



LEGISLATIVE REPORT

Report on Act 77 of 2013 Dual Enrollment Program

February 28, 2025

**Issued by the Vermont Agency of Education Student
Pathways Division**

Table of Contents

Executive Summary	5
Legislative and Regulatory Background	6
Dual Enrollment System Upgrades	7
Program/Student Outcomes	8
Dual Enrollment Program	8
Student Participation in Dual Enrollment	8
Figure 1: Total Student Participation in Dual Enrollment by School Year.....	9
Student Participation by Demographic Groups in the Dual Enrollment Program	9
Gender.....	10
Figure 2: Student Participation by Gender	10
Economic Disadvantage	10
Figure 3: Students Reporting Economic Disadvantage.....	11
Students With Disabilities	11
Figure 4: Students Reporting Disabilities.	12
Race/Ethnicity	12
Figure 5: Race/Ethnicity	12
English Language Learners.....	13
Figure 6: English Language Learners.	13
Early College Program	13
Early College Participation Rates	13
Figure 7: Early College Participation Rates Since Program Inception.....	14
Student Participation by Demographic Groups in the Early College Program	14
Gender.....	14
Figure 8: Student Participation by Gender	15
Race/Ethnicity.....	15
Figure 9: Race/Ethnicity	15
Students with Disabilities, Economic Disadvantage, and English Language Learners	16
Students With Disabilities	16

Figure 10: Students Reporting Disabilities.....	16
Economic Disadvantage.....	17
Figure 11: Students Reporting Economic Disadvantage.....	17
English Language Learners.....	17
Fast Forward Program	18
Fast Forward Participation Rates.....	18
Figure 12: Fast Forward Participation Rates.....	18
Student Participation by Demographic Groups in the Fast Forward Program	18
Gender.....	19
Figure 13: Student Participation by Gender	19
Race/Ethnicity.....	19
Figure 14: Race/Ethnicity	20
Students with Disabilities, Economic Disadvantage, and English Language Learners	20
Economic Disadvantage	20
Figure 15: Students Reporting Economic Disadvantage.....	21
Students With Disabilities	21
Figure 16: Students Reporting Disabilities	22
English Language Learners.....	22
Figure 17: English Language Learners.....	22
Appendix A – Dual Enrollment Course Data	23
Table 1: Courses taken by year and semester.	23
Table 2. Courses taken by identified gender and year.....	23
Table 3. Courses taken by Students reporting Economic Disadvantage.....	23
Table 4. Courses taken by students with disabilities.....	24
Table 5. Courses taken by students IEP status and year.....	24
Table 6. Courses taken by students with 504 Plans.....	24
Table 7. Courses taken by Race/Ethnicity	25
Table 8. Courses taken by student English Language Learners.....	25
Table 9: Courses taken by Secondary School	25
Table 10: Courses taken by Approved College Partners	30
Appendix B – Early College Participation Data	32

Table 11. Early College participation rates since program inception.....	32
Table 12. Number of students at each institution participating in Early College.....	32
Table 13. Early College participation by publicly funded and home study students.	33
Appendix C – Fast Forward Enrollment Data	34
Table 14. Courses taken by year and semester.	34
Table 15. Courses taken by gender and year.	34
Table 16. Courses taken by students reporting economic disadvantage.	34
Table 17. Courses taken by students with disabilities.	35
Table 18. Courses taken by student IEP status and year.	35
Table 19. Courses taken by students with 504 Plans.....	35
Table 20. Courses taken by race/ethnicity.	35
Table 21. Courses taken by student English Language Learners.....	36
Table 22: Courses taken by secondary school. *	36
*Table 22 does not include courses taken outside of the Fast-Forward program. .	37
Table 23: Courses taken at approved college partners.....	37

Executive Summary

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

The Dual Enrollment program had 100% participation among Vermont SU/SDs. There was at least one student taking one or more dual enrollment courses from every Vermont public high school in those districts. Overall, there were Vermont publicly funded students from 72 different high schools and additionally many Home Study students also took part in the Dual Enrollment program. The success rate for students completing their coursework with a grade of 70 or higher was 85%.

This past year the Dual Enrollment program very nearly met parity among students identifying as non-white with 12.67%, compared to the overall statewide percentage of 12.76% for junior and senior students.

There were 410 students who participated in the Early College program in FY24; this is the highest total of students participating since the program's inception. This was an increase in the overall participation rate in Early College of 1.99% over the past year. Of these students, 387 were publicly funded, which represents 5.98% of the 6,476 publicly funded Vermont seniors. The other 23 students are from Home Study and are not included in the percentage as Home Study does not report a grade level and it is unknown how many Home Study students are at each grade level statewide.

Economically disadvantaged students participate in the Fast Forward program at a rate of 42.33%. This represents a 6.47% higher percentage than the overall state population of 35.86% for high school juniors and seniors eligible to participate in the program.

In FY24, 26.47% of all publicly funded juniors and seniors in VT participated in college level coursework. The total student participation for publicly funded students in the Dual Enrollment, Early College, and Fast Forward programs totaled 3,490 students of the statewide total of 13,184 publicly funded juniors and seniors.

Dual Enrollment and Early College both experienced a gap in gender participation. For both programs females participate at a higher rate than their representation in the overall student population. This indicates females are more likely than males to participate in either the Dual Enrollment or Early College programs.

Legislative and Regulatory Background

This report is submitted pursuant to Act 77 of 2013, [Dual Enrollment, 16 V.S.A. § 944\(j\)](#), which requires the Secretary to report to the House and Senate Committees on Education annually in January regarding the Dual Enrollment program. As a result of a multi-year, multi-faceted effort to identify and address persistent equity gaps related to barriers to accessing flexible pathways, the agency has also included Early College and Fast Forward data in this report for a broader perspective on post-secondary pathways for secondary students in Vermont.

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

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

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

Additionally, [Fast Forward](#) is a federally funded program that affords eligible students in Career and Technical Education programs with the opportunity to earn college credit for concurrent enrollment classes offered at their regional Career and Technical Education center. Fast Forward courses are for all Career and Technical Education program students who are enrolled in a career technical education center program that partners with a college to offer dual enrollment credit. The courses are taught at the regional Career and Technical Education center, and classes are scheduled during the regular

school day. Though not funded by the state of Vermont, participation in this program is reported here as it contributes to the number of students who are taking advantage of various flexible pathways to engage in post-secondary coursework.

Dual Enrollment System Upgrades

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

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

Program/Student Outcomes

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

Home Study students that participate in the various programs are provided in the numbers of total student participation but are not calculated when comparing against all students in a grade level as Home Study students are ungraded and thus the state has no measure to indicate the total number of Home Study students in a particular grade level.

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

Dual Enrollment Program

The Dual Enrollment program is a key component of the Act 77 Flexible Pathways legislation, and the state has been collecting data for this program since FY13. Predominantly, previous reports have included total number of DE courses taken, or “voucher” numbers, and disaggregated voucher usage by available demographic data. In FY17 the agency took on administration and oversight of the Dual Enrollment System, and in FY18, the AOE implemented edFusion, the current core piece of data collection infrastructure that feeds into the State Longitudinal Data System (SLDS). The implementation of edFusion resulted in an adjustment in elements of the data collection, such as student demographic groups from FY18 and onward. With the new Dual Enrollment System, the agency had new capabilities in data reporting and matching that allowed for the reporting of unique participants in the program. Therefore, this section is comprised of data that compares the number of unique students and courses taken from the first year of implementation in FY13 to FY23, as well as figures that convey new data collections from FY18-FY23 only. Additionally, new for FY24 the AOE began collecting data for all three markers for gender identity: male, female, and non-binary.

