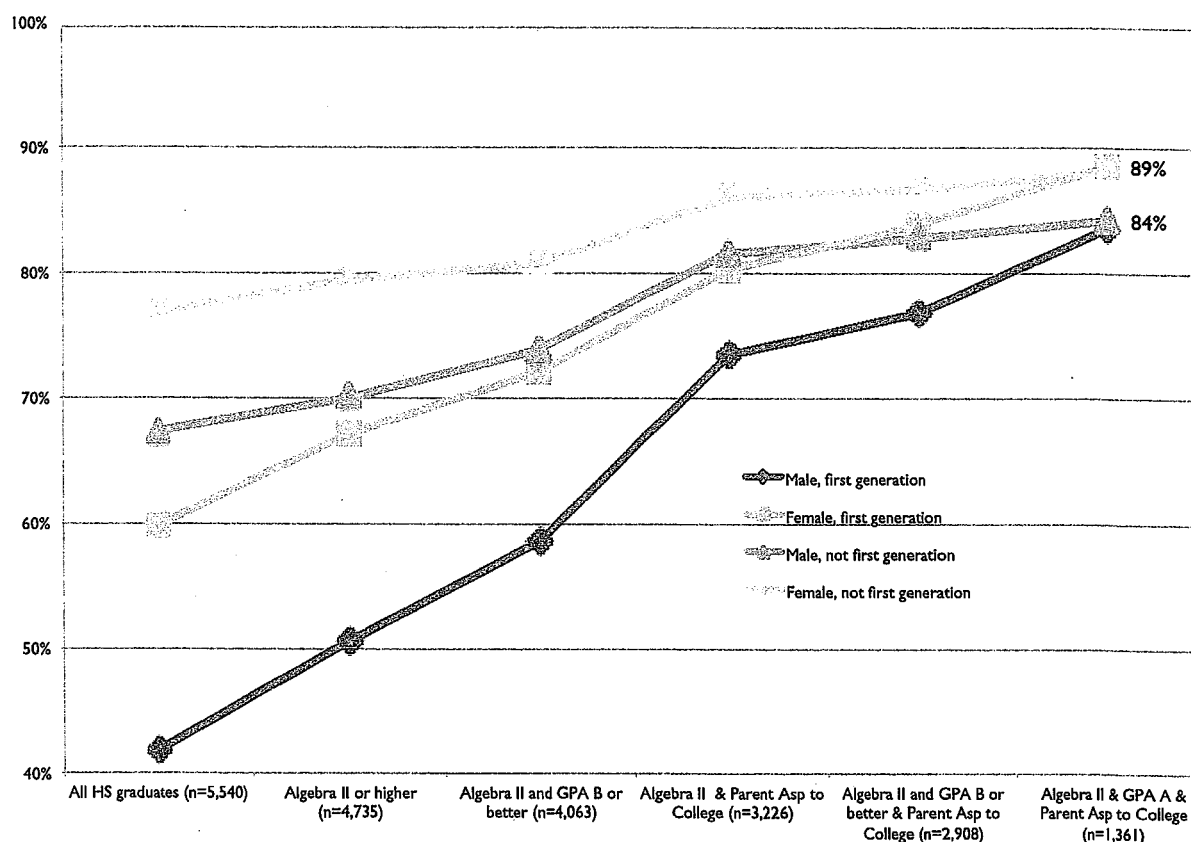
Figure 10 shows the stark reality of the importance of the completion of an advanced math course. The college enrollment rate of graduates who reported completing an advanced math course (Algebra II, Integrated Math III, or its equivalent) was 67 percent, compared with 24 percent for graduates who did not complete an advanced math course.

Figure 10. Vermont Class of 2012 immediate postsecondary enrollment and advanced math



These findings raise questions about the interplay of the two factors students don't have control over (gender and parent education) and the two factors that can be influenced (academic preparation and parent expectations) on postsecondary enrollment rates among Vermont students. Figure 11 shows the postsecondary enrollment rates of different segments of the Class of 2012. As can be seen, college enrollment rates initially differ significantly by gender and parent education. Enrollment rates rise for all groups and the gaps between the groups narrow as other academic and parental expectations factor into the analysis. That is, as we include the completion of higher math, higher GPA and students' perceptions of what their parents want them to do, students' enrollment rates increase. In the end, there is no statistical difference in PSE enrollment between the four groups if students report completing Algebra II or higher math course, report a GPA of A, and perceive their parents' wishes for them to continue their education immediately after high school.

Figure 11. Vermont Class of 2012 immediate postsecondary enrollment by gender, parental education level, academic preparation, and parent expectations



First-generation students who had an A average, completed Algebra II and had prescriptive parents had the same continuation rates as students who are not first generation and had an A average, completed Algebra II and had prescriptive parents — that is to say, academic excellence and parent expectations appears to trump gender and parental education attainment.

Together, these findings suggest that while gender and parent education influence postsecondary enrollment (and postsecondary aspiration as found previously), there are opportunities to leverage work with students and families that can positively affect other intervening factors.

Additional research is needed to determine if these — the academic advising and foundation coursework needed to excel in high school, and assisting parents in ways of effectively communicating their expectations toward continuing education — can be influenced to increase the likelihood of postsecondary enrollment among all Vermont high school graduates. While it appears that the most dramatic gains may be achieved through an examination of first-generation students and male students, the data suggests that efforts to improve Vermont's overall continuation rates relative to the nation's require work to understand and increase the aspirations of students who are not first generation.

The postsecondary institutions chosen by immediate continuers

There are approximately 4,600 two- and four-year Title IV postsecondary institutions in the United States.⁶ In the fall of 2012, NSC data show Vermont students were enrolled at 480 different institutions, located in all 50 states, the District of Columbia and internationally. The majority of students enrolled as full-time students (91 percent) at four-year institutions (88 percent) and public institutions (57 percent). These rates are different from comparable national rates. Among the national Class of 2012 high school graduates, 88 percent enrolled full time and 57 percent enrolled at four-year institutions (U.S. Department of Education 2014b) and 77 percent enrolled at public institutions.⁷ As is discussed later, these differences in patterns of initial enrollment may have implications for students' persistence to second-year enrollment.

The migration patterns of first-year students, both to and from Vermont, have been closely monitored throughout the years. Like Vermont, several states in the Northeast and Mid-Atlantic regions have a high percentage of their college-going high school graduates pursue studies at institutions in other states and regions. In Vermont, this phenomenon has been offset by our success at attracting out-of-state students. In 2000, about 60 percent of first-year Vermont students left to study elsewhere while enrollment of non-Vermont students accounted for 72 percent of the combined institutional postsecondary enrollment for the state (Postsecondary Education Opportunity 2002 and 2014).

The trend in recent years is for a larger share of Vermont residents to study in Vermont. The share of recent high school graduates leaving the state has declined by 9 points since the fall of 2000 with the result that nearly half of immediate continuers in the fall of 2012 enrolled at two- and four-year postsecondary institutions located in Vermont (49 percent). Vermont ranked second behind the District of Columbia (82 percent) in the percentage of first-time, first-year students enrolled outside of the state, followed by New Hampshire (46 percent), Connecticut (45 percent), and New Jersey (43 percent). Because enrollment of first-time freshman at Vermont institutions has grown 20 percent during this period, the proportion of non-resident students enrolled in all of Vermont's institutions has remained relatively constant, 71 percent in the fall of 2012.

⁶ U.S. Department of Education, <https://nces.ed.gov/fastfacts/display.asp?id=84>.

⁷ VSAC analysis of the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) data.

Eight of the top 10 schools most attended by Vermonters are located in Vermont. Twenty schools (listed in Table 3) accounted for over 57 percent of all first-year Vermont students enrolled at any two- and four-year institution in the fall of 2012.

