

DUAL ENROLLMENT PROGRAM MANUAL

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Purpose of the Dual Enrollment Program

The Flexible Pathways Initiative was created:

1. To encourage and support the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st Century classroom;
2. To promote opportunities for Vermont students to achieve postsecondary readiness through high-quality educational experiences that acknowledge individual goals, learning styles, and abilities; and
3. To increase the rates of secondary school completion and postsecondary continuation in Vermont.

The statewide Dual Enrollment Program is a potential component of a student's flexible pathway toward secondary school completion. The Dual Enrollment Program includes college courses offered on a campus of an accredited postsecondary institution and college courses offered by an accredited postsecondary institution on the campus of a secondary school (which can include online courses). Dual enrollment offers eligible students the opportunity to experience college-level classes, take coursework not offered at their schools, and explore possible pathways to their postsecondary futures. Students who successfully complete a dual enrollment course also earn both secondary and college credits.

Vermont State Dual Enrollment Program offers college level courses that become part of the student's transcript, regardless of where the class is taught. Dual enrollment credits earned will be considered and accepted by most in-state colleges as transfer credit and considered when determining a student's eligibility for financial aid at that college. For students interested in transferring their dual enrollment credits to a college/university located out of state, students will need to verify with that college directly that those credits will transfer (as every college has different requirements).

For more information on Flexible Pathways to Secondary School Completion (16 V.S.A. § 941) and the Dual Enrollment Program (16 V.S.A. § 944), refer to the [Vermont Statutes Online](#).

Management of the VT Dual Enrollment Program

The Vermont Agency of Education (AOE) has oversight of the Dual Enrollment Program. Public Consulting Group (PCG) has been contracted to provide the dual enrollment platform.

Through this contractual arrangement PCG provides the following:

- Coordinating the use of technology (Dual Enrollment Voucher System) to ensure access and coordination of the Program;
- Providing any ongoing support and implementing any approved changes to the system;
- Collecting and reporting data for the Agency of Education to use for the evaluation of outcomes and to ensure quality and continuous improvement.

Who do I contact for Dual Enrollment Questions?

All questions related to eligibility, processes and participation in the program should be directed to:

Greg Young
Program Coordinator
Agency of Education
(802) 828-7135

aoe.dualenrollment@vermont.gov

All technical questions or issues related to the Dual Enrollment Voucher System platform should be emailed to [Public Consulting Group](#) (PCG).

Dual Enrollment System Request Link

Students will use this link to set up an account and to request Dual Enrollment course vouchers and Fast Forward tickets: <https://dualenrollment.vermont.gov/vtde>

Dual Enrollment System

Accessing the Dual Enrollment System is a two-step process:

- Step 1 is to create an account.
- Step 2 is to request voucher/ticket.

For a student to gain access to an account in the Dual Enrollment Voucher System, the Voucher Coordinator at the high school will need to approve the account before the student is able to request a Dual Enrollment voucher or Fast Forward ticket. This is a one-time approval verification. Please review the Dual Enrollment System User Guides for more information:

- [Student Guide](#)
- [Voucher Coordinator Guide](#)
- [College Coordinator Guide](#)

Disenrolling a High School Student from a Dual Enrollment Course

- Prior to starting the disenrollment process, a student should speak with their school/guidance counselor, program manager or advisor regarding their decision and its potential impact on their pathway to graduation.
- A student must notify the college/university and follow the college's/university's procedure to drop a course.
- The college dual enrollment coordinator is responsible for updating the status of the voucher in the Dual Enrollment Voucher System. If a voucher is being dropped within the drop/add window, the status must be switched to "Did Not Register/Dropped" and finalized. Otherwise, the status must be changed to "Withdrawn."
- When a student drops a course within the established drop/add period of the college/university for that semester, the student's voucher is "refunded" and may be

used for another course. If the voucher is refunded, the student must apply for another voucher if they choose to sign up for another course.

- The student may withdraw from a course according to the guidelines established by the college/university. If this occurs after the withdrawal period, a student will receive a W instead of a letter grade on the transcript and the voucher will not be refunded for later use.

Student Information

Student Eligibility

A Vermont resident who has completed grade 10 but has not received a high school diploma is eligible to participate in the Program if the student:

1. is a Vermont resident;
2. has completed grade 10 (rising Junior, rising Senior);
3. has not received a high school diploma; and
4. the student is enrolled in:
 - a. a Vermont public school, including a Vermont Career Technical Education (CTE) Center; or
 - b. a public school in another state that is designated as the public secondary school for the student's district of residence, or an approved independent school that is designated as the public secondary school for the student's district of residence*;
 - or
 - c. an approved independent school in Vermont, and the student is resident of a non-operating district (a district that does not operate a high school.) or
 - d. a High School Completion Program that is assigned to a public school; or
 - e. a Home Study Program and participation in Dual Enrollment is consistent with Home Study policy (To be enrolled in a home study program, at least sixty percent of the core academics (3 out of 5) must be conducted at home.);
5. Dual Enrollment is an element included in the student's personalized learning plan; and
6. The secondary school and the postsecondary institution have determined that the student is sufficiently prepared to succeed in a dual enrollment course, which can be determined in part by the assessment tool or tools identified by the participating postsecondary institution.