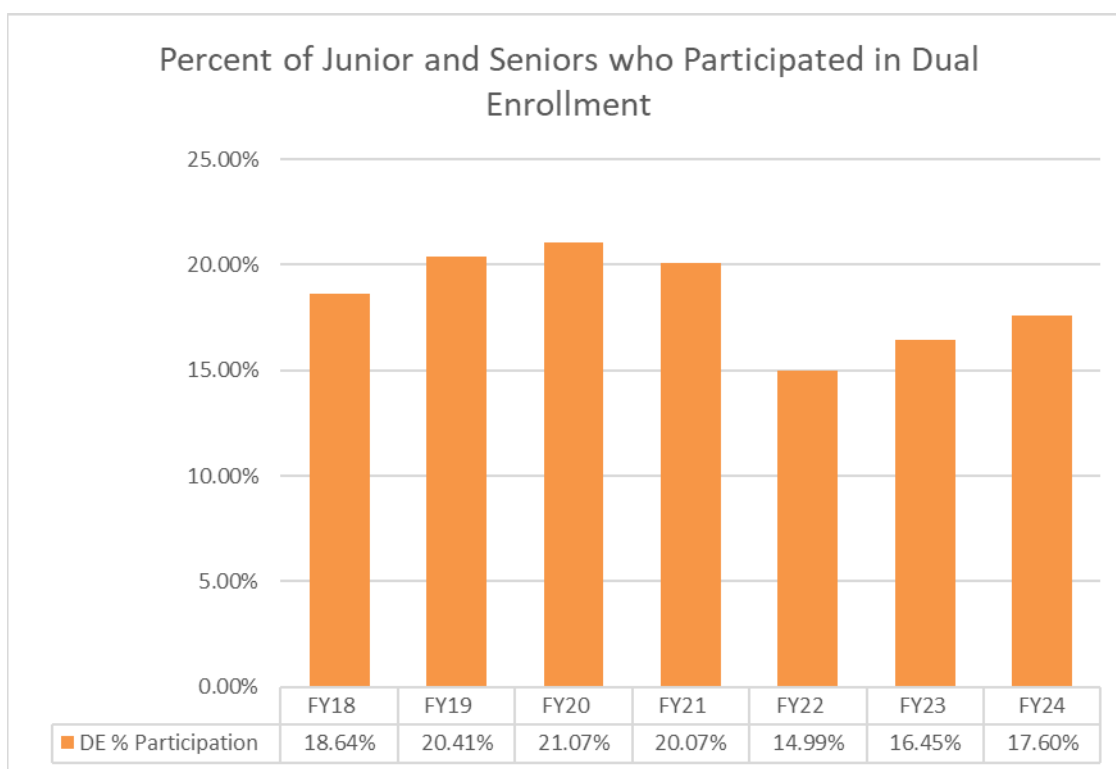
Student Participation in Dual Enrollment

In FY24 there were 2,353 unique students taking at least one course through the Dual Enrollment program as reported through the Dual Enrollment System. This represents 2,321 publicly funded students of the state’s 13,184 junior and senior students statewide for a percentage of 17.60%. The number of unique students referenced above includes 32 home study students who participated in the Dual Enrollment program. The state does not collect the total number of home study students by grade

level; thus, they are not calculated in the percentage of total students in those grade levels.

Participation rates have increased in each of the past two years but are still less than the highest use year of FY20, which saw 21.07% of the state's juniors and seniors participating in the program.

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



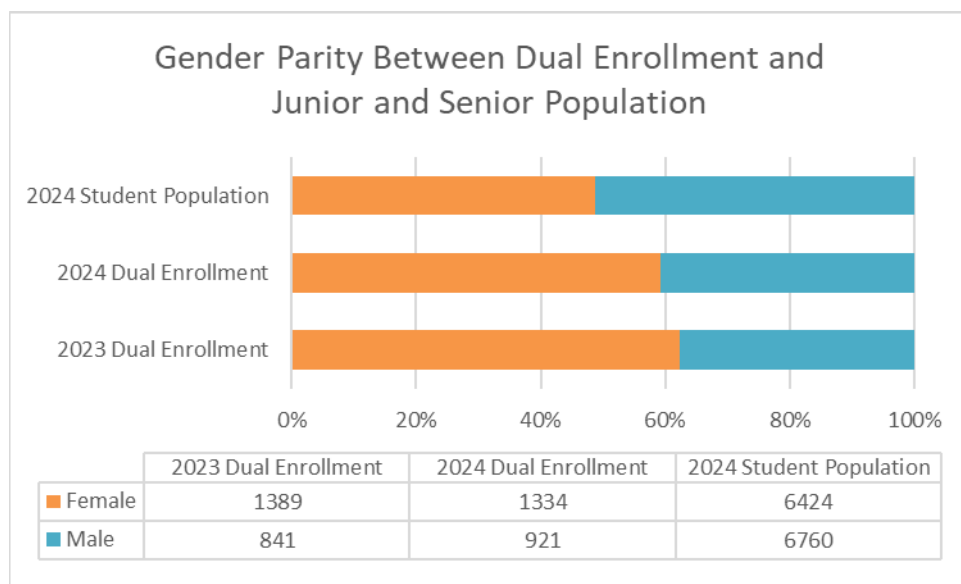
Student Participation by Demographic Groups in the Dual Enrollment Program

The following tables and figures compare data across demographic groups by unique student to examine how these factors relate to student participation in the Dual Enrollment program. The participation counts that are identified by student demographics include the difference between student group participation rates in the Dual Enrollment program as it compares to the overall eligible state population of specific student groups among all publicly funded students. The participation counts that are identified by student demographics often describe what would be needed to attain parity, which occurs when the program participation rates match those of the overall state population.

Gender

Participation in the Dual Enrollment program by female students has outpaced male participation every year since the inception of the program. Within the FY24 student body population of juniors and seniors, male students comprised 51.27% of all students statewide. In terms of publicly funded students participating in the Dual Enrollment program, students identifying as males represented 39.68%; in order for male students to attain parity consistent with their actual proportion in the student body population, there would have to be 270 additional males participating in the Dual Enrollment program. There were 66 students that identified as non-binary which can affect how parity is determined.

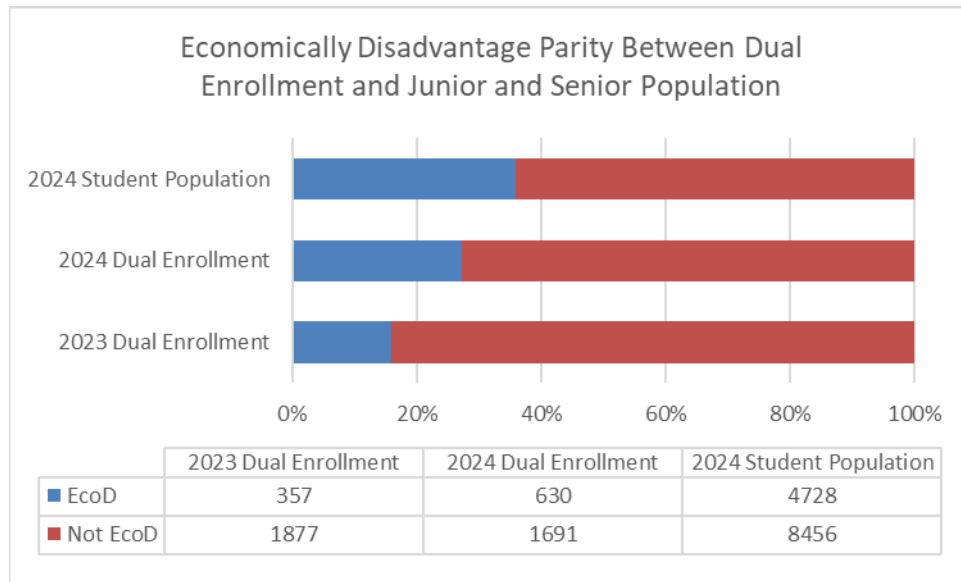
Figure 2: Student Participation by Gender



Economic Disadvantage

Within the FY24 student body population of publicly funded juniors and seniors statewide, economically disadvantaged students comprised 35.86%, yet only represented 27.14% of those students participating in the Dual Enrollment program. For economically disadvantaged students to attain parity consistent with their actual proportion in the student body population, there would have to be 202 additional economically disadvantaged students participating in the program. Economically disadvantaged is measured by a family's status for Free and Reduced Lunch, since Home Study students are not part of the federal Free and Reduced Lunch program, their numbers were not factored into this calculation.