Table 3. Vermont Class of 2012 institutions attended in fall 2012, ranked by percent of the cohort enrolled

| Rank | Fall 2012 school | Valid % |
|------|--|---------|
| 1 | University of Vermont | 13.6 |
| 2 | Community College of Vermont | 9.4 |
| 3 | Castleton University | 7.3 |
| 4 | Vermont Technical College | 4.0 |
| 5 | Johnson State College | 3.3 |
| 5 | Lyndon State College (tied) | 3.3 |
| 7 | Saint Michael's College | 2.7 |
| 8 | Champlain College | 2.3 |
| 9 | University of New Hampshire Main Campus | 1.4 |
| 9 | Clarkson University (tied) | 1.4 |
| 11 | Norwich University | 1.2 |
| 12 | St. Lawrence University | 1.1 |
| 13 | Plymouth State University | 1.0 |
| 14 | Colby-Sawyer College | .9 |
| 15 | Keene State College | .8 |
| 15 | University of New England (tied) | .8 |
| 15 | Ithaca College (tied) | .8 |
| 18 | University of Maine | .7 |
| 18 | Northeastern University (tied) | .7 |
| 18 | University of Massachusetts Amherst (tied) | .7 |

Differences by parent educational level

First-generation students were significantly more likely to remain in Vermont to pursue postsecondary studies than students who were not first generation; a finding consistent with the Vermont Grant Program, the state's only need-based financial aid program, which shows that 71 percent of need-based grants in fiscal year 2012–13 went to students attending Vermont postsecondary institutions.⁸ Forty-two percent of males who are not first generation and 39 percent of females who are not first generation enrolled at a Vermont institution. In contrast, first-generation males were 40 percent more likely to attend a Vermont institution. The differences were even more pronounced for women. First-generation females were 59 percent more likely to attend a Vermont institution than their peers who were not first generation.

Parental educational attainment was also related to other differences in enrollment. First-generation students were more likely to enroll at a two-year institution than students who were not first generation (19 percent and 7 percent, respectively) and to be a part-time student (14 percent) compared to students who were not first generation (5 percent).

Vermont's public institutions

Vermont's six public institutions enrolled 41 percent of all immediate continuers, allowing us to explore the differences between students attending these institutions. As might be expected given each institution's unique mission, the student profiles for their share of the Class of 2012 differ considerably (Table 4, following page).

The differing student profiles at each institution reflect different education and recruitment strategies, but also suggest possibilities for future strategies and partnerships. For example, first-generation males in Lamoille County have some of the lowest postsecondary aspirations in the state but also enjoy close proximity to Johnson State College, which enrolled a relatively low percentage of first-generation males from the Class of 2012. Similarly, the enrollment patterns at each of Vermont's public and private institutions when aligned with regional and local aspiration and continuation data may reveal new opportunities to collaborate to increase education opportunity for first-generation students. Among first-generation students, the most important reasons for choosing to attend one of these public institutions were affordability (32 percent), proximity to home (19 percent), and academic reputation (12 percent).

⁸ VSAC's Vermont Grant Program data.

Table 4. Student profiles at Vermont's public postsecondary institutions (n=1,442)

| Demographic | Castleton | Johnson | Lyndon | UVM | VTC | CCV | Total |
|------------------------------------|------------------|----------------|---------------|------------|------------|------------|--------------|
| Male | 44% | 26% | 45% | 46% | 63% | 35% | 43% |
| Female | 56% | 74% | 55% | 54% | 37% | 65% | 57% |
| First gen | 58% | 68% | 67% | 28% | 66% | 66% | 52% |
| Not first gen | 42% | 32% | 33% | 72% | 34% | 34% | 48% |
| Male, first gen | 21% | 15% | 25% | 12% | 36% | 20% | 19% |
| Female, first gen | 37% | 53% | 42% | 16% | 30% | 46% | 33% |
| Male, not first gen | 24% | 11% | 19% | 33% | 25% | 15% | 24% |
| Female, not first gen | 18% | 21% | 14% | 39% | 9% | 19% | 24% |
| HS GPA B or better & Algebra II | 85% | 71% | 65% | 97% | 83% | 60% | 80% |
| Intended degree | | | | | | | |
| Bachelor's | 92% | 88% | 85% | 97% | 47% | 40% | 76% |
| Associate's | 3% | 6% | 7% | 1% | 52% | 35% | 15% |
| Other or not specified | 5% | 6% | 8% | 2% | 1% | 25% | 9% |
| Fall 2012 enrollment | | | | | | | |
| Full time | 99% | 95% | 98% | 96% | n/a | 34% | 81% |
| Part time | 1% | 4% | 2% | 3% | n/a | 54% | 15% |
| Less than half time | 0% | 1% | 0% | 1% | n/a | 12% | 4% |

Note: Enrollment intensity for Vermont Technical College was not reported in the NSC records.

Delayed continuers

Up to this point, to align our data with national definitions and analysis on continuation, we have examined the role of gender, parental education attainment, academic preparation and region among others on immediate enrollment, i.e., students who are considered “traditional” students in that they graduated from high school in June and enrolled in college immediately in the fall. “Nontraditional students,” who increasingly make up a larger share of the national college-going population, are defined as students who delay enrolling in postsecondary education by one or more years; or adult students who enroll, then stop-out, and then return to college. In this section, we look at students who graduated in 2012 and enrolled for the first time in the fall of 2013 — one year after graduating from high school.

Five percent of the Class of 2012 did not enroll immediately after high school graduation. Instead, these students enrolled in the fall of 2013. Delayed continuers were more likely to be male (50 percent) than were immediate continuers (43 percent). They were less academically prepared: delayed continuers were less likely to have completed higher math courses (86 percent) or to self-report overall GPAs of B or better (80 percent) than immediate continuers (94 percent and 92 percent, respectively). Delayed continuers were also less likely to report that they aspired to earn advanced degrees (i.e., master’s, doctorate) than those who enrolled immediately (31 percent and 43 percent, respectively). There was no significant difference between delayed continuers and immediate continuers in terms of parent education level (36 percent and 42 percent were first generation.) The most striking difference between delayed and immediate continuers was the perception of their parent’s expectations: 42 percent of delayed continuers and 82 percent of immediate continuers reported that parents wanted them to continue their studies after high school, while 36 percent of delayed continuers and 15 percent of immediate continuers reported their parents would support any decision they made.

These delayed continuers also had a different institutional profile than immediate continuers. Nearly 38 percent of delayed continuers enrolled in a two-year school, compared with 12 percent of immediate continuers. Additionally, students who delayed enrollment were more likely to enroll at public institutions. Two-thirds of delayed continuers enrolled in a public college or university, compared with 57 percent of immediate continuers. Both groups were evenly split in terms of remaining or leaving the state to enroll. Table 5 shows the distribution of enrollment by sector (public or private) and level (two- and four-year institution) for immediate and delayed continuers.

Table 5. Vermont Class of 2012 immediate and delayed continuers, enrollment by sector and level

| Sector & level | Intermediate continuers (n=3,534) | Delayed continuers (n=293) |
|--------------------------|-----------------------------------|----------------------------|
| Public & Private 2-year* | 12% | 38% |
| Public, 4-year | 45% | 30% |
| Private, 4-year | 43% | 32% |
| Total | 100% | 100% |

* Because only 25 students enrolled at private, two-year institutions, we combined public and private two-year counts in this table.

It should be noted that nearly 44 percent of delayed continuers were students who intended to enroll immediately, but for one reason or another did not do so. They constitute less than 20 percent of the summer melt group described earlier. That is to say, more than 80 percent of those who wanted to, but didn't enroll immediately at a two- or four-year school and were academically prepared to do so (i.e., had completed Algebra II and reported a GPA of B or better) had still not enrolled by the fall of 2013. This finding serves as further evidence for the need to find ways of minimizing summer melt: waiting to enroll dramatically reduces the chances of enrolling at a later date.

Another group of delayed continuers (about 4 percent of all survey participants) are those who, as seniors in high school, were intentional about taking a year off before attending college (sometimes referred to as "taking a gap year"). The popular press reports the benefits of taking a gap year, but there is little empirical research to support these claims.⁹ A gap year can be a very structured and expensive post-high school enrichment experience, or it can be a time that students take to work and save for their future postsecondary expenses. The VSAC Senior Survey data on the nature of the gap year experience is limited. However, more than 55 percent of students who indicated they were taking a gap year had applied for admission to college or a training program at the time the survey was administered. Participants cited "planning to travel" (23 percent), being "unsure of plans or goals" (20 percent), "need a break from school" (17 percent) and "want/need to work" (16 percent) as the most important reasons for not enrolling immediately.