*As a result of school mergers supervisory districts and unions who previously could designate out of state schools under [16 V.S.A. § 827](#) as the public high school for its resident students are no longer able to do so. SUs/SDs who pay tuition for their students to attend out of state schools should make their students aware that they are ineligible to participate in Dual Enrollment and Early College under the Flexible Pathways Initiative. The AOE has no regulatory authority over schools out of state, and therefore cannot hold such schools to any assurances to follow statutory and policy requirements as it relates to Dual Enrollment and Early College and as articulated in the secondary school participation agreement.

An eligible student may enroll in up to two dual enrollment courses prior to completion of secondary school for which neither the student nor the student's parent or guardian shall be required to pay tuition. A student may enroll in courses while secondary school is in session and during the summer. (NOTE: This includes the summer following the completion of 10 grade and the summer following 11 grade but does not include the summer following graduation.)

Students must get approval for their participation in a dual enrollment course from the Principal or designee at their high school. Students in the High School Completion Program (HSCP) must receive permission from their HSCP Manager who will determine eligibility in conjunction with the school designee. It is important that the HSCP Manager make sure students have gone through the process of applying for vouchers. Home study students must get approval from the Agency of Education.

NOTE: Dual Enrollment vouchers/Fast Forward tickets may not be used at the same time students are enrolled in the Early College program. Dual Enrollment/Fast Forward vouchers may be used PRIOR to early college but not during or after early college completion.

Student Readiness

There is an expectation that activities to prepare a student to participate in Dual Enrollment will be reflected in the student's Personalized Learning Plan. To support this planning, refer to the [VT Flexible Pathways Tool: Considerations for Student Participation in a Flexible Pathway](#) which is designed to support a consistent process for students and their advisors to determine how a flexible pathway opportunity fits within a student's short and long-term goals, how they can prepare for those learning experiences and identify the supports they may need to be successful. Determination of student readiness for postsecondary coursework must be made by the approving school designee prior to approving their participation in a dual enrollment course. For example - the secondary school, and/or CTE center and the postsecondary institution have determined that the student is sufficiently prepared to succeed in a dual enrollment course, which can be determined in part by the assessment tool or tools identified by the participating postsecondary institution as well as processes in place at the secondary school. Schools, CTE centers, parents, and program managers may also want to consider non-academic factors, such as behavioral indicators, when determining student readiness. Once the student is determined ready, in accordance with statute, participation in DE must be a component of a student's PLP.

Student Timelines

See Dual Enrollment Timeline document on the [AOE Dual Enrollment webpage](#) for specific dates.

Semester	Action	Approximate Date
Summer	System Opens for Summer DE voucher requests	Late-February
Summer	System Closes for DE Voucher Requests for Summer	Mid-July
Fall	System Opens for Fall DE voucher & FF Ticket requests	Mid-April
Fall	System Closes for DE Voucher & FF Ticket Requests for Fall	Mid-October
Spring	System Opens for Spring DE voucher & FF Ticket requests	Mid- November
Spring	System Closes for DE Voucher & FF Ticket Requests for Spring	Mid-March

For Students at a High School

Students must get approval for a dual enrollment course from their high school principal and/or their designee to ensure they will receive high school credit.

Approval should be determined as part of a student's personalized learning planning process. (Students who receive approval and complete dual enrollment courses should receive secondary credit toward graduation from the high school in which the student is enrolled and/or be included in the students' PLP as meeting a career and/or postsecondary education training goal.)

- Student will need to request a [Dual Enrollment account](#).
- Student will need to have the account approved and verified by the Voucher Coordinator at their high school (even if the student is an unenrolled HSCP student) before they are able to request a voucher.
- Once the student account has been verified, the student will log into [Vermont Dual Enrollment System](#) and will need to complete profile information, household information, voucher information, course search and submit their voucher request. Student reads and agrees to the [VT Dual Enrollment Program Terms and Conditions](#) along with [FERPA](#).
- After receiving voucher confirmation, the student contacts the college/university to meet with an advisor at the college to discuss the course selection, determine readiness for the course and complete the application and registration. **The voucher does not cover the costs of textbooks, lab fees and other material and supplies associated with a course.**

NOTE: At the end of the semester, all unused vouchers for that semester expire. Students will need to request a new voucher for a subsequent semester.

For Home Study Students

Home study students need to have a current enrollment notice on file with the AOE prior to a voucher being approved. The [enrollment notice](#) is verified before a Dual Enrollment voucher is issued.

