

Personalized Learning Plans (PLPs)

As per 16 VSA §944, for an eligible student to participate in dual enrollment, 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.

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.

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.*

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.

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?*

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.*

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.



Career Technical Education (CTE): Fast Forward Program

The AOE in partnership with CCV and VTC designed the Fast Forward Program with Vermont CTE Centers to better serve CTE students participating in non-introductory approved programs. The Fast Forward Program allows Vermont resident students in non-introductory CTE programs to get high school and college credit for two college courses taken at regional CTE centers. The college courses are taught at the regional CTE center by CTE Program instructors, and classes are scheduled during the regular school day. The Fast Forward Program is supported by Carl D. Perkins funds. Grade 11 and 12 CTE students may only use their Fast Forward tickets for Fast Forward courses that are on-site at the tech centers with the CTE instructor as the approved adjunct instructor. For any additional Fast Forward courses, CTE centers will be charged a \$100 fee to cover the cost of the course.

Students will request Fast Forward tickets through the [Dual Enrollment System](#).

Differences between the Dual Enrollment & Fast Forward Programs

Dual Enrollment & Fast Forward Talking Points

	 Dual Enrollment	 Fast Forward
Program Overviews	Allows VT residents who are juniors and seniors and are publicly funded access to <u>2</u> college credit bearing courses while receiving high school and college credit.	Allows CTE students who meet the eligibility criteria to get high school and college credit for <u>2</u> college courses taught at regional CTE centers.
Program Similarities		
▪ Residency	Must be a VT resident	Must be a VT resident
▪ Class	Junior & Senior	Junior & Senior
▪ Voucher/Ticket Limit	2 per student	2 per student
▪ PLP Inclusion	Yes	Yes
▪ Academic Readiness	Yes	Yes
Program Differences		
▪ Program established via	Statute	AOE Policy
▪ Funding Source	State (Ed. Fund & Next Gen Fund)	Federal (Perkins Fund)
▪ Eligibility	All juniors & seniors who are publicly funded	Juniors and seniors enrolled in CTE
▪ Rate	Negotiated between AOE & VSC based on location and instructor type	Flat \$100 per student/per course
▪ Rate covers	Cost of tuition (up to 4 credits) per voucher	Admin/transcript fee per ticket
▪ Delivery Location	College campus, high school, or online	CTE Center or online
▪ Instructor	College faculty or college approved high school faculty	CTE center faculty

	<u>15</u> - Bennington College - Castleton University - Champlain College - Community College of Vermont - Goddard College - Landmark College - Marlboro College - New England Culinary Institute - Northern Vermont University - Norwich University - St. Michael's College - SIT Graduate Institute - Sterling College - University of Vermont - Vermont Technical College	<u>2</u> - Community College of VT - Vermont Technical College
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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.

FAQs

Is there an application process that a student needs to go through to participate in dual enrollment?

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 <https://dualenrollment.vermont.gov/vtde>

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 dual enrollment and/or can any student in Vermont who meets the eligibility requirement participate in dual enrollment?

All Vermont public schools and approved independent schools to which a student's district of residence pays publicly funded tuition on behalf of the student can participate in the Vermont Dual Enrollment program. Act 77 mandates that a Vermont resident 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 dual enrollment 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 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; or
- is enrolled in an approved independent school in Vermont to which the student's district of residence pays publicly-funded tuition on behalf of the student;
- 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.

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 see the chart located on page 21.

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.