How did these gap-year students fare? The majority of students who had planned to take one year off and then enroll in the fall of 2013 failed to do so: 57 percent of these students had not enrolled by the fall of 2013. Nearly a third (31 percent) did as planned and enrolled in the fall of 2013 after taking a year break from school. A minority of the students who originally intended to take a gap year (12 percent) actually enrolled immediately rather than taking their planned break, a path that the literature suggests increases the likelihood of completing their college studies. The proportion of first-generation students who failed to enroll is higher than the proportion of students who were not first generation (80 percent and 47 percent, respectively). More research on the benefits and consequences of taking a gap year — and clearly outlining the range of gap year experiences — is warranted, given the increased promotion of gap year experiences and the high rate of not enrolling within 18 months of graduating from high school.

Persistence = retention + transfer

Much of the state's previous research has been on measuring the percentage of high school graduates who pursue their postsecondary education after high school. Its focus has primarily been to see how well we, as a state, have succeeded at enrolling high school graduates in some form of education or training program, preferably by the fall after graduation.

The state (and national) focus has expanded to include understanding the extent to which students can remain enrolled and progress to a degree. Until recently, the information has been limited. The U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) data collects

⁹ As reported in http://www.huffingtonpost.com/2013/07/05/gap-year-advice_n_3552333.html and <http://www.usnews.com/education/best-colleges/articles/2014/09/23/how-a-gap-year-can-make-students-successful>.

only the data on institutional retention rates: that is, the percentage of first-time students who enrolled at a given institution and went on to enroll at that same institution the following year. While the measure is useful for both institutions and prospective students and their families to gauge an institution's ability to retain students, it limits policymakers' understanding of what is actually happening to first-year students generally. Specifically, this approach has underestimated the percentage of students who enroll for a second year, by excluding those who transferred out of the institution where they initially enrolled. Further, this approach has never disaggregated the retention rate of first-time, first-year students by residency, generational status or other variables available through the VSAC Senior Survey. Thus, retention rates have invariably provided an institutional perspective at best — not a student-level perspective — on the issue of student outcomes.

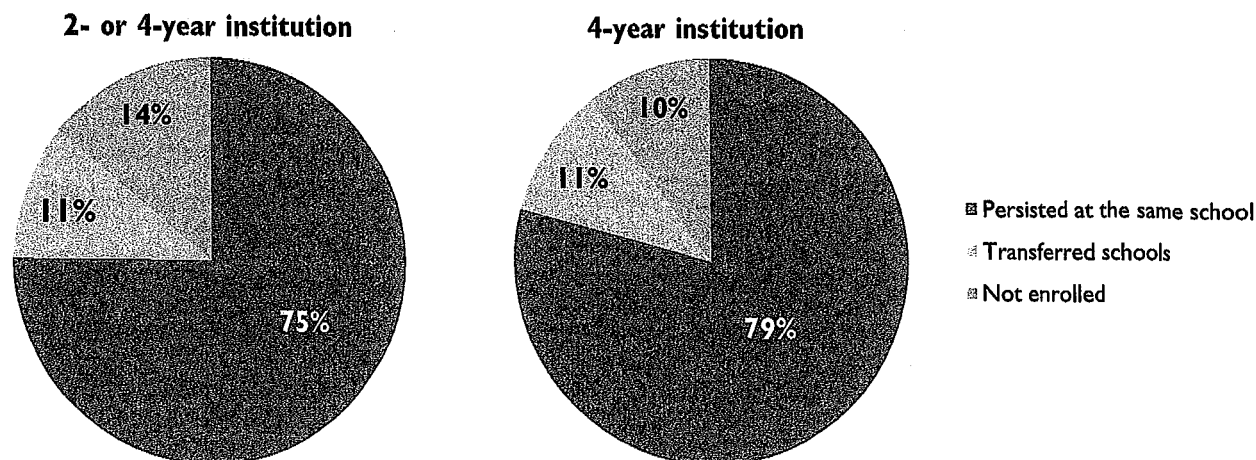
Access to enrollment verification data from the National Student Clearinghouse has not only helped improve the way we measure immediate postsecondary enrollment; it has made it possible to extend that research window throughout students' postsecondary journey for a specific cohort of students. In this section, we distinguish between survey participants who re-enroll at the institution where they began as well as those who re-enrolled elsewhere. Finally, we continue our examination of differences by gender and parental educational attainment as they pertain to overall persistence, institutional retention and student transfer.

A year later ...

Of the survey participants who continued their education in the fall of 2012, 75 percent re-enrolled at the same school at which they started. This rate exceeds the national retention rate of 58 percent for the class who started college in the fall of 2012 (National Student Clearinghouse 2014). Eleven percent of Vermont students who began at one institution chose to enroll somewhere else, a transfer rate that matches the national rate of 11 percent.

Together then, 86 percent of all participants who first enrolled in the fall of 2012 persisted, returning to a two- or four-year institution in the fall of 2013 (Figure 12). Compared to the 69 percent national persistence rate, survey respondents who began their college studies were more likely than their national peers to continue to a second year.

Figure 12. Persistence of Vermont Class of 2012 immediate continuers at postsecondary institutions



One reason for Vermont's relative performance in persistence may be tied to the choices being made by students at initial enrollment. Nationally, persistence rates are generally higher among those who enroll as full-time students, or attend four-year institutions, or attend nonprofit, private institutions (National Student Clearinghouse 2014). In an earlier section, we discussed the fact that the study's immediate continuers were significantly more likely to enroll as: full-time students (91 percent vs. 88 percent nationally), in four-year institutions (88 percent vs. 57 percent nationally), and less likely to enroll in public institutions (57 percent vs. 77 percent nationally). Vermont's overall pattern of enrollment, different from the national pattern, may explain why the state's cohort retention rate is higher than the national rate, while the cohort transfer rate is the same as the national rate. While the overall statewide persistence rate appears to be better than national averages, further examination reveals that gaps do exist; this is consistent with national data and the differing enrollment patterns of Vermont students.

Full-time students had a 91 percent persistence rate; part-time students had a significantly lower persistence rate of 54 percent. Persistence rates also differed between survey participants who started at two-year schools and those who started at four-year schools. Ninety percent of students who started at four-year schools persisted to a second year (79 percent at the same school and 11 percent at a different school), compared to 61 percent of students who started at two-year schools (47 percent at the same school and 14 percent at a different school). Persistence for Vermont students starting at private, four-year institutions in Vermont (80 percent) or in other states (82 percent) was slightly higher than for those at public, four-year institutions in Vermont (78 percent) or in other states (76 percent). Nationally, persistence rates for students enrolling in the fall of 2012 were 57 percent at two-year public institutions, 79 percent for students at four-year publics and 83 percent at four-year privates (National Student Clearinghouse 2014).

Retention and persistence at Vermont public institutions

Retention rates among survey participants for Vermont's four-year public institutions (Table 6, following page) ranged from 62 percent at Johnson State College to 87 percent at the University of Vermont. The Community College of Vermont had the lowest retention rate of all of Vermont's public institutions, enrolling less than half of its students to a second year. Transfer rates — the proportion of students who began college at one of Vermont's four-year public institutions and enrolled elsewhere after one year — ranged from 6 percent at UVM to 12 percent at Lyndon State College.¹⁰

Combining retention and transfer rates, we find overall persistence was highest for students who began their studies at the University of Vermont and Castleton University. Persistence rates for students who began at the Vermont State College's other four-year institutions were slightly lower than the national public, four-year rate of 79 percent, as well as lower than this study's out-of-state, four-year public institutions. Persistence at the Community College of Vermont was slightly higher than the national rate, but lower than at the two-year, public institutions attended by survey participants enrolled outside of Vermont.

¹⁰ For comparison purposes, among Vermont's private institutions the average retention rate was 80 percent. Nine percent of students who initially enrolled in one of Vermont's private institutions transferred to another institution in the fall of 2013. Retention and transfer rates were not computed individually for Vermont's four-year private institutions because of small sample sizes. The average retention and transfer rates presented for these institutions are weighted by enrollment.