- Home study students must also have Dual Enrollment documented in their [Minimum Course of Study \(MCOS\)](#) regardless of their MCOS exemption status as this acts as the personalized learning plan. This is a requirement articulated in statute as referenced above (16 V.S.A. § 944).
- Student will need to request an account through the [Dual Enrollment System](#).
- Student will need to have the account approved and verified by the Voucher Coordinator at the Agency of Education before they are able to request a voucher. Home study students should choose the “home study” option from the drop-down list. *The high school of residency does not manage or approve home study students’ participation in Dual Enrollment.*
- Once the student account has been verified, the student will log into the [Dual Enrollment System](#) and will need to complete profile information, household information, voucher information, course search and submit their voucher request.
- Student reads and agrees to the [VT Dual Enrollment Program Terms and Conditions](#) along with the [FERPA](#) statement.
- After receiving voucher confirmation, the student contacts the college/university to meet with an advisor at the college to discuss the course selection, determine readiness for the course and complete the application and registration. *The voucher does not cover the costs of textbooks, lab fees and other material and supplies associated with a course.*

NOTE: At the end of the semester, all unused vouchers for that semester expire. Students will need to request a new voucher for a subsequent semester.

Adult Education and Literacy/High School Completion Program Students

Students in the High School Completion Program (HSCP) must receive permission from their HSCP Program Manager who will determine eligibility in conjunction with the high school designee who approves account creation and voucher requests.

- The student and HSCP manager should work to establish Dual Enrollment on the student’s plan.
- To request a voucher, follow all the other steps for High School Students above.

Personalized Learning Plans (PLPs)

As per [16 V.S.A. § 944](#), for an eligible student to participate in the Dual Enrollment Program, dual enrollment must be a component of the student’s personalized learning plan.

A Personalized Learning Plan, or PLP, is defined in V.S.A §942 as “documentation of an evolving plan developed on behalf of a student in an ongoing process involving a secondary student, a representative of the school, and, if the student is a minor, the student’s parents or legal guardian and updated at least annually...The plan shall define the scope and rigor of

academic and experiential opportunities necessary for a secondary student to complete secondary school successfully, attain postsecondary readiness, and be prepared to engage actively in civic life.”

The process of developing and updating a personalized learning plan reflects the discussions and collaborations of a student and involved adults. As a potential component of a student’s flexible pathway, Dual Enrollment should be considered within the personalized learning planning process.

What is the responsibility of high schools regarding home study students’ PLPs?

The high school has no responsibility. The parent or guardian of the home study student is responsible for providing guidance and approval for both the Dual Enrollment and Early College Programs. Additionally, the home study student and the student’s parent or guardian shall be solely responsible for developing a PLP.

The [AOE Personalized Learning website](#) offers resources and tools to support schools in the development and implementation of PLPs.

Frequently Asked Questions

Is there an application process that a student needs to go through to participate in the Dual Enrollment Program?

A student interested in taking a college course through the Dual Enrollment Program needs to follow their high school’s established process, which begins with receiving the principal’s/designee’s approval for the college course. Schools should consider dual enrollment courses as part of a student’s PLP process. For a student with an IEP or 504 Plan, the IEP/504 team or case manager may review the appropriateness of the dual enrollment course and make a recommendation, as part of the PLP process, to the principal or designee. When the student completes the high school approval process, he/she will apply for a voucher at dualenrollment.vermont.gov

Does the college course need to appear on the student’s high school transcript?

Since the course must apply as progress towards high school graduation it must be included on the high school transcript. As an example, this may be a generic designation such as College English, College Math, College Science, College Elective, etc., with the specifics of the class detailed in the student’s file with a copy of the college transcript.

Are the rules different for transcripts if the class is held at the high school?

No. If the class is for college credit, the same transcript rules apply regardless of the location of the class.

Do all schools participate in the Dual Enrollment Program and/or can any student in Vermont who meets the eligibility requirement participate in the Dual Enrollment Program?

All Vermont public schools and approved Vermont independent schools can participate in the Vermont Dual Enrollment program. Act 77 mandates that a Vermont resident enrolled in one of the eligible institutions above or the High School Completion Program and/or Home Study, and who has completed grade 10 but has not received a high school diploma, is eligible to participate in the dual enrollment program.

What is the responsibility of high schools regarding home study students?

The parent or guardian of the home study student is responsible for providing guidance and seeking approval for both Dual Enrollment and the Early College Program.

Additionally, the home study student and the student’s parent or guardian shall be solely responsible for developing a PLP.

How does the secondary school and institution of higher education determine that the student is ready for a college course?

Both secondary schools and institutions of higher education are responsible for determining readiness. Procedures and assessment tools may be identified to determine when a student is sufficiently prepared to access a dual enrollment course. Administrative approval from the high school principal or their designee is required at the high school level before a student can apply for a voucher and register for a class

If the student does not complete the dual enrollment course with a passing grade, what are the consequences?

The student will be responsible for the grade received and it will appear on the official college transcript; and the forfeited credit for the course could mean that the student is lacking credit for high school graduation. It is vital that students pay close attention to withdrawal and add/drop deadlines at the college they are attending. The high school should also be vigilant in determining readiness of the student, prior to the course.

Can a student participate in the Dual Enrollment Program by auditing a class?

No. State-funded vouchers may not be used for auditing a college course. Dual enrollment applies only to classes that are taken for college credit.

Do the accommodations listed in the student’s IEP or 504 automatically apply to college classes?

No. The IEP team or the 504 team should review the rigor of the course, the services offered in the Student Support office at the postsecondary institution, and make a determination as to whether this is an appropriate fit. Please refer to the Dual Enrollment Implications for Special Education stages on pages 26-27.