Figure 3: Students Reporting Economic Disadvantage



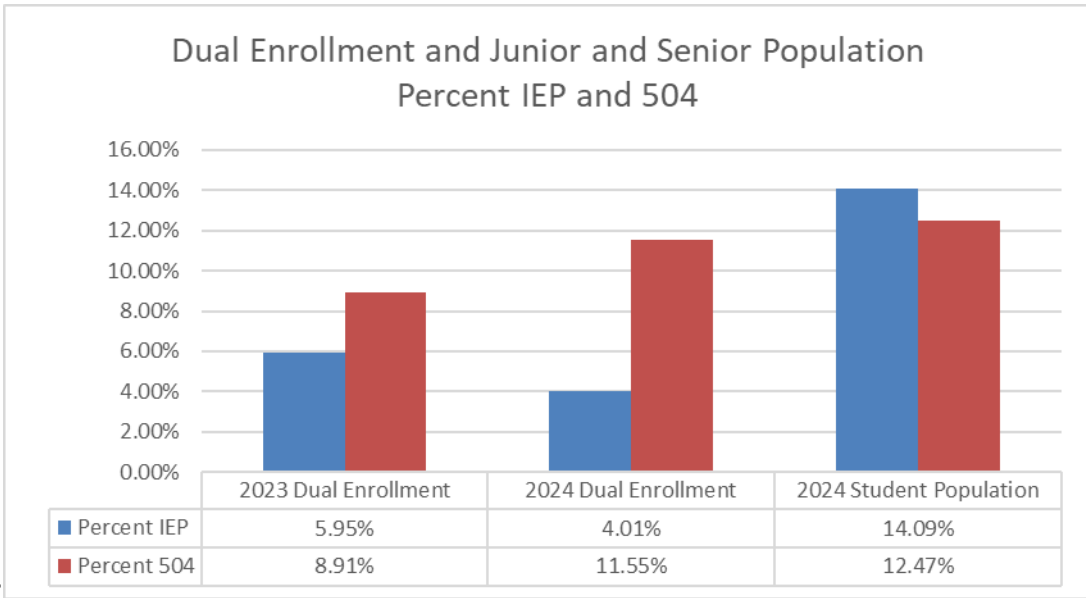
Students With Disabilities

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

In FY24, there were 349 unique students identified as having a disability participating in the Dual Enrollment program. This represents 15.04% of the state's publicly funded students participating in the Dual Enrollment program, since the disability status of Home Study students is not tracked by the AOE their numbers were not factored into this calculation. For students with disabilities to attain parity consistent with their proportion in the overall student body population of 26.02%, there would have to be 255 additional students with disabilities participating in the program.

Students with IEPs participating in the Dual Enrollment program represented 4.01% of the participants, there would have to be 234 additional students with IEPs to attain parity compared to the percentage of publicly funded students statewide with an IEP which is at 14.09%. Students with 504s participating in the Dual Enrollment program represented 11.55% of the participants, using the same parameters as above, there would need to be 22 additional students achieve parity in comparison to the statewide percentage of 12.47%.

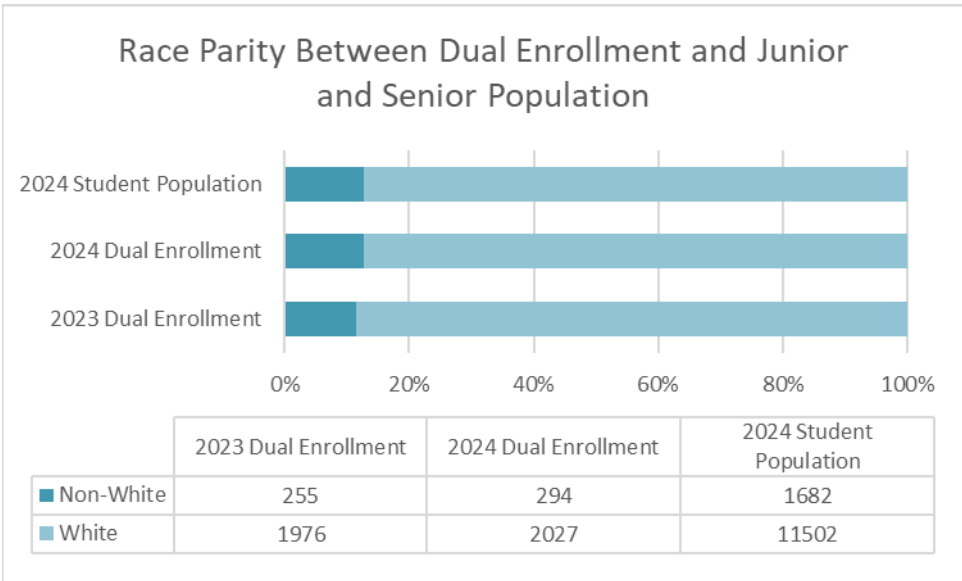
Figure 4: Students Reporting Disabilities.



Race/Ethnicity

The following table provides data on student race and ethnicity. Breakdowns are provided by groupings of non-white and white. Students who reported as non-white represented 12.67% of all students in the Dual Enrollment program for FY24 as compared with the overall state percentage of 12.76%. These percentages do not include students that did not report race. For the non-white population to attain parity consistent with their actual proportion in the student body population, there would have to be 3 additional students reporting as non-white in the program excluding those students who did not report race.

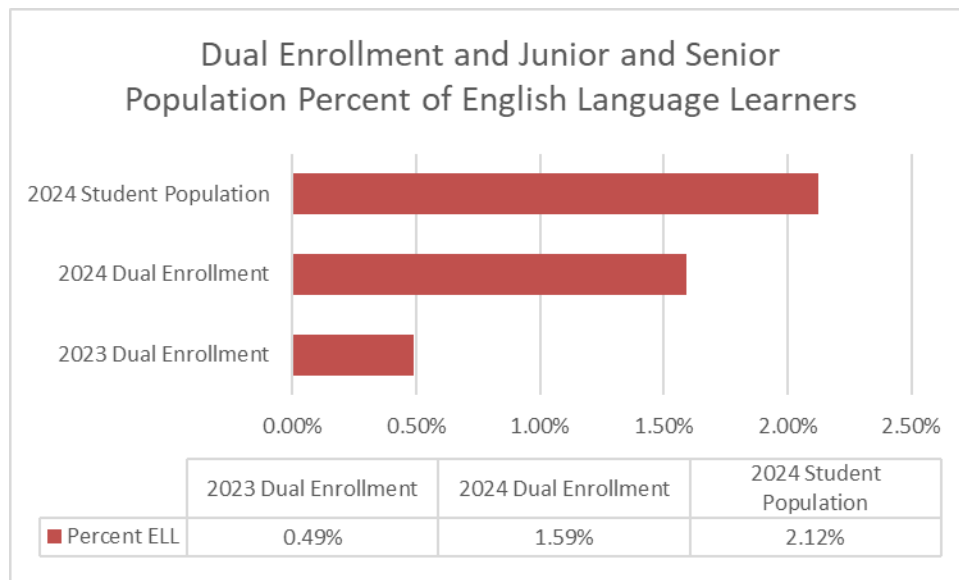
Figure 5: Race/Ethnicity



English Language Learners

In FY24 ELL students represented 2.12% of the overall student population for publicly funded juniors and seniors. The Dual Enrollment program had a participation rate for ELL students of 1.59%. For the ELL population to attain parity consistent with their actual proportion in the student body population, there would have to be 13 additional ELL students in the program.

Figure 6: English Language Learners.