Table 6. Class of 2012 Persistence by Vermont public institution, location and sector

| Institution location/sector | Retention rate | Transfer rate | Persistence rate | Not enrolled |
|------------------------------------|-----------------------|----------------------|-------------------------|---------------------|
| Vermont, 4-year, public | 78% | 9% | 86% | 14% |
| University of Vermont | 87% | 6% | 93% | 7% |
| Castleton University | 79% | 11% | 90% | 10% |
| Lyndon State College | 65% | 12% | 77% | 23% |
| Vermont Technical College | 68% | 8% | 76% | 24% |
| Johnson State College | 62% | 11% | 73% | 27% |
| Community College of Vermont | 48% | 12% | 60% | 40% |
| Vermont, 4-year, private | 80% | 9% | 89% | 11% |
| Out-of-state, 2-year | 43% | 20% | 63% | 37% |
| Out-of-state, 4-year public | 76% | 14% | 90% | 10% |
| Out-of-state, 4-year, private | 82% | 11% | 93% | 7% |
| Total | 75% | 11% | 86% | 14% |
| All 2-year institutions | 47% | 14% | 61% | 39% |
| All 4-year institutions | 79% | 11% | 90% | 10% |

Influence of parent education level

First-generation Vermont students were less likely to enroll for a second year of postsecondary education; 20 percent of first-generation students did not return to school in the fall of 2013, compared to 9 percent of students who are not first generation. Even so, persistence rates for Vermont's first-generation students were higher than the overall national rates at either two- or four-year institutions. Table 7 (following page) summarizes the differing enrollment and persistence rates between Vermont's first-generation students and those who are not first generation.

Table 7. Vermont Class of 2012 postsecondary enrollment and persistence by parental education attainment

| Category | First generation | Not first generation |
|--|-------------------------|-----------------------------|
| Class of 2012 PSE enrollment rate | 51% | 72% |
| Enrolled at a 2-year school, % of continuers | 19% | 7% |
| Enrolled at a 4-year school, % of continuers | 81% | 93% |
| Persistence rate | 80% | 91% |
| Starting from a 2-year school | 56% | 75% |
| Starting from a 4-year school | 85% | 92% |

Although males were initially less likely to continue their education immediately after high school, the gender disparity all but disappeared in persistence to a second year. Specifically, 85 percent of males and 87 percent of females enrolled for a second year of postsecondary education, either at the two- or four-year schools where they initially enrolled or at another institution.

Where did those transferring students go?

Eleven percent of survey participants who started at one school in the fall of 2012 enrolled at another school in the fall of 2013. The National Student Clearinghouse data not only allow us to track transfer rates, it helps us better understand and measure the movement of these students.

As mentioned earlier, delayed continuers enrolled at a higher rate at Vermont institutions. Data reveal that Vermont schools also attracted transferring students (Table 8). Seventy percent of transfer students who began at institutions outside of Vermont returned to Vermont in their second year. Among these, 56 percent left another New England state to return, and an additional 27 percent returned after attending an institution in New York or Pennsylvania.

Table 8. Vermont Class of 2012 inter- and intra-state migration of transferring students (n=387)

| Location of fall of 2012 school | Transferred to, in fall 2013 | | |
|--|-------------------------------------|----------------------------|--------------|
| | Vermont school | Out-of-state school | Total |
| Vermont | 78% | 22% | 100% |
| Out-of-state | 70% | 30% | 100% |

There was no gender difference in the percentage of students who transferred. First-generation students were slightly more likely to transfer (15 percent) than students who are not first generation (12 percent). There was no difference between the groups in terms of the direction of the migration: the majority of students (73 percent of transfers) migrated to Vermont schools (as shown in Table 8). Students with high school GPAs of C and below were more likely to transfer (24 percent) than students with average high school GPAs of B (15 percent transferred) or A (9 percent transferred), perhaps pointing to differences in the degree of academic match between student and school as a factor. The potential gains in Vermont's enrollment due to students transferring from out-of-state institutions were offset by the lower retention rates for students originally attending Vermont institutions.

At the end of the 18-month period covered by this report, 51 percent of all students who were enrolled at a postsecondary institution in the fall of 2013 were attending a Vermont school, the majority of these at four-year institutions (81 percent) and public institutions (83 percent).

First-year dropouts or stop-outs

Despite Vermont's success on some measures, the fact remains that 14 percent of Vermont's high school graduates who entered a two- or four-year postsecondary institution in the fall of 2012 did not return to any institution the following year. The state's average persistence rate masks a wide variation in institutional persistence rates (retention and transfer to another institution), which ranged from a high of 93 percent to a low of 60 percent at Vermont public institutions. The number of students who enroll, but either drop out (or stop out) is no small problem — the Lumina Foundation estimates there are 61,000 Vermont adults with some college, but no degree (Lumina Foundation 2015).

The majority of students who did not persist reported they were academically prepared, having at least completed Algebra II and reported a GPA of B or better (67 percent). In the fall of 2012, 65 percent had attended a four-year institution, and 67 percent had enrolled as full-time students. Fifty-eight percent had attended one of Vermont's public institutions. However, 82 percent reported having at least some concerns about their ability to pay for college, 79 percent planned to work part time, and 14 percent planned to work full time. Sixty-two percent were first generation, and more than half (55 percent) were female.

In all probability, many of these students took out student loans to finance their first year of school and retain the repayment obligation without obtaining the economic benefits of completing a degree. Improving student retention and developing strategies for helping Vermonters with some college but no degree should be a critical focus of future education and workforce development strategies.

The Class of 2012: A summary

In 2014, VSAC released a report that discussed the plans and aspirations of graduating Vermont high school seniors from the Class of 2012. This report has examined the extent to which these plans were progressing for the Class of 2012. Subsequent reports will follow the journey of this class through graduation to learn how successful they were in completing their aspirations: obtaining a degree. Some of the major findings of this report:

- **Vermont's postsecondary enrollment rates lag behind the national rates by 6 percentage points:** Two factors that may be contributing to the difference is that gender gap in Vermont's secondary enrollment is wider than the national rate, and both first-generation graduates and graduates who are not first generation have enrollment rates lower than comparable national rates.
- **Vermonters' enrollment patterns differ from the nation and region, enrolling in four-year institutions at a higher rate than their New England and national counterparts.** Postsecondary enrollment at four-year institutions (53 percent) exceeds the national average for recent high school graduates (37 percent). Vermont graduates' enrollment in two-year institutions (7 percent) is significantly lower than the national average (29 percent).
- **A quarter of first-year students either dropped out (14 percent) or transferred to another institution (11 percent) by the fall of 2013:** These overall averages mask wide variation among institutions.
 - **Dropout rates:** Among two-year institutions, 39 percent of first-year students dropped out after one year (37 percent of students enrolling at an out-of-state two-year institution and 40 percent of students who enrolled at the Community College of Vermont). Among Vermont's four-year institutions, the overall dropout rate was lower (10 percent), but ranged from 7 percent at the University of Vermont to 27 percent at Johnson State College among public institutions and 11 percent among private, four-year institutions.
 - **Transfer rates:** Among Vermont's public four-year institutions, the percentage of students who transferred from their initial school to another school in the fall of 2013 (9 percent) was slightly lower than the national rate (11 percent), but ranged from 6 percent at the University of Vermont to 12 percent at Lyndon State College. The transfer rate among survey participants who enrolled in Vermont's private institutions in the fall of 2013 was 9 percent. The transfer rate for students attending the Community College of Vermont was lower (12 percent) than that of students at other two-year institutions in general (14 percent) and for students initially enrolling at two-year institutions located outside of Vermont (20 percent).
- **Postsecondary aspirations are dynamic, changing even after graduating from high school:** Sixteen percent of graduates intending to matriculate by the fall of 2012 changed their minds over the summer. There is a risk in taking an intentional gap year — 57 percent failed to enroll by the fall of 2013.
- **Postsecondary enrollment varied by geography, continuing the pattern identified in VSAC's 2014 report on postsecondary aspirations:** The percentage of graduates enrolling at two- or four-year postsecondary institutions ranged from a low of 50 percent in Orange and Lamoille counties to 67 percent in Chittenden County. Differences in enrollment rates