Does the IEP or 504 Team make decisions about accommodations provided in college classes?

No. Although the IEP or 504 Team plays a key role in providing recommendations and documentation for requested accommodations, decisions about the accommodations provided in college classes will be determined by the college.

What is the process for obtaining accommodations in dual enrollment courses?

The student must:

- Apply to the office of disability services at the college to self-identify a disability;
- Request accommodations; and,
- Provide the necessary documentation. Students with IEPs or on 504 Plans should work with their special educators and/or case managers to organize documentation to present to the college.

The college is responsible for providing any approved accommodations for the college class. However, there may be good reason for the college and the school district to collaborate on some services. For example, a student using assistive technology for high school work may use the same software and equipment for the dual enrollment class.

To avoid confusion, roles and responsibilities related to specific accommodations should be clearly defined between the schools, the student, and the parents/guardians.

Is a student with disabilities held to the same grade requirements as other students?

Yes. Students with disabilities are held to the same standards of academic and behavioral performance. Access to accommodations does not guarantee success.

How will student voucher totals be tracked?

The Dual Enrollment System tracks vouchers requested by all students. However, the high school is still to be responsible for tracking how many vouchers have been used by each student.

For college courses offered on a high school campus by a college professor, what responsibility does the school have regarding background checks?

School district policy may require a Criminal Background Check be completed on any person who may have unsupervised contact with schoolchildren. The [Vermont Crime Information Center](#) provides information on how to obtain a criminal record check for various purposes. [Vermont Department of Public Safety](#) maintains a registry of persons who are required to register as sex offenders. Consult with school administrators regarding this policy prior to any record check process.

The decision is based on the level of supervision the instructor has with students and is the role of the Superintendent to decide.

Please review [16 V.S.A. § 255](#) for additional information when making this decision.

Are colleges/universities exempt for public school requirements for bullying and harassment when a student is on a college campus?

Best practice would be for the secondary school to have a conversation with the Higher Education Institution regarding their policy and practices and then provide that information to students. At a minimum, high schools should have a contact person designated to receive feedback and student questions regarding issues that occur on the college campus.

At what point does a home-schooled student become ineligible for a dual enrollment voucher?

Home study students are no longer eligible when their home study plan with the state expires and is not renewed, as well as when they have used two vouchers. Most plans are good for one year – unless they are renewed. Plans are valid from July 1- July 1 so any plans in place now will end on July 1. Plans to enroll for the following year are not accepted until after March 1st. Home Study Students must have an enrollment notice on file at the Agency of Education to access dual enrollment vouchers. This notice is verified prior to the voucher being approved.

How easy is it for students to amend their PLPs as their interest changes?

Act 77 requires at a minimum a yearly review. The PLP work group recommended that the review process be continuous and updates to the PLP be made based on student need and not just performed annually. The [Personalized Learning Planning Process webpage](#) provides resources and materials to support the critical elements involved in the PLP process.

Is Dual Enrollment truly for every junior & senior? What are the criteria and conditions?

Eligibility:

- A Vermont resident who has **completed** grade 10 but has not received a high school diploma is eligible to participate in the Program if the student:
 - is enrolled in a Vermont public school, including attending a Vermont career technical education (CTE) center;
 - is enrolled in a public school in another state that is designated as the public secondary school for the student’s district of residence or an approved independent school that is designated as the public secondary school for the student’s district of residence*;
 - is enrolled in an approved independent school in Vermont, and the student is a resident of a non-operating district (a district that does not operate a high school); or
 - is assigned to a public school through the High School Completion Program; or
 - is a home study student;
- and:
 - dual enrollment is a component of the student’s personalized learning plan; and
 - the secondary school and the postsecondary institution have determined that the student is sufficiently prepared to succeed in a dual enrollment course, which can be determined in part by the assessment tool(s) identified by the partnering postsecondary institution.

*As a result of school mergers supervisory districts and unions who previously could designate out of state schools, under [16 V.S.A. § 827](#), as the public high school for its resident students are no longer able to do so. SUs/SDs who pay tuition for their students to attend out of state schools should make their students aware that they are ineligible to participate in Dual Enrollment and Early College under the Flexible Pathways Initiative. The AOE has no regulatory authority over schools out of state, and therefore cannot hold such schools to any assurances to follow statutory and policy requirements as it relates to Dual Enrollment and Early College and as articulated in the secondary school participation agreement.

What is the cost of a DE course?

Dual Enrollment courses are tuition-free for participating students. For secondary and post-secondary schools looking for specific rates, please refer to the [Dual Enrollment and Early College Rate Information](#) document.

How long is the drop period for Dual Enrollment students?

The drop period for all students participating in DE is about three weeks which is the same as each college's current policy. For specific dates, you would have to view the specific college/university's drop, add, withdraw schedule.

Do college faculty know who their dual enrollment students are?

No. College faculty do not know they are high school students unless the student discloses that information.

If a student changes where they want to take a college course, do they need to reapply for another voucher?

Yes, the student needs to reapply for another voucher.