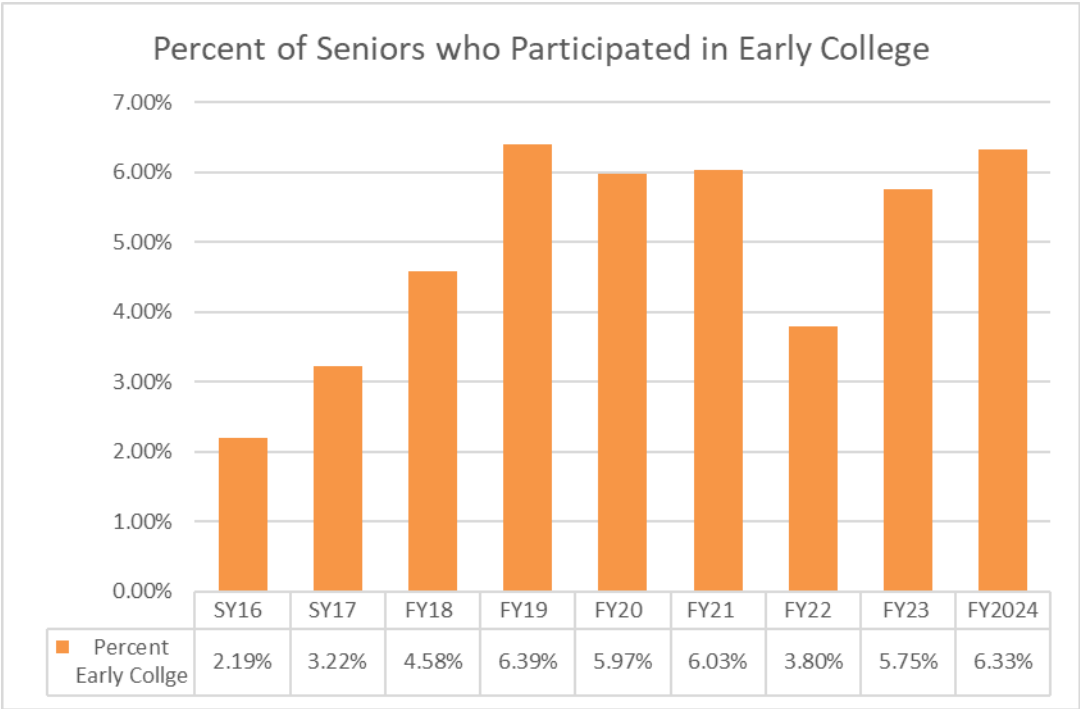
Early College Program

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

Early College Participation Rates

The following table shows the number of students participating in the program each year and the percentage which they represent of the state's senior student count. Since the inception of the program there have been 2,635 seniors that have participated in Early College, representing 4.9% of the overall senior student population in the state over this time period. In FY24 there was a 1.99% increase in students participating in Early College from FY23. Fall of FY24 began with 410 students participating in the Early College program, 387 of whom were publicly funded and 23 of those students who were from Home Study programs (representing 5.61% of the Early College population). The program saw 94% of its participants complete both semesters of their Early College experience.

Figure 7: Early College Participation Rates Since Program Inception



Student Participation by Demographic Groups in the Early College Program

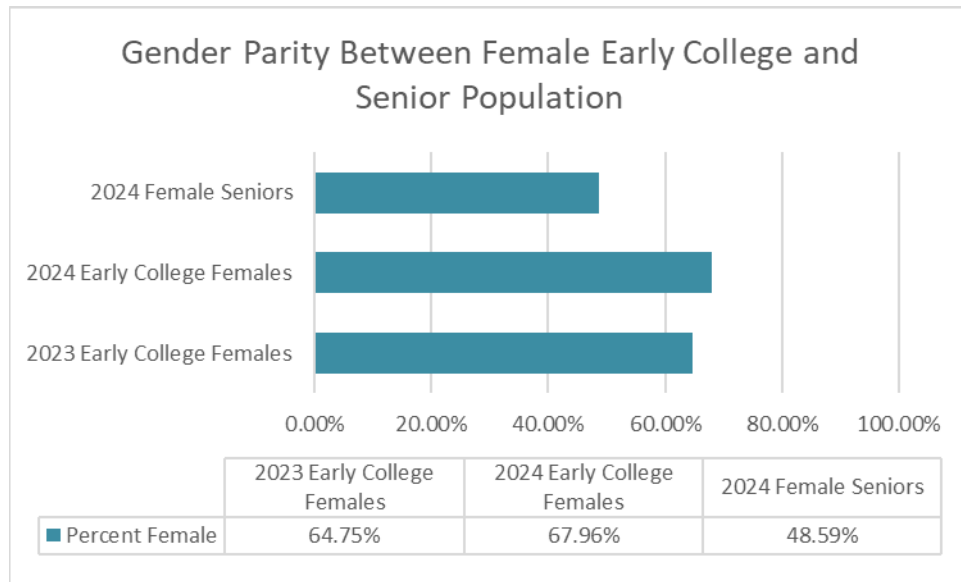
The following tables and figures compare data on student usage across demographic groups to examine how these factors relate to student participation in the Early College program. The participation counts that are identified by student demographics often describe what would be needed to attain parity,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

Gender

The gender identity as reported by publicly funded students who participated in Early College for FY24 consisted of 263 female students. This shows that females represented 67.96% of Early College participants while the overall percentage of female students statewide among publicly funded senior students was 48.59%. This shows that females are participating in Early College at a higher rate than males which is in contrast to the percentage of females overall in the state when compared to males.

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

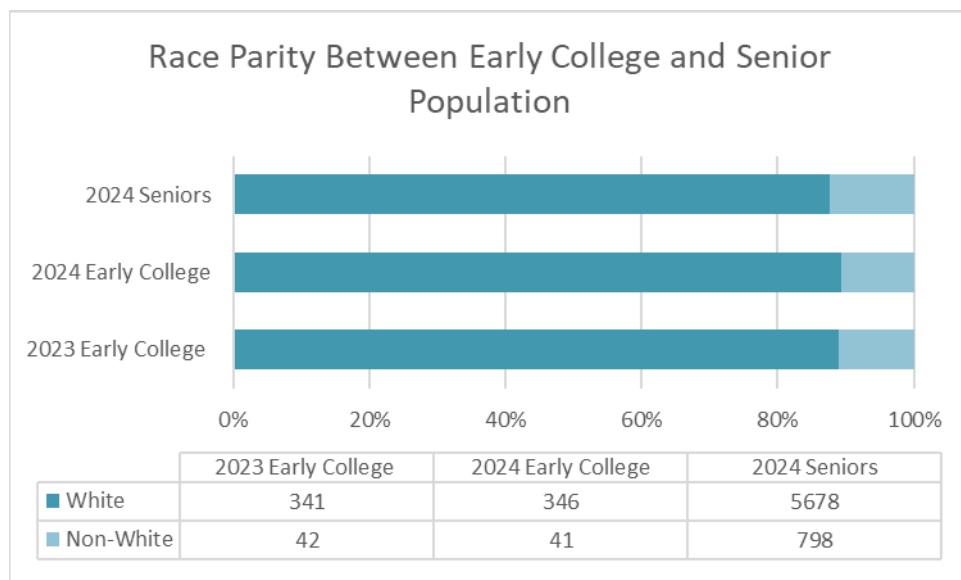
Figure 8: Student Participation by Gender



Race/Ethnicity

The following table provides data on participation in Early College program by race and ethnicity. Breakdowns are provided by groupings of non-white and white among publicly funded students. Of the students reporting race, 10.59% of all students in the program for FY24 reported as non-white. The enrollment in Early College program by the non-white population is below parity, as non-white students represent 12.32% of the overall eligible student population of high school seniors who reported race, there would need to be an additional 7 students reporting as non-white in the Early College program to attain parity.