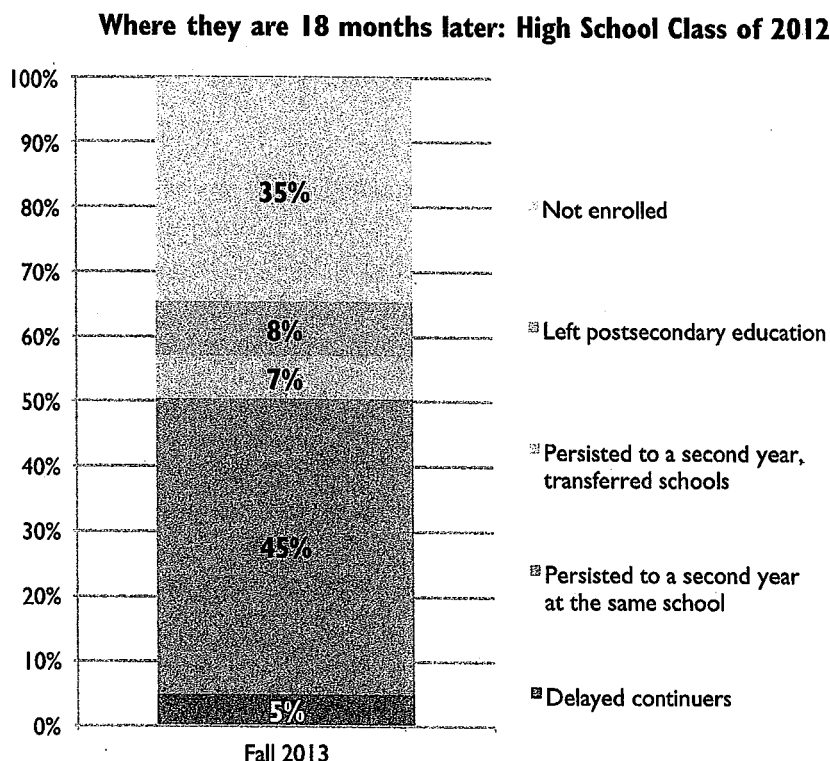
between students who were first generation and those who were not first generation varied by county as well, the gap between them ranging from 8 percentage points in Essex and Windsor counties to as many as 28 percentage points in Rutland and Orange counties.

This report has taken an important step toward a deeper understanding of the postsecondary journey of this class of high school graduates. In addition to reporting Vermont's rates for postsecondary enrollment, retention and transfer behavior, this report looks at points along the continuum that pose challenges and opportunities to expanding postsecondary education and training to as many of our young adults as possible.

We began this report by looking at the big picture — the status of Vermont's high school graduating Class of 2012. Figure 13 provides a status report of the 5,853 Senior Survey participants in this project at the end of the time period covered in this report.

Sixty-five percent of the cohort enrolled at a two- or four-year institution at some point within 18 months of graduating from high school. The majority of those students enrolled immediately and remained matriculated for two years (52 percent of the entire cohort). However, 8 percent of all high school graduates started and then either dropped or stopped out of college within a year. Five percent of graduates delayed continuing their studies, entering a two- or four-year postsecondary institution by the fall of 2013. Finally, more than a third of all graduates (35 percent) pursued other activities, which may have included alternative training and certification programs, joining the military or entering the workforce or some other activity.

Figure 13. Vermont Class of 2012 enrollment status in fall 2013 (n=5,853)



Future directions

Increasingly, experts from a variety of disciplines are contributing to a body of evidence that points to a postsecondary pipeline that begins early and can last a lifetime. The literature shows that a rigorous middle school and high school curriculum, coupled with high-quality career and education counseling, helps prepare students — especially those from low-income families and/or whose parents may have limited postsecondary experiences — to apply and enroll in the postsecondary or training program that best meets their needs (Massell 2010). Building on a strong foundation, students can make informed choices (such as the benefits of attending college full time, limiting off-campus employment hours, etc.) that increase the likelihood of persisting and ultimately completing a degree (Adelman 2006). For some it will be smooth sailing, but for many others there will be bumps, stops and starts all along the way. These are the students for whom we need to make a difference.

Three out of every four Class of 2012 high school graduates planned to enroll immediately, 70 percent at a two- or four-year college. Had these students realized their dreams, we would be solidly on the path to reaching the state's goal of having 60 percent of working-aged adults obtain a postsecondary credential. The reality, however, is that the Class of 2012 began losing potential college-goers before they ever graduated high school. The state is at a critical juncture, needing to find strategies to change the trajectory of educational attainment of our youth, while assisting those Vermonters who wish to resume the postsecondary journey they began but didn't complete.

The purpose of this report is to help policymakers focus our continuing efforts to improve the postsecondary outcomes of our most valuable asset: our children. The evidence is clear that postsecondary education benefits individuals as well as society (Baum, Ma, and Payea 2013). A well-educated citizenry also drives economic development for the state and region. This is part of the rationale for the state to adopt the Lumina Foundation's goal of 60 percent of adults having a postsecondary degree or high-quality certificate by the year 2020.

Education and training after high school are essential strategies for earning a livable wage. In 2013, U.S. adults aged 25 to 32 with only a high school diploma earned \$28,000 annually, 11 percent less in constant dollars than they did in 1965. In contrast, adults aged 25 to 32 with a baccalaureate degree earned \$45,500 annually, 17 percent more than they did in 1965 (Pew Research Center 2014). Studies also indicate that individuals who have some postsecondary training after high school, even if they do not earn a degree, on average have higher wages and lower unemployment rates than individuals with only a high school degree.

It is clear that all Vermonters will need some education and training after high school. It is the gateway to a good income, a strong economy, and the most potent tool we have to fight income inequality.

The McClure Foundation, with the Vermont Department of Labor, has identified 67 high-pay, high-growth jobs in Vermont. Only 9 can be obtained with a high school diploma and training, while 17 require an associate's degree and the rest require a four-year degree or higher (McClure Foundation 2014).

The evidence is abundant that a well-educated workforce is the cornerstone of a vibrant economy because those individuals:

- Earn more, pay more in taxes, and save more for retirement.
- Are healthier, have better health outcomes, and are more involved in their local communities.
- Raise children who perform better in school and are motivated to pursue higher education or training themselves.
- Have higher employment rates and are less likely to require public assistance.
- Re-enter the workforce more quickly if they become unemployed.

Findings from this report give urgency to the need for action. A convening of stakeholders from higher education to workforce development, including community leaders, lawmakers and business leaders, will enrich our collective understanding of the issues and opportunities raised from this research. Such a gathering will allow the state to identify areas and touchpoints and bring a concentrated focus on specific strategies to increase the access and affordability of postsecondary credentials for more Vermonters.

Increasing the proportion of high school graduates and nontraditional students that enroll and complete a postsecondary degree or certification is not only a lofty goal, but our state's imperative. It requires us to forge effective partnerships across a diverse and committed group of stakeholders, develop innovative interventions in our schools and communities, and foster the use of data and program evaluation to track and measure success.

About VSAC — *Changing Lives through Education and Training since 1965*

Vermont Student Assistance Corporation is a public, nonprofit agency established by the Vermont Legislature in 1965 to help Vermonters achieve their education and training goals after high school. VSAC serves students and their families in grades 7-12, as well as adults returning to school, by providing education and career planning services, need-based grants, scholarships and education loans. VSAC has awarded more than \$600 million in grants and scholarships for Vermont students, and also administers Vermont's 529 college savings plan. Find us at www.vsac.org.

Appendix A: VSAC Senior Survey Longitudinal Study of 2012

Overview

The VSAC Senior Survey Longitudinal Study of 2012 (VSSLS12) features:

- Longitudinal study of 5,900+ high school graduates from 61 public and private high schools, representing 85 percent of all Vermont high school graduates
- Postsecondary enrollment through 2018

VSSLS12 Focus:

- What are students' postsecondary aspirations? Trajectories?
- How do postsecondary trajectories differ by student characteristics?
- What types of institutions do students decide to attend?
- What percentages of students graduate within four years, six years?

VSSLS12 Collection Waves:

- Base year (2012): Senior Survey Questionnaire
- First Follow-up (2013): Fall 2012 and Fall 2013 Enrollment Verification using National Student Clearinghouse
- Second Follow-up (Planned for fall 2016)
- Third Follow-up (Planned for fall 2018)

VSSLS12 Reports and Documentation:

- Gaps in postsecondary education aspiration: A report on disparities among Vermont's high school graduates (April 2014)
- Methodology for Vermont Senior Survey Project (March 2015)
- Vermont's Class of 2012: Highlights and challenges for pursuing a postsecondary education (October 2015)
- VSAC Senior Survey Individual School Reports, Base Year (April 2013)
- VSAC Senior Survey Individual School Reports, First Follow-up (May 2015)

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November 24, 2015

Penny Chamberlin
Director
Central Vermont Career Center
155 Ayers Street
Barre, VT 05641-4300

Dear Ms. Chamberlin:

The Committee on Technical and Career Institutions at the October 19-20, 2015, meeting reviewed the evaluation report of its fifth-year focused visiting team dated April 7-9, 2015, and voted to continue accreditation of Barre Technical Center, now known as Central Vermont Career Center.