Information for High Schools and CTE Centers

Voucher Process

- High Schools designate a Dual Enrollment contact, known as a Voucher Coordinator, and submit a signed participation form to the AOE. When contact designation and/or email & phone information change, please email [Rose Wheeler](#) with the update.
- High schools notify students and parents of the Dual Enrollment process and procedure for their school.
- The Voucher Coordinator at the high school approves/denies student account requests for access to the Dual Enrollment System as well as the dual enrollment course request (this also includes students in the High School Completion Program). **In the case of a home study student, the AOE approves/denies the student account request as well as course requests.**
- The Voucher Coordinator at the high school and/or team works with the student to select a course that will support the student's progress toward graduation from high school.

*NOTE: The high school **does not** approve home study voucher requests. If a home study student requests a voucher and the student indicated the high school (instead of home study), the Voucher Coordinator must deny the voucher request and list the reason as 'Home Study student must choose the Home Study Program as their high school.' The student must then request another voucher indicating they are a home study student instead of at the high school in order for the voucher request to get routed to the appropriate approver at the Agency of Education. The high school **does not** approve Fast Forward ticket requests.*

Fast Forward Ticket Process for CTE Centers

- CTE Center designates a Fast Forward contact, known as a Ticket Coordinator, and submits a signed participation form to the AOE. When contact designation and/or email & phone information change, please email [Rose Wheeler](#) with the update.
- CTE centers notify students and parents of the Fast Forward process and procedure for their CTE center.
- The CTE Ticket Coordinator and/or team works with the student to select a course that will support the student's progress toward graduation from high school.
- The Ticket Coordinator approves the student for a Fast Forward course. The Ticket Coordinator will use the VT Dual Enrollment System to indicate whether or not a student has prior approval for a ticket.
- The CTE center does not approve Dual Enrollment accounts or voucher requests. Dual Enrollment account requests and vouchers are approved by the high school the student is enrolled in.

Transcription of a Dual Enrollment or Fast Forward Course

Dual Enrollment and Fast Forward courses must be listed on the high school transcript. Since high schools have local control, it is important to note that the way these courses look on the transcript may be different from high school to high school but must indicate that it is a post-secondary level course. The AOE provides guidelines and training regarding how schools report student course-taking through vertical reporting. Schools should follow those guidelines.

Special Services

It is important to understand the differences between high school and college level course work, and the support services available at the postsecondary (college) level.

Postsecondary institutions do not provide IDEA modifications. Students with disabilities who meet the prerequisites of a course may be provided reasonable accommodations through a 504 Plan or ADA Plan that allows equal access. However, colleges will not provide modifications to change course content or performance expectations that would substantially alter the essential elements of the course.

Students need to understand that not all accommodations available at a high school will be allowed in college level courses.

Dual Enrollment: Implications for Special Education

Dual Enrollment (DE) is a publicly-funded education initiative designed to encourage and increase postsecondary education continuation rates as part of a student's documented

personalized learning plan (PLP) [16 V.S.A. § 944]. The Individual Education Plan (IEP), a required component under the Individuals with Disabilities Education Act (IDEA), is a distinctly separate document that articulates the supports and services related to a student's identified disability to ensure they can access a Free and Appropriate Public Education (FAPE). In short, PLPs and the Dual Enrollment program are intended for all eligible students while the IEP articulates the supports and services that would help a student in special education access the general education curriculum.

It should be noted that there are no special education services offered through Post- Secondary Institutions (PSI). Instead, students would have access to the same services that the student support office/ ADA office offers any matriculating student at the college. However, IEP teams should leverage a student's IEP and PLP to prepare a student for successful participation in Dual Enrollment.

Considerations for IEP Teams

The Vermont State Dual Enrollment Program provides access to non-remedial college level coursework that becomes part of a student's transcript. Dual Enrollment also presents a great opportunity for students to increase their self-advocacy and self- directed behavior— transferable skills they will need after high school graduation.

Having IEP goals in these areas is an excellent way to further support the student's dual enrollment experience.

As a part of supporting access to Dual Enrollment programs for students with IEPs, IEP Teams are encouraged to consider the following:

- How can the IEP support participation in the dual enrollment experience?
- How can the IEP team promote and measure progress toward goal attainment?
- If the student receives approval to participate in Dual Enrollment, has he/she visited the college and met staff from the student support office? What accommodations need to be set up?
- Are there any reasonable accommodations that appear to be very challenging for the college to provide? How will that be addressed?
- How will the student manage their time on campus?
- For students who are deaf or hard of hearing - does the college offer interpreter services?
- For students with mobility impairments, is the college campus accessible?
- What process will the IEP team use to follow up and monitor progress in the dual enrollment course?

Accommodations

In general, Post-Secondary Institutions (PSI) develop prerequisites and academic requirements which can be used by sending school counselors, and special educators in making determinations regarding student readiness. It is important to understand the differences between high school and college-level course work, and the accommodations that are available at the postsecondary (college) level. Postsecondary institutions do not provide IDEA modifications¹. Students with disabilities who meet the prerequisites of a course may be provided reasonable accommodations through a 504 Plan or ADA Plan that allows equal access. However, colleges will not provide modifications to change course content or performance expectations that would substantially alter the essential elements of the course. Students need to understand that not all accommodations available at a high school will be allowed at a post-secondary institution.