Figure 9: Race/Ethnicity



Students with Disabilities, Economic Disadvantage, and English Language Learners

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

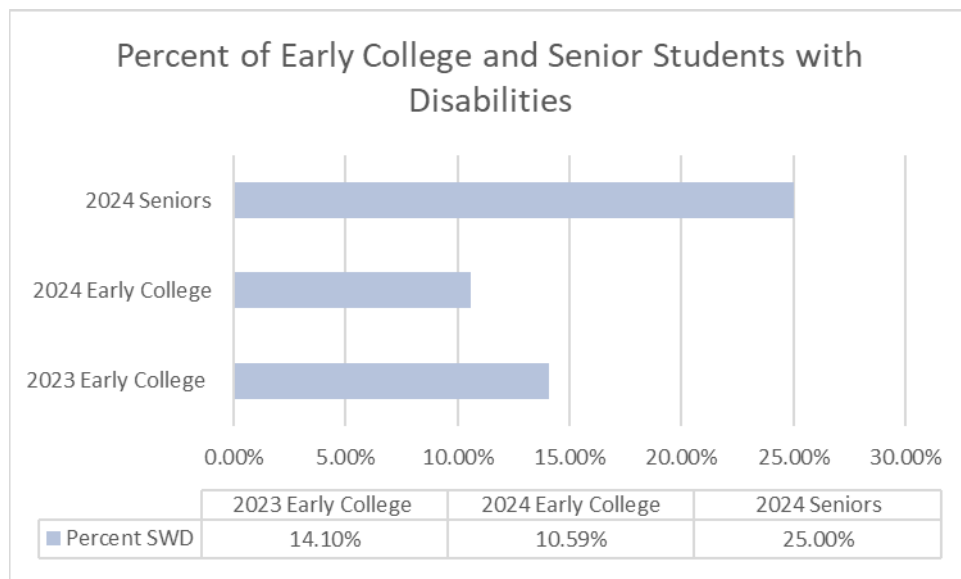
Students were identified as FRL-verified only if they were identified as individually eligible during high school, so those who were eligible *only* due to the community provision (based on school-level poverty rates) were not counted as FRL-verified in this report. It is important to note that while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

Students With Disabilities

For the students reporting disabilities, those students with either an IEP or 504 plan who participated in the Early College program represented 10.59% of the publicly funded students who participated. The percentage statewide of publicly funded students in their senior year reporting a disability was 25.0%, to attain parity there would have to be 56 additional students reporting disabilities in the program.

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

Figure 10: Students Reporting Disabilities.

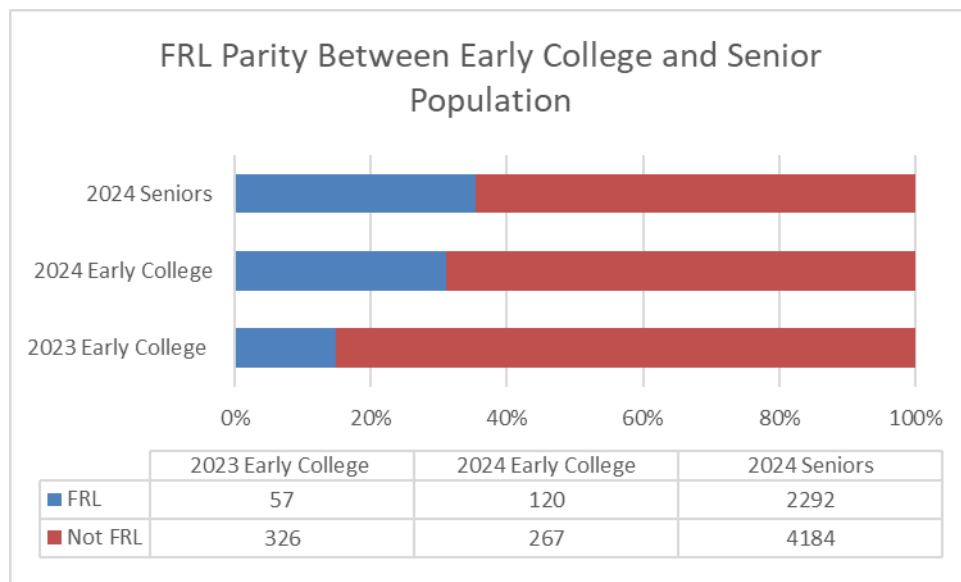


Economic Disadvantage

Early College participation by publicly funded students reporting economic disadvantage, as measured among those eligible for Free and Reduced Lunch, was at 31.01%. The statewide rate for Free and Reduced Lunch among all publicly funded seniors is 35.39%. To attain parity consistent with their actual proportion in the student body population, there would have to be 17 additional publicly funded students reported as receiving free and reduced lunch in the program.

Since Home Study students are not eligible for the Free and Reduced Lunch program, the above figures were calculated using the 387 publicly funded seniors participating in the Early College program.

Figure 11: Students Reporting Economic Disadvantage



English Language Learners

In FY24, ELL students represented 1.84% of the overall statewide student population for publicly funded seniors. Since there were fewer than 11 ELL students in the Early College program, the exact number has been suppressed for privacy. Due to suppression, no comparisons to parity among statewide student populations can be made.

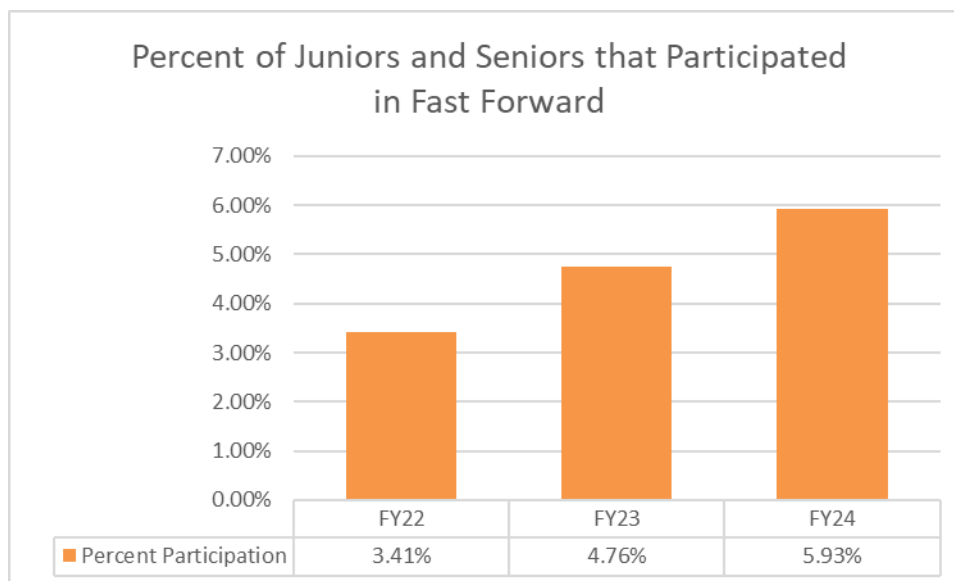
Fast Forward Program

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

Fast Forward Participation Rates

The following data reports on usage by individual, or unique, students. In FY24 there were 782 juniors and seniors taking at least one college level course through the Fast Forward program. This represents 5.93% of the states 13,184 publicly funded junior and senior students statewide. Additionally, there were several sophomore students who also participated in at least one Fast Forward course; these students are not tracked through the AOE's Dual Enrollment System but are tracked separately as part of the Perkins Reserve Grant reporting.

Figure 12: Fast Forward Participation Rates



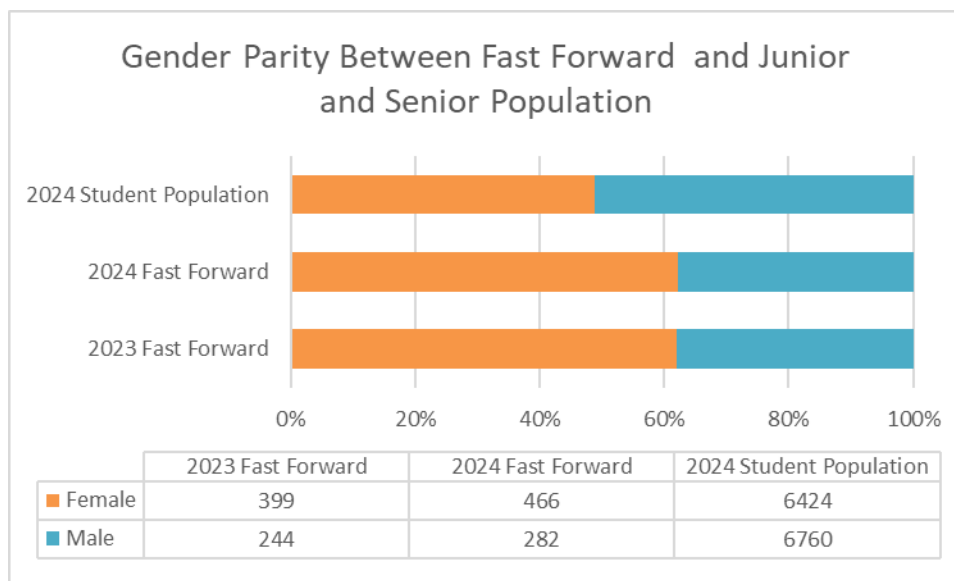
Student Participation by Demographic Groups in the Fast Forward Program

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

Gender

The gender identity as reported by students who participated in the Fast Forward program for FY24 consisted of 282 male, 466 female, and 34 non-binary students. This shows that females represented 59.59% of Fast Forward participants while the overall percentage of female students statewide among publicly funded juniors and seniors was 48.73%. For male Fast Forward students to attain parity consistent with their actual proportion in the student body population, there would need to be 119 additional males participating in the program.