The Committee noted, during its deliberations, the following commendations:

- the renaming of the center to Central Vermont Career Center reflects the growing impact of the center upon its regional market
- the completion of eighty-one percent of the total recommendations
- the upgrade and improvement of the school's internet connection so that all technical programs are now on an equal basis with all aspects of the school and the surrounding community
- the addition of a Technology Integrationist and a Math Integrationist to improve academic and vocational integration
- the enhanced emphasis on safety through an OSHA ten hour safety course for all instructors and students
- the improved communication, coordination, and integration with sending towns.

The Committee made the following recommendations for institutional improvement:

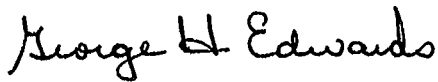
- continue to address the inconsistencies in the student arrival time in order to maximize instructional time
- develop a system of scheduled maintenance and record keeping.

Penny Chamberlin
November 24, 2015
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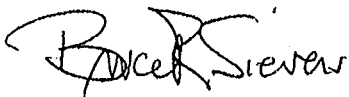
The next comprehensive review for Central Vermont Career Center is scheduled for Spring 2020. The cost for a comprehensive visit will be equal to your institution's dues at the time of the visit. As for any visiting team, the institution will assume all costs in support of the visit. In the meantime, you are requested to keep the Committee office informed of any substantive operational changes that may affect adversely the school's compliance with Committee on Technical and Career Institutions Standards of Accreditation.

We sincerely hope that our continuing accreditation relationship with Central Vermont Career Center assists in improving your school's ability to serve its students and its region with strong and effective technical education programming.

Sincerely,



George H. Edwards



Bruce R. Sievers

GHE/BRS/jac

cc: John Pandolfo, Superintendent, Barre Supervisory Union
James Brosnan, Chair, Visiting Team
Nikitoula Menounos, Chair, Committee on Technical and Career Institutions

**Students with no Diploma FTE Counts By School Semester One
for Barre Technical Center FY2015-2016**

| School | Student Count | Semester 1 FTE |
|-------------------------------|----------------------|-----------------------|
| Cabot School | 3 | 3 |
| Harwood UHSD #19 | 16 | 16 |
| Hazen UHSD #26 | 1 | 1 |
| Montpelier High School | 6 | 6 |
| Northfield Middle/High School | 2 | 2 |
| Not enrolled in high school | 2 | 2 |
| Spaulding HSUD #41 | 89 | 89 |
| Twinfield USD #33 | 9 | 9 |
| U-32 High School (UHSD #32) | 35 | 35 |
| Williamstown Middle/High Sch | 2 | 2 |
| Center Summary: | 165 | 165 |

SPAULDING HIGH SCHOOL
FACILITY COMMITTEE MINUTES

NOVEMBER 11, 2015

PRESENT: Jamie Evans, Joe Blakely, Scott Griggs, Ed Rousse, Luke Aither

Meeting called to order at 5:05 p.m.

Motion made by Jamie Evans, seconded by Scott Griggs and unanimously agreed to approve the minutes of October 14, 2015.

Tour of Central Vermont Career Center

Current Human Services that is the proposed new location of the CVCC for administration and main entrance.

Storage building proposal update.

Update of numbers and tour of storage building location and possible removal of old storage building and replacement with new structures that meet VT Standards for VT Technical Education Centers.

Care Net discussion not to pursue possible interest in the building.

Security camera update.

Prioritization of the next steps for improving athletic fields. Looking to move to the next phase of baseball, soccer, softball improvements to be able to return home school teams that are playing off site.

Next meeting – December 9, 2015 at 5:00 p.m. at SHS Library

Agenda:

Solar Update

Snow Removal Contract

Holiday Break Projects

Round Table Discussion

Motion to adjourn by Luke Aither, seconded by Jamie Evans at 6:45 p.m.

Respectfully submitted,

Joe Blakely

SHS Union Board Policy Committee Meeting

November 16, 2015 , 5:30 p.m., Barre Supervisory Union

In Attendance:

Committee Members:

Dottie Ricks, Chair

Kerri Lamb

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1. Call to Order – The meeting began at 5:40 p.m. in the downstairs entry area of the Barre Supervisory Union.
2. Minutes for 06/11/2015, 07/16/2015, 08/20/2015, and 09/17/2015 were approved. Review of minutes for 10/12/2015 & 10/15/2015 were postponed to the December 17 meeting.
3. **Policy F16** was deemed unnecessary for our manual as we are not a choice school. Emily from the VSBA confirmed this policy was written for choice schools. We will not forward this policy for review but will drop it from consideration.
4. We reviewed and revised the following “G” policies for a first reading at the 12/07/2015 board meeting:

FG1 – Curriculum Development & Coordination – recommended

G3 – Field Trips – to consider – IJOA

G4 – Selecting Library Materials – to consider – IIAC

G5 – Selection of Instructional Materials – to consider – iiaa

G7 – Educational Support System – recommended – INA

G8 - Local Action Plan – to consider

G9 – Grade Advancement: Retention, Promotion & Acceleration of Students – required – IKE

G11 – Responsible Computer, Network & Internet Use – required – IIC

G12 - Title 1 Comparability Policy – required

G13 – Animal Dissection – required – IMG

G14 – Class Size Policy – required – IIB – Major changes – mostly mine – read carefully

5. We agreed to recommend Non substantive change adoptions of the following:

GBG to D13 – Health Insurance portability and Accountability Act

GCG to D6 – Substitute Teachers

IJOE to D7 – Volunteers and Work Study Students – required
 IMG to G13 – Animal Dissection – required

6. We agreed to recommend the following for a second reading/adoption of F1, F3, F6, F7, F9, F11, F12, F13, F14, F18, F20-1, F21, F22, F25, F26, F27, F28, F29

7. We agreed to request to rescind the following:
 - GBCD - anti-harassment – covered by D12 – adopted 11/19/14
 - GBCD-R - Unlawful Harassment Procedures; - covered by D12
 - GBD/BG - Board Staff Communications; changed to BG – BG rescinded – this one is now C5
 - GBEB - aids/HIV infection; Will become E9 – not required
 - GCN - Evaluation of Professional Staff; will be D4 – not required
 - GCO - Hiring process; will be parts of D1 and D3 - not required
 - IGADA – Pre-Voc Program – Program, not policy
 - IGADB – Cooperative Voc Ed – Program, not policy
 - IGDF – Student Fund Raising Activities – Under Fiscal management
 - IGDJE – In procedures
 - IGDJR – In procedures
 - IHBA – Extended School Year – not required - SU Policy
 - IHBAR - Procedures of extended year-SU Policy
 - IHBAE – extended school year – procedures – SU Policy
 - IHB – Act 230 – Su policy – same as G7
 - IHBB independent educational eval; - SU policy-
 - IHBRR – Independent eval procedures – su policy – in procedures
 - IHBRR1 – Schedule A – SU policy – in procedures
 - IHBC – Spec Ed Services to private school – SU policy – not required
 - IIA – instructional materials – 95 version –replaced with G5
 - IIAC – Resource/media materials – replaced with G4
 - IIAEE1 – Classroom copying – in procedures
 - IIAEE2 – Off Air Recording – in procedures
 - IIAEE3 – Educational music use – in procedures
 - IIAEE4 – Software Copyright – in procedures
 - IJOA – field trips – not required – replaced with G3
 - IKF – graduation – not required – not sure why it is in here
 - IKFB – Baccalaureate Service – not sure why it is in here – Kerri wanted John to review – I had concerns about separation of church and state
 - IPPE – Procedures??

8. Adjournment – We adjourned at 7:45.

Regional Advisory Board Meeting

4-5:30 p.m.