Schools should review or request PSI descriptions of what accommodations and services are offered by the student support office at the college to inform the decision-making process when discussing dual enrollment with any student.

Pre-Application State

A recommended process for IEP teams:

1. IEP team meets **before** student applies for a DE course to determine if the course presents a good learning opportunity for the student. The case manager or school counselor may wish to talk with the PSI admissions and/or the student support office prior to convening the IEP team.
2. Student shares PLP articulating goal to participate in dual enrollment (and if articulated, specific course) with IEP Team (guidance counselor and/or DE Voucher Coordinator should be invited to this meeting with parental consent if educator is not already on the IEP Team).
3. IEP team members review appropriateness of dual enrollment participation, DE course requirements as well as what is offered through the PSI student support office.
4. IEP team decides whether or not the course offered at the PSI center is an appropriate educational setting for the student based on information provided from the PSI. If the IEP team supports it then the team may recommend that the student apply.

¹ *Post-secondary institutions such as colleges and universities are not bound by the same laws or in the same manner as the K-12 system. While post-secondary institutions must follow requirements as articulated in the [ADA](#) and [Section 504](#) of the Rehabilitation Act of 1973, the [Individuals with Disabilities Education Act \(IDEA\)](#) requirements concerning a [Free Appropriate Public Education \(FAPE\)](#) do not apply.*

Application and Acceptance State

5. Approval into the Dual Enrollment program comes from the school principal or designee.

Approval Considerations:

- Has the student completed the Flexible Pathways Student Tool² for this potential experience?
 - Does the student meet established readiness requirements?
 - Does this course present a good learning opportunity for the student?
 - Have available accommodations via the college's student support office been considered in this decision?
 - Does the IEP team support the student in applying?
 - Will this help the student meet the graduation requirements?
6. Student applies to take the dual enrollment course through the Dual Enrollment Voucher System.
 7. If the student enrolls in a dual enrollment course, the services outlined in the IEP must still be delivered at the home high school. Please remember that special education services do not apply to postsecondary coursework.
 8. The PSI or local high school may not deny admission based solely on [disability](#). Admission may only be denied for other, objective reasons (see 1 above) such as not meeting the academic requirements or prerequisites.

Information for Colleges

Voucher Process Information for Colleges

- College/University will designate a Dual Enrollment Voucher Coordinator, as well as a Budget Office contact and submit a signed participation agreement to the AOE. When contact designation and/or email & phone information change, please email [Rose Wheeler](#) and the [Dual Enrollment Team](#) with the update.
- The College/University receives a daily updated list of students with approved vouchers/tickets in the Dual Enrollment System.
- College/University Voucher Coordinator claims the voucher request for the students for dual enrollment courses using the Dual Enrollment System by adding in the student college ID number and the date when the student registers for the course.
- At the end of the add/drop period for each semester, the college/university enters into the Dual Enrollment System whether:
 - the student did not register, or
 - the student dropped the course prior to the drop/add date.

² [The Flexible Pathways Student tool](#) is designed to support a consistent process for students and their advisors to determine how a flexible pathway opportunity fits within a student's short and long-term goals, how they can prepare for those learning experiences and identify the supports they may need to be successful.

- College/University completes the necessary Invoice and Invoice Backup Documentation which is then sent to the Dual Enrollment Team at the AOE.
- At the end of the semester, the college/university enters the grade data into the Dual Enrollment System for each student manually or via [electronic file](#) uploaded to the [AOE SFTP site](#).
- At the end of the semester, the college/university sends a transcript to the student's high school. **For graduating high school senior Dual Enrollment students, it is imperative that the college/university send transcripts as soon as possible to the participating high school.**

Invoicing

Invoicing Deadlines

Per signed agreement, colleges/universities honoring Vermont Dual Enrollment vouchers and/or providing vouchers for accelerated programs will be reimbursed at the current per credit tuition rate of the Community College of Vermont (CCV).

Reimbursement is available on a first-come, first-served basis.

After the dates for the drop/add period have passed for the semester of the dual enrollment course, the College/University should then prepare an original invoice and submit to the AOE.

Invoicing Deadlines are as follows:

- ❖ Summer Semester – **September 15**– by the close of business day
- ❖ Fall Semester – **November 15** – by the close of business day
- ❖ Spring Semester – **April 15** – by the close of business day

If the date falls on a weekend, then data/invoices need to be submitted the last business day *before* that date.

What happens if the College/University misses an invoicing deadline?

Invoices received after the close of business day on the above dates will not be reimbursed by the Agency of Education and any costs incurred will be covered by the institution (not the student or parent).

Invoice Instructions

There are two pages of invoicing documents that need to be completed and returned together:

1. The **VT Dual Enrollment Invoice** The *original* invoice document with the following information is required:
 - Date
 - Semester
 - Who the invoice is from
 - Total number of students
 - Number of credits

- Rate based on who and where course is taught
- Total dollar invoice amount.

Note: Invoices must be submitted with the completed Invoice Backup Documentation.

