Welcome!
Agenda

- Project Fast Forward Program
- NTID’s Mission and Anti-Racism Plan
- The Vision
- Ideas and Feedback
Project Fast Forward
What is Project Fast Forward?

**Mission:** To improve access to post-secondary STEM education and employment for d/hh students by providing transformative learning experiences for students at the high school level

**Deaf/hh students have low participation in STEM due to:**
- Lack of access to appropriate career awareness models
- Limiting attitudes of parents, teachers, counselors, and potential employers
What is Project Fast Forward?

- RIT/NTID's dual-credit college program
- Established in 2007
- RIT/NTID college courses are taught at the high school by high school teachers
- Students earn both high school credit and college credit at the same time.
- PFF is also a positive recruitment tool for future DHH students to attend RIT/NTID
PFF History

- Started in 2007 with 6 partners
- TODAY: 41 partners in 25 states!
Dual Credit Courses — 41 Partners in 25 States
After 12 Years of PFF

- 125 teachers and 44 guidance counselors from 41 schools attended the summer professional development training
- 276 sections of 14 RIT/NTID courses taught for dual-credit by high school teachers
- 1,282 deaf/hh students have participated in the program
After 12 Years of PFF

- 396 students taking two or more courses
- 1,678 total registrations
- 61% passing rate*
- 69% adjusted passing rate*
- 3,081 RIT credits have been awarded
  - *COVID-19 impacted the passing rate. Previously, it was 71% and 82% respectively.
Dual-Credit Offerings

1. Personal Finance
2. Fundamentals of Spreadsheet Applications
3. Orientation to Business
4. Introduction to Computer Applications
5. Introduction to PC Hardware
6. Introduction to Web Development
7. Introduction to Programming
8. Page Layout
9. Raster and Vector Graphics
10. Visual Idea Development
11. Blueprint Reading I
12. Engineering Graphics
13. CAD Applications
14. Mathematics in Society
15. Processes of Science: Environmental Studies
16. Processes of Science: Forensics
17. Processes of Science: Biological Studies
Why Dual-Credit Courses?

- Dual-credit courses benefit students:
  - Increase aspirations and motivation to go to college
  - An opportunity to imagine a different future
  - Confidence in their ability to succeed in college
  - Learn the study skills needed for college-level courses
  - Save time and money on a college degree
  - Prove to their parents (and to themselves) that they can do college-level work
Why Dual-Credit Courses?

- Dual-credit courses benefit high schools and their teachers:
  - Offer more educational options
  - Promote an opportunity for more rigorous academics
  - Provide a direct connection between secondary and post-secondary institutions and an opportunity for collegial collaboration
What PFF Means for Students

- If students pass the course, they receive three RIT credits for the course
- Currently tuition is free for RIT/NTID dual-credit courses
- Credit earned can be used toward a degree at:
  - RIT/NTID
  - Any other college that will accept the transfer credit
How Do Students Qualify?

- The high school determines which students qualify
- Students DO NOT need to be eligible for admission to RIT/NTID
- Project Fast Forward is not dual enrollment
  - Students are not enrolled in RIT/NTID while taking a dual-credit course
How Do Students Qualify?

- To enroll in a dual-credit course, students must:
  - Demonstrate readiness for college-level coursework
  - Meet other high school requirements such as:
    - GPA
    - Grades in previous subject area courses
    - Test scores
    - Course/credit limitation
    - Teacher or counselor recommendations
Requirements to Offer a Dual-Credit Course

- The high school must:
  - Have at least three qualified deaf/hard-of-hearing students enrolled

- The high school teacher must:
  - Have expertise in the course’s subject area
  - Attend summer training for up to five days at RIT/NTID
  - Teach all RIT/NTID topics and meet all learning outcomes for the course
Is There Support During the School Year?

- An RIT/NTID consultant teacher is assigned to each dual-credit course. The consultant teachers:
  - Teach the course at RIT/NTID
  - Participate in the summer course content training
  - Are liaisons between the high school and RIT/NTID
  - Maintain contact with high school teachers during the school year
  - Make a site visit to all new teachers during the year
What PFF Means for Teachers

- High school teachers can use any additional course materials, textbooks, or assessments they like to teach the course.
- All RIT/NTID course materials are made available to the high school teacher.
- High school teachers are not required to follow our curriculum; only to cover topics to prepare students to take our final exams/projects.
- Final exams and/or projects and final grades must be sent to RIT/NTID for review by RIT/NTID faculty teaching in the subject area.
How are Students Graded?

- High School teachers provide the RIT/NTID consultant teachers with the:
  - Completed final exam or project
  - Suggested college grade
- Students who successfully pass the course will receive three RIT credits and an RIT grade for each course
- Students also receive a separate high school grade
- Students may request an official RIT transcript at a small fee showing their course, credit, and grade
RIT/NTID Consultant Teachers

- Review the students’ exams and projects
- Confirm that all RIT/NTID learning outcomes have been met
- Verify the suggested college grade
How do Students Receive Credit?

- Once grading has been done:
  - We will send students a letter congratulating them on successfully completing the course and telling them their grade
  - Students may request an official RIT transcript for a small fee.

- Students who do not receive a passing grade are not given college credit

- Academic advisors/department chairpersons should check PeopleSoft for PFF credit when registering students in courses
Award Application Opportunity
Award

- $5,000 per school per semester
  - Funds can be used for textbooks, software, and hardware directly related to the dual-credit courses offered by RIT/NTID

- Requirements
  - Complete the application along with a budget detailing the specific course materials needed and cost(s)
  - Paragraph outlining grant impact on students
  - Commitment to offering dual-credit courses the following academic year with an overall student enrollment of three students or more
  - Deadline: March 30
NTID’s Mission and Anti-Racism Plan
Anti-Racism Plan

- Expand NTID’s dual-enrollment program (*Project Fast Forward*) in partnership with high schools that serve AALANA communities.
- Create and implement academic access and success pathways that engage AALANA students and their families, beginning in middle school and continued engagement through their degree programs at RIT/NTID. This will include AALANA students participating in at least one intensive summer or academic year outreach activity offered through the *NTID Regional STEM Center* at Alabama Institute for Deaf and Blind and at NTID.
- Update curriculum to include courses related to anti-racism and social justice for NTID students at all degree levels. Courses may be classified in one of the general education perspectives so they satisfy degree graduation requirements.
Strategic Decisions 2020

- Increasing numbers of graduates achieving baccalaureate degrees and higher
- Improving services to under-prepared students:
- Working with regional partners to implement intensive summer academic preparation programs in selected high-growth, ethnically diverse areas of the country
- Expanding NTID's role as a National Resource Center of Excellence in the education of deaf and hard-of-hearing students in high school and at the postsecondary level.
- Enhancing efforts to become a recognized national leader in the exploration, adaptation, testing and implementation of new technologies to enhance access to, and support of, learning by deaf and hard-of-hearing individuals.
The Vision
Vision

- Expand the program to all 50 US states within 10 years
- Increase the number of mainstream school partners by 25% over 3 years
- Gather evidence-based data from the dual credit program between 2021-2022 to inform institutional programs and activities that directly support collegiate student readiness especially amongst BIPOC Deaf students
- Pre-College transition experience
- Improve engagement with families to help them understand the transition to college
- Improve academic and social-emotional skills to be “college ready”
Dialogue and Feedback
CURIOS?

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