Figure 13: Student Participation by Gender

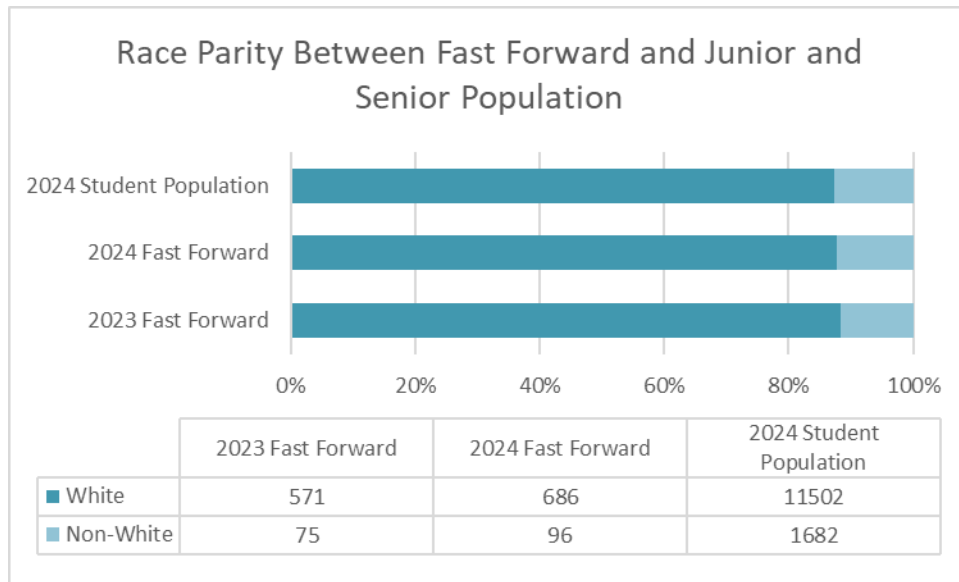


Race/Ethnicity

The following table provides data on participation in Fast Forward by race and ethnicity. Breakdowns are provided by groupings of non-white and white. Students that reported as non-white represented 12.28% of all students in the program for FY24.

The enrollment in Fast Forward by the non-white population is below parity by less than one percent, as non-white students represent 12.76% of the overall student population for publicly funded juniors and seniors. There would have needed to be four additional non-white students participating in the Fast Forward program to attain parity.

Figure 14: Race/Ethnicity



Students with Disabilities, Economic Disadvantage, and English Language Learners

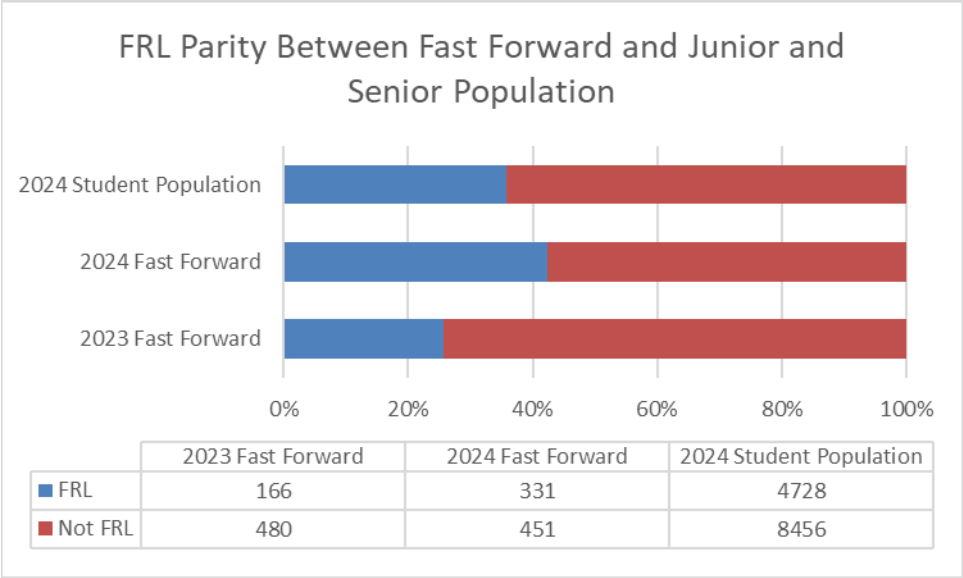
The following figures capture Fast Forward participation rates among important subgroups of students, including English Language learners (ELL), students with an IEP or 504 plan on file, and students eligible for free or reduced-price lunch (FRL). Students were identified as members of a given subgroup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

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

Economic Disadvantage

The economically disadvantaged student population is 35.86% overall among all publicly funded juniors and seniors; all juniors and seniors in the state have the opportunity to participate in a CTE program and engage in a Fast Forward course. Among those students participating in at least one Fast Forward course, the number of students identified as economically disadvantaged is 42.33%. Fast Forward students are above parity by 51 economically disadvantaged students.

Figure 15: Students Reporting Economic Disadvantage

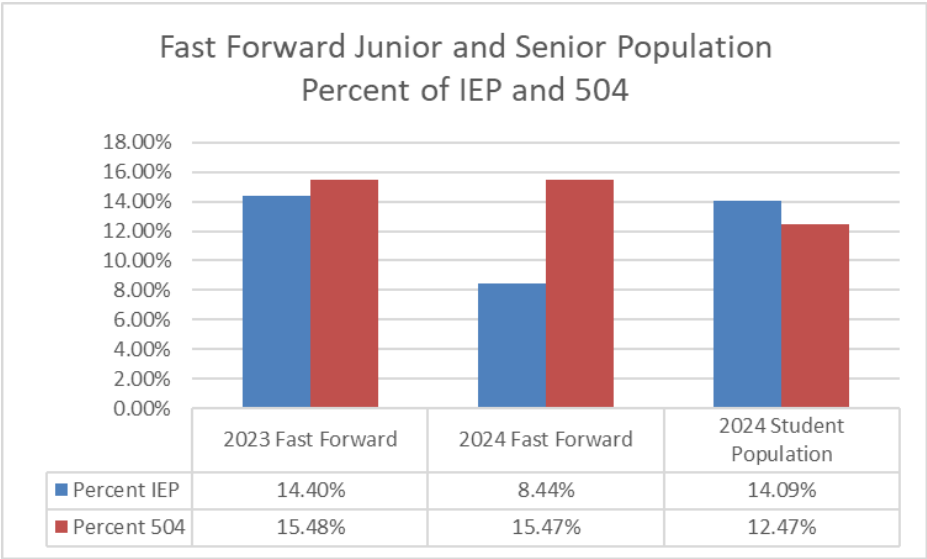


Students With Disabilities

Students with disabilities, those students with either or both an IEP or 504 plan, participate in the Fast Forward program at a rate of 23.53%, this compares well with the overall percentage of students with disabilities among all publicly funded juniors and seniors, which is at 26.02%. There would need to be an additional 20 students with disabilities in the fast Forward program to attain parity.

However, Fast Forward students with a 504 are above parity by 23 students with a program participation rate of 15.47% compared to the overall state rate for publicly funded juniors and seniors of 12.47%. For students with an IEP, they are below parity by 45 students with a participation rate of 8.44% compared to the overall state rate for publicly funded juniors and seniors of 14.09%.