2. The **Invoice Backup Documentation** – (see sample document on page 24). The Invoice Backup Documentation must have complete information for all students and is required for reimbursement. The following information is needed:

- Voucher number
- Name of the student(s)
- High school graduation date
- High school/CTE center
- Name of the college course
- Course catalog number
- Number of credits
- Faculty teaching the course (paid for by the college or the high school)

Where and how do I send documents?

The original invoice and original invoice backup documentation must be submitted by email to AOE.DualEnrollmentInvoices@vermont.gov. If you wish to send along a paper copy please send to Business Office (Agency of Education, 1 National Life Drive, Davis 5, Montpelier, VT 05620-2501).

Participation Agreements for High Schools, Technical Centers and College/Universities

How to become a partnering High School, Technical Center or College/University

Partners must read the Memorandum on the Vermont Dual Enrollment Program and sign and return the Secondary School and/or the Postsecondary Institution Participation Agreements to the Agency of Education annually. These documents are posted on the [Dual Enrollment webpage](#).

Each year high schools and Postsecondary Institutions interested in participating in the Dual Enrollment Program must engage in the participation agreement process. CTE Centers interested in participating in the Fast Forward Program must also complete a similar process. The participation agreement memorandums and forms are located on the [AOE Dual Enrollment webpage](#). This process is time sensitive and involves several steps. Contact information collected from the agreement form is used to generate access to the Dual Enrollment Voucher System for both Dual Enrollment and Fast Forward courses. In the case that contact information changes after the agreement is signed and filed, the AOE requires the designated appointee's approval prior to granting additional permissions to the system.

What happens if a high school or college/university is not on the list of participating schools?

If a high school, college or university is not listed on the [Agency of Education Dual Enrollment webpage](#) or on the drop-down list of schools in the Dual Enrollment System that institution is currently not eligible to participate in dual enrollment. Prior to offering dual enrollment, unlisted schools must follow the procedure outlined on page

If schools have not received information on the Dual Enrollment Program, they should contact the dual enrollment team at the Agency of Education aoe.dualenrollment@vermont.gov.

Dual Enrollment Program Limitations

- Remedial coursework offered by a college is not eligible for dual enrollment funding. These courses do not apply toward college graduation requirements. High schools should develop programming independent of the Vermont Dual Enrollment program that supports students in need of remedial or developmental coursework to achieve college readiness. (*NOTE: Courses offered through the [Vermont Virtual Learning Cooperative](#) are an available source of programming for this purpose.*)
- Eligible students have access to a total of two state-funded vouchers. *NOTE: Dual Enrollment vouchers cannot be used for Fast Forward courses and Fast Forward tickets cannot be used for Dual Enrollment courses.*
- Each voucher covers the cost of tuition for up to a 4-credit course. NOTE: a single voucher cannot cover a course that is over four credits.
- Materials fees and textbook costs are not covered by the vouchers.
- Does not include private Articulation Agreements between secondary schools and non-participating colleges.
- Not an Advanced Placement course *unless* it is designated by the college/university as a college-level, credit-bearing course.
- Courses must be in the college course catalog to count for a reimbursable course.
- Summer trimester is considered part of the next secondary school year.
- Dual Enrollment Vouchers will be granted on a trimester basis.
- Unused student vouchers will be voided at the end of each trimester; students will need to re-apply for additional vouchers for subsequent trimesters.
- Foreign exchange students visiting VT high schools are not eligible for dual enrollment courses. They do not meet the eligibility requirements for student participation.
- Dual Enrollment vouchers/tickets may not be used at the same time students are enrolled in the Early College program. Dual Enrollment/Fast Forward vouchers may be used PRIOR to early college but not during or after early college completion.
- Any voucher/ticket that has been used for a course and the student withdrew *after* the college's drop/add period will be considered expended and will no longer be available.

Dual Enrollment Program Timeline

The current timeline is available on the [AOE Dual Enrollment webpage](#) and in the Dual Enrollment Voucher System for those with access.

Note: Dual Enrollment (DE) includes Fast Forward (FF) and concurrent enrollment. FastForward courses are not available in the summer for students to access.

Summer

Semester	Action Step	Deadline
Summer	Colleges submit DE course data to AOE via SFTP folder by close of business day for Summer	Early February
Summer	PCG review and upload college DE course data into system for Summer	Mid-February
Summer	Colleges review DE course data in system to make sure all Summer courses accounted for	Late-February
Summer	System Opens for Summer DE voucher requests	Late-February
Summer	System Closes for DE Voucher Requests for Summer	Mid-July
Summer	College DE registration/claim status and Course Not Listed files uploaded to the AOE SFTP folder by close of business day for the Summer semester	Mid-August
Summer	College DE Invoicing deadline for Summer due to Agency of Education by end of business day	Mid-September
Summer	AOE to review DE data for reimbursements to colleges	Mid-September
Summer	College DE grade file uploaded to the AOE SFTP folder by close of business day for Summer semester	Mid-October
Summer	PCG review and upload college grade data into system for Fall	Late-October