Tuesday, November 17, 2015

Automotive Technology Classroom

DRAFT 9.4

Board Members Present: John Pandolfo (Barre SU Superintendent/RAB Chair), Nancy Thomas (Cabot/Twinfield Superintendent), Scott Harris (Twinfield UHS Board Member), Emily Goyette (U-32 Board Member), Ken Jones (Montpelier Board Member), Dave Schilling (Cabot School Principal), Mike McRaith (Montpelier High School Principal), Ry Hoffman (Cabot Board Member), Ian Arnold (Northfield Savings Bank Rep), Jeff Norway (Norway Electric), Scott Griggs CVCC Asst Director), Penny Chamberlin (CVCC Director)

Guests Present: Bill McColgan (CVCC Automotive Instructor), Lisa Perreault (Barre SU Business Manager)

1. John Pandolfo opened the meeting at 4:08 p.m. Members introduced themselves and Penny introduced Bill McColgan, Automotive Instructor.
2. Bill discussed the Automotive Program expectations, state program assessments, safety requirements, reading and math skill level expectations, challenges he as with students who now come to the program without any background knowledge in automotive repair and he celebrated the outcomes for students in both co-op and job placements. He noted that his past students are employed in local dealerships and parts stores. He has a connection with VTC in Randolph, however, he has found that when his students visit there, they feel it is the same as our program. However, Universal Technical Institute has made a huge impression on his students.

Bill then took the board members on a tour of the shop and explained the equipment and age of the equipment and the approximate cost of those items from the alignment machine at \$30,000 to the tire changer at \$15,000. The board members had many questions regarding costs of equipment, preparing students to use the equipment and how Bill works with 16 students and 8 auto bays.

3. On a motion by Ken Jones and second by Scott Harris, the September 22, 2015 minutes were accepted as written.

4. Director's Report: Penny reported on the following topics:

A. FY17 Budget Draft - the November 6th draft was shared. This draft shows a .95% decrease in the expenses. In addition to the expense and revenue report, Penny also shared a list of budget highlights - areas with significant increases or decreases detailed by line number. Penny shared her tuition worksheet and had two versions to explain. One showed a proposed tuition for FY17 at \$12,228 (or \$159 above the FY16 tuition) if we were able to put \$50,000 of our surplus to reduce the tuition. The second worksheet showed a proposed tuition for FY17 at \$12,083 (or \$14 above the FY16 tuition) if we were able to put \$75,000 of our surplus toward reducing tuition.

Penny is anticipating a surplus for this year of approximately \$180,000 this is due to a carryover from last year of \$89,000 and not operating the Pretech Outreach program this year presents another \$100,000. We are hoping to move our offices downstairs over the summer to provide administrative coverage for this side of the building as well as allowing us to serve our students who are dropped off and picked up on the school buses from sending schools. We are in the process of gathering bids on the cost of this move and will inform the RAB as this moves forward.

The Human Services Program will be moved upstairs to one of the classrooms vacated by the office staff which will leave another classroom available for a new program to be offered at CVCC. The staff teams are having discussions around potential new programs that could be offered in two years.

There will be more to come. We will keep you posted.

B. Budget Flyer. This has been a topic of conversation for several meetings. The Board members have asked that we look at another way to communicate the budget summary to the voters. While Penny and the business manager review this document, the board would also like to have answers to the following questions, detailed in a motion.

On a motion made by Jeff Norway and seconded by Ken Jones, the board would like Penny and Lisa to ask the auditors if there is a reason the Automotive Shop expenses and revenue is not detailed in the budget? With some discussion, the motion passed. Penny and Lisa will connect with the auditors and reply to the board on their findings.

On a motion made by Jeff Norway and seconded by Ken Jones, the board would like Penny to review the budget section totals and if there is a significant change from year to year, research that change to determine the difference and try to ensure that those differences do not reoccur and repeat in subsequent years. With some discussion, the motion passed.

Penny and Lisa will be reviewing both the full budget and the budget summary to see why there are differences when you compare the budget amount and the actual amounts. A report will be provided for the Board once that detailed review has been completed.

C. Open House is Wednesday, November 18, 2015 - 5:30-7:00 p.m. - postcards were mailed out weeks ago, this is just a reminder if the members are available to stop by.

D. CVCC will be offering an Introduction to College Studies college course thru CCV. This will be a day time course for our students and then we will be looking into a potential partnership with CCV and Castleton for Adult Ed Evening Courses, much like we have VTC here offering the Plumbing and Electrical Apprenticeship Programs.

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E. Our Adult Education Program will be restructured and launched in January. We restructured the oversight and operation three years ago to eliminate a deficit. Thanks to Scott Griggs' leadership with this program, we will be ready for a fresh start in the spring!

5. Future meeting schedule: (4:00-5:30 p.m.)

a. Tues., Mar. 29, 2016 - Culinary/Lunch Box

b. Tues., May 24, 2016 - Assessment Review/

6. Future Agenda items were reviewed by Penny Chamberlin. We will be seeing the NEASC 2015 Five Year Report in the spring, we will gather in the Culinary Lunch Box for our March meeting. Penny and Amy Lester are working on revising our admissions procedures. A discussion ensued around pre-requisites and the safety assessments. Penny noted that students will not be removed from a program if they are not able to pass the safety assessment for their program, however, all students will need to pass their safety assessment before they will be allowed to work in the shop/lab. Our next challenge will be if a student is unable to pass that assessment, even with accommodations. Penny noted that she believed there would be a need for a team to meet and have a discussion if that were to happen.

With no further business to come before the board, the meeting adjourned at 6:00 p.m.

Respectfully,

Penny Chamberlin
Director

Spaulding UHS and CVCC
SHS EXPENSE BUDGET STATUS REPORT

Statement Code: BOARD SHS

| Account Number / Description | ADOPTED BUDGET 7/1/2015 - 6/30/2016 | Y-T-D EXPENSES 7/1/2015 - 6/30/2016 | ENCUMB 7/1/2015 - 6/30/2016 | REMAING BALANCE 7/1/2015 - 6/30/2016 |
|--|--|--|-----------------------------------|---|
| 5001 OTHER - ON BEHALF | \$0 | \$0 | \$0 | \$0 |
| 5200 Fund Transfers | \$0 | \$241,212 | \$0 | \$(241,212) |
| 5400 Prior Period Adjustment | \$0 | \$0 | \$0 | \$0 |
| 1190 BSU Shared Staff Services | \$0 | \$0 | \$0 | \$0 |
| 1191 BC Shared Staff Services | \$0 | \$5,639 | \$0 | \$(5,639) |
| 1192 BT Shared Staff Services | \$0 | \$0 | \$0 | \$0 |
| 1100 Direct Instruction | \$3,794,282 | \$1,149,788 | \$2,449,668 | \$194,826 |
| 1300 Tech Ed Instruction | \$1,065,648 | \$349,197 | \$0 | \$716,451 |
| 1410 Co-Curricular | \$49,726 | \$17,445 | \$0 | \$32,281 |
| 1411 ECHO Yearbook | \$0 | \$0 | \$0 | \$0 |
| 1412 Sentinel Newspaper | \$0 | \$0 | \$0 | \$0 |
| 1413 Drama | \$0 | \$0 | \$0 | \$0 |
| 1420 Athletics | \$437,972 | \$152,469 | \$94,700 | \$190,803 |
| 2120 Guidance Services | \$542,604 | \$176,464 | \$375,260 | \$(9,120) |
| 2130 Health Services | \$98,663 | \$27,425 | \$70,795 | \$443 |
| 2140 Psychological Services | \$0 | \$0 | \$0 | \$0 |
| 2149 Other Psychological Services | \$0 | \$0 | \$0 | \$0 |
| 2150 SLP Services | \$0 | \$0 | \$0 | \$0 |
| 2190 Other Support Services - Students | \$105,055 | \$84,855 | \$115,594 | \$(95,394) |
| 2210 Curriculum Services | \$2,125 | \$0 | \$0 | \$2,125 |
| 2211 NEASC | \$0 | \$0 | \$0 | \$0 |
| 2212 Staff Support Services | \$44,085 | \$8,171 | \$21,329 | \$14,585 |
| 2213 Instructional Staff Training Services | \$0 | \$0 | \$0 | \$0 |
| 2220 Library Services | \$146,225 | \$41,677 | \$78,290 | \$26,258 |
| 2225 Technology Science | \$187,942 | \$117,988 | \$20,275 | \$49,679 |