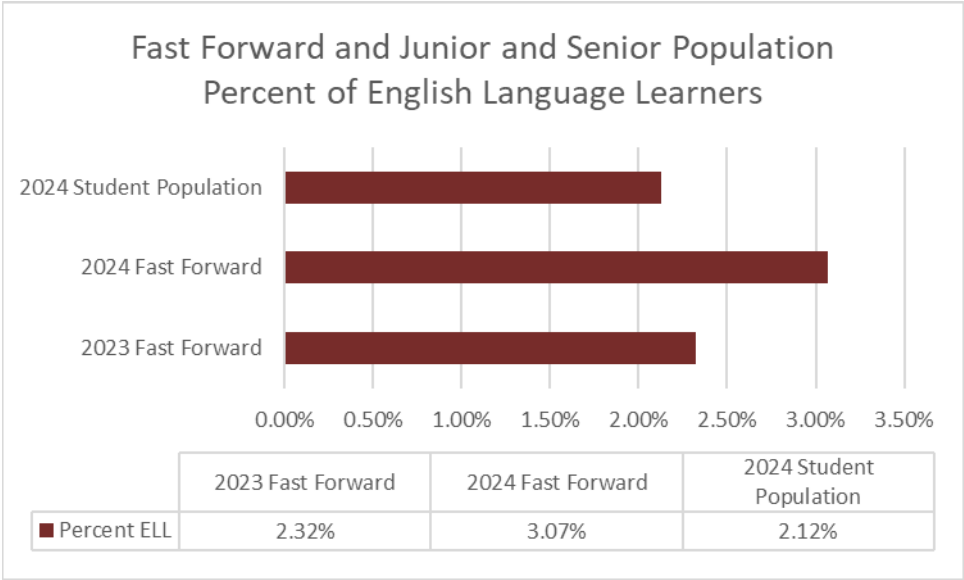
Figure 16: Students Reporting Disabilities



English Language Learners

The percentage of ELL students in the Fast Forward program is higher than overall state percentage of 2.12% ELL students among publicly funded high school juniors and seniors. Fast Forward has 3.07% ELL students, which exceeds parity by 7 students.

Figure 17: English Language Learners.



Appendix A – Dual Enrollment Course Data

All data in this appendix related to Dual Enrollment program courses taken by students includes all publicly funded students and Home Study students.

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

Table 1: Courses taken by year and semester.

Semester	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Summer	409	474	529	530	599	652	576	574	511	486	439	389
Fall	31	249	722	720	810	826	920	882	1024	874	993	951
Spring	193	585	913	1037	1202	939	1186	1280	1105	1254	1374	1595
TOTAL	633	1308	2164	2287	2660	2417	2682	2736	2640	2614	2806	2935

Table 2. Courses taken by identified gender and year.

Gender	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Non-Binary											86 ¹
Female	850	1371	1391	1609	1422	1712	1698	1693	1609	1774	1707
Male	454	749	884	1051	845	969	1037	941	1000	1026	1142
Total Courses	1308	2164	2287	2660	2417	2682	2736	2640	2614	2806	2935

¹The state of Vermont began collecting gender including non-binary in FY24

Table 3. Courses taken by Students reporting Economic Disadvantage.

FRL Status	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Not FRL	961	1622	1857	2038	1699	2104	2181	2316	2115	2355	2133
FRL	347	542	430	622	568	578	555	324	499	451	802
Total Courses	1308	2164	2287	2660	2417	2682	2736	2640	2614	2806	2935

Table 4. Courses taken by students with disabilities.

Students	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Courses taken by Students w/o Disabilities	2169	2370	2384	2338	2285	2449	2509
Courses taken by Students w/ Disabilities	248	312	352	302	329	357	426
Total Courses	2417	2682	2736	2640	2614	2806	2935

Table 5. Courses taken by students IEP status and year.

IEP Status	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24
No IEP	1267	2088	2227	2577	2196	2583	2633	2539	2484	2648	2827
IEP	41	76	60	83	71	99	103	101	130	158	108
Total Courses Taken	1308	2164	2287	2660	2417	2682	2736	2640	2614	2806	2935

Table 6. Courses taken by students with 504 Plans.

504 Status	FY18*	FY19	FY20	FY21	FY22	FY23	FY24
No 504	2090	2469	2487	2439	2383	2555	2604
504 ¹	177	213	249	201	231	251	331
Total Courses Taken	2417	2682	2736	2640	2614	2806	2935

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

Table 7. Courses taken by Race/Ethnicity

Race/Ethnicity	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Asian	67	89	85	92	90	101	105
Black or African American	52	57	48	*	50	42	80
Hispanic	48	59	63	63	75	78	72
Native Population ¹	*	13	*	*	*	*	67
Multi	*	57	49	60	68	88	*
Not Reported	150	14	*	41	*	*	*
White	2053	2393	2373	2344	2312	2484	2576

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

Table 8. Courses taken by student English Language Learners.

EL Status	FY14	FY15	FY16	FY17	FY18 ²	FY19	FY20	FY21	FY22	FY23	FY24
Courses	1308	2164	2287	2660	2417	2682	2736	2640	2594	2794	2935
ELL ¹	27	26	17	22	15	23	24	12	20	12	43
Percent	2%	1.2%	0.7%	0.8%	0.6%	0.9%	0.9%	0.5%	0.7%	0.4%	1.5%

¹English Learners

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

Table 9: Courses taken by Secondary School

*These schools are no longer in operation.

Secondary School	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Arlington Memorial High School	3	3	11	9	5	3	9
Approved Out of State	1	1	0	0	0	0	0
Avalon Triumvirate Academy	1	0	0	0	0	0	0

Secondary School	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Bellcate School	5	7	5	1	2	2	0
Bellows Falls UHS #27	31	11	48	40	28	51	53
Bellows Free Academy - St. Albans	96	118	96	76	57	73	73
Bellows Free Academy - Fairfax	26	31	56	48	31	52	35
Blue Mountain US #21	9	25	0	2	10	0	6
Brattleboro UHS #6	94	166	115	100	86	119	181
Burlington Senior High School	82	111	107	111	141	122	151
Burr and Burton Academy	45	59	50	81	77	125	103
*Black River USD #39	3	3	7	0	0	0	0
Cabot School	8	0	0	5	6	12	5
Canaan Schools	13	3	10	9	3	3	1
Centerpoint	0	0	1	1	1	0	0
Champlain Valley UHS #15	122	152	206	196	129	237	309
Colchester High School	36	54	80	71	136	95	99
Community High School of Vt	2	14	6	0	0	0	0
Craftsbury Schools	13	14	16	5	2	1	2
Danville School	32	18	8	4	2	4	5
East Burke School	18	21	13	1	1	0	2
Enosburg Falls Middle-High School	49	28	37	22	32	24	26
Essex Community Ed Center	90	105	134	159	173	155	164
Fair Haven UHS #16	34	36	45	48	33	46	48

Secondary School	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Grace Christian School					0	1	1
Green Mountain UHS #35	32	31	30	14	33	19	15
Greenwood School					0	4	0
Hanover High School	6	1	2	14	4	2	9
Hartford High School	58	59	83	111	70	76	93
Harwood Union Middle/Hs #19	49	38	28	61	44	33	41
Hazen UHS #26	22	14	23	13	13	13	12
Killington Mountain School	0	1	0	3	0	2	1
Lake Champlain Waldorf	1	0	0	0	0	0	0
Lake Region UHS #24	66	56	32	29	27	27	29
Lamoille UHS #18	86	56	40	37	41	43	36
Learn	13	3	0	0	0	0	0
Leland And Gray UHS #34	42	32	38	30	21	25	29
Long Trail School	3	4	4	8	8	11	15
Lyndon Institute	37	57	44	41	94	83	49
Middlebury Union High School	38	48	49	32	36	20	35
Mill River UHS	23	14	31	21	11	28	35
Milton High School	25	55	48	65	43	64	56
Missisquoi Valley UHS #7	54	72	52	32	68	39	69
Montpelier High School	40	43	46	74	58	58	51
Mt St Joseph Academy	0	0	0	0	9	3	16
Mt Abraham UHS #28	20	28	22	28	34	35	34