Fall

Semester	Action Step	Deadline
Fall	Colleges submit DE & FF course data to AOE via SFTP folder by close of business day for Fall	Late-March
Fall	PCG review and upload college DE & FF course data into system for Fall	Early-April
Fall	Colleges review DE & FF course data in system to make sure all Fall courses accounted for	Mid-April
Fall	System Opens for Fall DE voucher & FF Ticket requests	Mid-April
Fall	System Closes for DE Voucher & FF Ticket Requests for Fall	Mid-October

Semester	Action Step	Deadline
Fall	College DE & FF registration/claim status and Course Not Listed files uploaded to the AOE SFTP folder by close of business day for Fall semester	Early-November
Fall	* College DE and Early College (EC) Invoicing deadline for Fall (19) due to Agency of Education by end of business day	Mid-November
Fall	AOE to review DE data for reimbursements to colleges	Mid-November
Fall	College DE & FF grade file uploaded to the AOE SFTP folder by close of business day for Summer semester	Early-January
Fall	PCG review and upload college grade data into system for Fall	Late-January

Spring

Semester	Action Step	Deadline
Spring	Colleges submit DE & FF course data to AOE via SFTP folder by close of business day for Spring	Late-October
Spring	PCG review and upload college DE & FF course data into system for Spring	Early-November
Spring	Colleges review DE & FF course data in system to make sure all Spring courses accounted for	Early-November
Spring	System Opens for Spring DE voucher & FF Ticket requests	Mid- November
Spring	System Closes for DE Voucher & FF Ticket Requests for Spring	Mid-March
Spring	College DE & FF registration/claim status and Course Not Listed files uploaded to the AOE SFTP folder by close of business day for Spring semester	Late-March
Spring	* College DE and EC Invoicing deadline for Spring due to Agency of Education by end of business day	Mid-April
Spring	AOE to review data for reimbursements to colleges	Mid-April
Spring	College DE & FF grade file uploaded to the AOE SFTP folder by close of business day for Spring semester	Early-June
Spring	PCG review and upload college grade data into system for Spring	Early-June

NOTE: The closing date for semester means all vouchers/tickets have to be requested by the student and approved by the Voucher Coordinator for that semester by the close of business day (4:45 pm) on the closing date.

Definitions:

Career Technical Education (CTE)

An educational program that supports attainment of a high school diploma, designed to provide students with technical knowledge, skills and aptitudes that will prepare them for

further education and enhance their employment options or lead to an industry- recognized credential. CTE in Vermont is available to high school students through 17 regional CTE centers.

Concurrent Enrollment

Refers to the partnership between a high school and a college that allows high school students to take college-credit bearing courses taught by college-approved high school teachers.

Dual Enrollment Program (DE)

Enrollment by a high school student in a credit-bearing course offered by a college/university. Upon successful completion of the course, the student will receive credit toward graduation from their high school and college credit from the college/university.

Students will request a voucher through this program to cover tuition at the college/university (materials fees and textbook costs are not covered).

Fast Forward Program (FF)

The Fast Forward Program allows Vermont resident students in CTE programs to get credit for college courses taken at regional CTE centers. Fast Forward is for Vermont students who have not yet graduated from high school and who are enrolled in a partner career technical education center program. The courses are taught at the regional CTE center, and classes are scheduled during the regular school day.

High School Completion Program (HSCP)

HSCP students work with their local Adult Education and Literacy (AEL) provider to have their skills assessed in reading, writing, and math and to develop a personalized learning plan with the assigned high school that aligns with local graduation requirements. HSCP is managed by local Adult Education and Literacy (AEL) providers in connection with a student's assigned high school. Only students working with AEL providers can access the High School Completion Program.

Dual Enrollment Textbook Stipends

During the Dual Enrollment request process, students are asked if they are eligible for free and reduced priced lunch (FRL) and if they will incur any costs associated with taking the dual enrollment course (textbooks, fees, transportation). These questions are used to determine eligibility for an additional stipend provided through the [Vermont Student Assistance Corporation](#) (VSAC).

If the student answers yes to these questions in the Dual Enrollment System, the system flags these responses so that the Voucher Coordinator at the high school can confirm eligibility for free and reduced lunch and confirm there are costs associated with the course. Once the voucher is approved by the Voucher Coordinator and the student registers for a course at a participating college/university, their name is sent to VSAC and a \$150 check is sent to an eligible student's home address.

Aside from the usual voucher application process, the only additional step for the Voucher Coordinator is to confirm student eligibility for FRL and that there are costs associated with the course.

NOTE: Home study students are not eligible for Free and Reduced Lunch, therefore are not eligible for the textbook stipend.

Tuition and Funding

There are three different course types that are used to determine the tuition rate and reimbursement amount to be paid to the Dual Enrollment Postsecondary Institutions:

- When the college pays the instructor, all colleges (except CCV) are reimbursed the CCV rate for dual enrollment courses.
- When CCV pays the instructor, CCV is reimbursed at 90% of their rate for CCV courses.
- When a course is taught by a high school instructor and the instructor is paid by the high school, participating colleges are reimbursed 20% of the CCV rate for dual enrollment.

Additional information about current rates is included in the [Dual Enrollment and Early College Rate Information](#) document.