Spaulding UHS and CVCC

SHS EXPENSE BUDGET STATUS REPORT

Report # 35241

| Account Number / Description | ADOPTED BUDGET 7/1/2015 - 6/30/2016 | Y-T-D EXPENSES 7/1/2015 - 6/30/2016 | ENCUMB 7/1/2015 - 6/30/2016 | REMAING BALANCE 7/1/2015 - 6/30/2016 |
|---|--|--|-----------------------------------|---|
| 2310 Board of Education | \$154,357 | \$11,845 | \$4,855 | \$137,657 |
| 2312 Board Secretary / Clerk Services | \$4,445 | \$0 | \$0 | \$4,445 |
| 2313 Board Treasurer Services | \$445 | \$0 | \$0 | \$445 |
| 2314 Election Services | \$444 | \$0 | \$0 | \$444 |
| 2321 Office of the Superintendent | \$453,322 | \$226,661 | \$226,661 | \$0 |
| 2410 Principal's Office | \$572,443 | \$235,376 | \$308,695 | \$28,372 |
| 2490 School Resource Officer | \$35,937 | \$0 | \$35,937 | \$0 |
| 2523 Fiscal Services | \$43,050 | \$0 | \$0 | \$43,050 |
| 2600 Facilities | \$1,310,306 | \$631,308 | \$545,785 | \$133,213 |
| 2711 Transportation | \$0 | \$0 | \$0 | \$0 |
| 2720 Athletic Transportation | \$68,000 | \$2,450 | \$0 | \$65,550 |
| 2721 Co-Curricular Transportation | \$3,000 | \$0 | \$0 | \$3,000 |
| 3100 Food Service Operations | \$6,000 | \$9,563 | \$0 | \$(3,563) |
| 3200 Enterprise Operations | \$0 | \$0 | \$0 | \$0 |
| 5100 Bond Proceeds | \$364,678 | \$354,795 | \$0 | \$9,883 |
| 5200 Fund Transfers | \$0 | \$0 | \$0 | \$0 |
| 5300 Sale of Assets/Fund Transfers | \$0 | \$0 | \$0 | \$0 |
| 5400 Prior Period Adjustment | \$0 | \$0 | \$0 | \$0 |
| 1200 Special Education Direct Instruction | \$2,442,151 | \$1,116,371 | \$2,009,750 | \$(683,970) |
| 2130 Health Services | \$25,070 | \$1,450 | \$34,215 | \$(10,595) |
| 2140 Psychological Services | \$163,111 | \$44,028 | \$166,636 | \$(47,553) |
| 2149 Other Psychological Services | \$49,273 | \$0 | \$0 | \$49,273 |
| 2150 SLP Services | \$179,532 | \$58,067 | \$139,027 | \$(17,562) |
| 2210 Curriculum Services | \$0 | \$0 | \$0 | \$0 |
| 2212 Staff Support Services | \$0 | \$0 | \$0 | \$0 |

Spaulding UHS and CVCC SHS EXPENSE BUDGET STATUS REPORT

Report # 35241

| Account Number / Description | ADOPTED BUDGET 7/1/2015 - 6/30/2016 | Y-T-D EXPENSES 7/1/2015 - 6/30/2016 | ENCUMB 7/1/2015 - 6/30/2016 | REMAING BALANCE 7/1/2015 - 6/30/2016 |
|---|--|--|-----------------------------------|---|
| 2420 Special Ed Administration | \$124,594 | \$29,198 | \$80,509 | \$14,887 |
| 2711 Transportation | \$85,054 | \$9,932 | \$2,637 | \$72,485 |
| 5400 Prior Period Adjustment | \$0 | \$0 | \$0 | \$0 |
| 1200 Special Education Direct Instruction | \$83,284 | \$20,223 | \$53,746 | \$9,315 |
| 2420 Special Ed Administration | \$0 | \$2,286 | \$3,106 | \$(5,392) |
| 2600 Facilities | \$5,800 | \$1,819 | \$4,055 | \$(74) |
| 2711 Transportation | \$0 | \$0 | \$0 | \$0 |
| 3100 Food Service Operations | \$0 | \$0 | \$0 | \$0 |
| 1100 Direct Instruction | \$0 | \$0 | \$0 | \$0 |
| 2321 Office of the Superintendent | \$0 | \$0 | \$0 | \$0 |
| 2600 Facilities | \$0 | \$0 | \$0 | \$0 |
| Class: Expense | \$12,648,623 | \$5,127,702 | \$6,841,525 | \$679,396 |
| GRAND TOTAL | \$12,648,623 | \$5,127,702 | \$6,841,525 | \$679,396 |

Spaulding UHS and CVCC

CVCC EXPENSE BUDGET STATUS REPORT

Report # 35242

Statement Code: BOARD CVCC

| Account Number / Description | ADOPTED BUDGET 7/1/2015 - 6/30/2016 | Y-T-D EXPENSES 7/1/2015 - 6/30/2016 | ENCUMB 7/1/2015 - 6/30/2016 | REMAING BALANCE 7/1/2015 - 6/30/2016 |
|---|--|--|-----------------------------------|---|
| 5300 Sale of Assets/Fund Transfers | \$0 | \$0 | \$0 | \$0 |
| 5400 Prior Period Adjustment | \$0 | \$0 | \$0 | \$0 |
| 1197 BTC ASSOC Shared Services | \$0 | \$0 | \$0 | \$0 |
| 5300 Sale of Assets/Fund Transfers | \$0 | \$0 | \$0 | \$0 |
| 1200 Special Education Direct Instruction | \$68,981 | \$18,589 | \$49,370 | \$1,022 |
| 1300 Tech Ed Instruction | \$1,687,933 | \$517,761 | \$864,735 | \$305,437 |
| 1410 Co-Curricular | \$18,291 | \$3,657 | \$0 | \$14,634 |
| 2120 Guidance Services | \$86,481 | \$28,628 | \$51,576 | \$6,277 |
| 2130 Health Services | \$21,656 | \$5,927 | \$15,541 | \$188 |
| 2212 Staff Support Services | \$1,625 | \$0 | \$0 | \$1,625 |
| 2220 Library Services | \$32,099 | \$8,390 | \$16,775 | \$6,934 |
| 2225 Technology Science | \$118,152 | \$34,942 | \$43,830 | \$39,380 |
| 2310 Board of Education | \$34,509 | \$14,637 | \$1,066 | \$18,806 |
| 2312 Board Secretary / Clerk Services | \$976 | \$0 | \$0 | \$976 |
| 2313 Board Treasurer Services | \$98 | \$0 | \$0 | \$98 |
| 2314 Election Services | \$98 | \$0 | \$0 | \$98 |
| 2321 Office of the Superintendent | \$97,077 | \$48,539 | \$48,539 | \$(1) |
| 2410 Principal's Office | \$432,050 | \$179,817 | \$220,767 | \$31,466 |
| 2411 PreTech Satellite Admin | \$0 | \$0 | \$0 | \$0 |
| 2490 School Resource Officer | \$7,889 | \$0 | \$7,889 | \$0 |
| 2523 Fiscal Services | \$9,450 | \$0 | \$0 | \$9,450 |
| 2600 Facilities | \$244,294 | \$95,370 | \$143,231 | \$5,693 |
| 2711 Transportation | \$8,800 | \$0 | \$0 | \$8,800 |
| 5100 Bond Proceeds | \$80,052 | \$77,882 | \$0 | \$2,170 |
| 5200 Fund Transfers | \$0 | \$0 | \$0 | \$0 |

Spaulding UHS and CVCC CVCC EXPENSE BUDGET STATUS REPORT

Report # 35242

| Account Number / Description | ADOPTED BUDGET | Y-T-D EXPENSES | ENCUMB | REMAING BALANCE |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| | 7/1/2015 - 6/30/2016 | 7/1/2015 - 6/30/2016 | 7/1/2015 - 6/30/2016 | 7/1/2015 - 6/30/2016 |
| 5300 Sale of Assets/Fund Transfers | \$0 | \$0 | \$0 | \$0 |
| 5400 Prior Period Adjustment | \$0 | \$0 | \$0 | \$0 |
| 1300 Tech Ed Instruction | \$0 | \$0 | \$0 | \$0 |
| Class: Expense | \$2,950,511 | \$1,034,139 | \$1,463,319 | \$453,053 |
| GRAND TOTAL | \$2,950,511 | \$1,034,139 | \$1,463,319 | \$453,053 |