Secondary School	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Mt Anthony Sr UHS #14	47	79	65	54	96	122	81
Mt Mansfield USD	39	48	57	53	46	36	53
North Country UHS #22b	48	75	56	69	50	44	50
Northfield Middle/High School	11	37	30	20	36	18	13
Otter Valley UHS #8	14	16	22	12	14	26	30
Oxbow UHS #30	30	20	38	17	18	43	28
Peoples Academy	45	66	73	19	21	33	35
Poultney High School	17	19	20	13	13	23	19
Proctor Jr/Sr High School	20	11	15	15	10	6	5
Randolph UHS #2	34	26	19	14	12	33	6
Rice Memorial High School	0	0	0	2	2	0	1
Richford Jr/Sr High School	26	36	19	12	33	26	26
Rivendell Academy	7	5	3	7	5	15	9
Rochester School*	2	0	0	0	0	0	0
Rutland Area Christian School	0	0	0	1	0	0	0
Rutland High School	80	146	133	92	97	91	94
South Burlington High School	118	85	121	117	112	83	88
South Royalton School*	20	0	0	0	0	0	0
Spaulding UHS #41	85	92	103	134	128	109	103
Springfield High School	49	44	70	48	65	62	67
St Johnsbury Academy	10	18	16	28	13	11	17
Stowe High School	0	0	0	21	14	9	15

Secondary School	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Stowe Middle/High School	20	9	4	0	0	0	0
The Arlington School	1	5	1	0	0	0	0
The Compass School	0	1	1	2	3	5	4
The Lihigh School	0	0	1	0	0	0	0
The Mill School	0	0	0	0	1	0	2
The Sharon Academy	10	8	3	14	3	11	2
Thetford Academy	17	14	7	33	34	30	46
Twin Valley Middle High School	14	4	13	7	9	6	4
Twinfield Us #33	14	14	12	8	5	6	10
U32 UHS #32	34	30	25	53	31	55	29
Vergennes UHS #5	38	42	49	44	37	44	27
Vermont Commons School	0	1	0	0	1	1	0
West Rutland School	24	15	19	10	9	21	30
White River Valley High School	0	6	0	0	3	5	5
Williamstown Middle/High School	14	25	17	7	11	24	12
Windsor School	13	23	12	13	8	7	15
Winooski High School	25	14	23	15	10	11	33
Woodstock Middle Sr UHS #4	13	10	20	26	43	30	23
Whitcomb Jr./Sr. High School	6	1	0	0	0	0	0
Home Study	44	45	46	58	52	50	55
Total	2417	2682	2736	2640	2614	2806	2935

Table 10: Courses taken by Approved College Partners

College Name	FY18	FY19	FY20	FY21	FY22	FY23	FY24
Bennington College	21	4	15	11	9	31	14
College of St. Joseph*	3	0	0	0	0	0	0
Castleton State College	106	105	87	61	58	74	21
Champlain College	15	7	4	0	2	2	4
Community College of Vermont	1586	1648	1691	1634	1546	1730	1793
Green Mountain College*	0	1	0	0	0	0	0
Johnson State College*	92	0	0	0	0	0	0
Landmark College	1	6	7	8	9	12	10
Lyndon State College*	62	7	0	0	0	0	0
Marlboro College*	0	71	23	0	0	0	0
New England Culinary Institute*	7	18	2	0	0	0	0
Northern Vermont University	0	136	109	149	150	161	11
Norwich University	12	21	15	6	19	18	110

College Name	FY18	FY19	FY20	FY21	FY22	FY23	FY24
SIT Graduate Institute	31	45	40	14	19	55	0
Saint Michael's College	2	6	60	63	133	152	289
Southern Vermont College*	11	5	0	0	0	0	0
Sterling College	0	28	15	0	11	5	0
University of Vermont	420	388	424	476	435	394	334
Vermont Technical College	48	186	244	218	223	172	349
Total	2417	2682	2736	2640	2614	2806	2935

**These colleges/universities are no longer in operation.*

Appendix B – Early College Participation Data

All data in this appendix related to Early College program courses participation by students includes all publicly funded students and Home Study students.

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

Table 11. Early College participation rates since program inception

School Year (Dates below are Spring of FY)	Early College Student Count	State Senior Student Count	Percent of Seniors in Early College
FY16	123	5,607	2.2%
FY17	179	5,561	3.2%
FY18	252	5,502	4.6%
FY19	354	5,540	6.4%
FY20	327	5,474	6.0%
FY21	331	5,492	6.0%
FY22	267	7,020*	3.8%
FY23	402	6,991*	5.6%
FY24	410	6,476*	6.3%
Total	2,635	53,455	4.9%

*FY22 through FY24 include ADM students, those enrolled in public schools or are publicly funded.

Table 12. Number of students at each institution participating in Early College.

College	Fall FY24	Spring FY24	Persistence Rate
Community College of Vermont	235	219	93%
Norwich	43	41	95%
Vermont State University	132	126	95%
Total	410	386	94%

Table 13. Early College participation by publicly funded and home study students.

College	Students Spring FY23	Students Fall FY24	Persistence Rate
Publicly Funded Students	365	387	94%
Home Study Students	21	23	91%
Total	386	410	

Appendix C – Fast Forward Enrollment Data

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

Table 14. Courses taken by year and semester.

Semester	FY22	FY23	FY24
Fall	49	272	406
Spring	628	708	862
Total	677	980	1268

Table 15. Courses taken by gender and year.

Gender	FY22	FY23	FY24
Non-Binary			59
Female	413	611	776
Male	259	366	433
Not reported	5	3	0
Total	677	980	1268

Table 16. Courses taken by students reporting economic disadvantage.

FRL Status	FY22	FY23	FY24
Not FRL	465	240	743
FRL	212	740	525
Total	677	980	1268

Table 17. Courses taken by students with disabilities.

Disability Status	FY22	FY23	FY24
Courses taken by Students Without Disabilities	501	734	976
Courses taken by Students with Disabilities	176	246	292
Total	677	980	1268

Table 18. Courses taken by student IEP status and year.

IEP Status	FY22	FY23	FY24
No IEP	566	853	1171
IEP	111	127	97
Total	677	980	1268

Table 19. Courses taken by students with 504 Plans.

504 Status	FY22	FY23	FY24
No 504	579	825	1069
504 ¹	98	155	199
Total	677	980	1268

Table 20. Courses taken by race/ethnicity.

Race/Ethnicity	FY22	FY23	FY24
Asian	42	36	38
Black or African American	25	30	41
Hispanic	18	*	17

Race/Ethnicity	FY22	FY23	FY24
Native Population ¹	*	*	36
Multi	*	26	19
Not Reported	*	0	0
White	584	864	1117

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

Table 21. Courses taken by student English Language Learners.

EL Status	FY22	FY23	FY24
No EL	648	952	1268
EL	29	28	31
Total	677	980	1268

Table 22: Courses taken by secondary school. *

Secondary School	FY22	FY23	FY24
Burlington Technical Center	158	227	307
Center for Technology Essex	153	149	127
Central Vermont Career Center	49	59	56
Cold Hollow Career Center	16	42	42
Essex High School	1	0	0
Green Mountain Tech. and Career Center	13	60	95
Hartford Career and Technical Center	1	0	0
Lyndon Institute/Tech Center	0	0	0
Milton High School	1	0	0

Secondary School	FY22	FY23	FY24
Missisquoi Valley UHS #7	1	0	23
North Country Career Center	40	96	103
Northwest Technical Center	75	54	113
Patricia A Hannaford Career Center	40	58	36
Randolph Technical Career Center	3	5	16
River Bend Career & Technology Center	20	18	19
River Valley Technical Center	4	6	12
Southwest Tech	24	48	66
St Johnsbury Academy/High School	0	8	1
St Johnsbury Academy/Tech Center	7	1	7
Stafford Technical Center	52	75	113
Windham Regional Career Center	19	74	132
Total	677	980	1268

**Table 22 does not include courses taken outside of the Fast-Forward program.*

Table 23: Courses taken at approved college partners.

College	FY22	FY23	FY24
Community College of Vermont	459	709	983
Vermont State University	218	271	285
Total	677	980	1268