

Technical Assistance Paper: Guidelines for Career and Technical Dual Enrollment

Scope and Methods

The purpose of this paper is to provide guidelines for the administration of dual enrollment in career and technical education (CTE). The research methods employed in this study included analysis of relevant statutes, rules, and other documents such as interinstitutional articulation agreements as well as interviews with district and community college administrators and relevant Florida Department of Education (FDOE) staff.

Questions and Answers

What is dual enrollment?

Florida Statutes define dual enrollment as one of several articulated acceleration mechanisms (Advanced Placement, International Baccalaureate, the Advanced International Certificate of Education, and other postsecondary early entrance opportunities) where students enroll in postsecondary instruction and receive both postsecondary and secondary credit.¹ The intent is to broaden curricular options, increase depth of study options available to students, and shorten the time necessary for completing the requirements for earning a standard high school diploma and a postsecondary certificate or degree.

Through dual enrollment, public, private, and home education secondary students may enroll in postsecondary courses creditable toward both high school graduation and a career certificate or an associate or baccalaureate degree. There are two curricular avenues for students to participate in dual enrollment: early college dual enrollment (college credit) and career and technical certificate (clock hour) dual enrollment. Early college dual enrollment refers to academic or college credit coursework at the postsecondary level that leads to a college degree. Early college dual enrollment is available through community colleges and universities. Career and technical education dual enrollment, also referred to as career dual enrollment, is a curricular option of elective credits toward earning the high school diploma and completing a career-preparatory certificate program and is available through district career centers and community colleges. Career dual enrollment is not intended to enable students to take isolated courses unrelated to a program. School districts must inform all students of the option and eligibility criteria. Students participating in dual enrollment are exempt from the payment of registration, tuition, and laboratory fees.

The key feature of dual enrollment is the award of both secondary and postsecondary credit, not the location of instruction. Courses taken through the dual enrollment

¹ See Appendix A for section of the Florida Statutes related to dual enrollment (Section 1007.271, F.S.).

program are postsecondary courses taught by faculty with the credentials required for the certificate or degree level. There are arrangements whereby secondary students can take secondary-level courses at postsecondary institutions. These arrangements are sometimes referred to as “shared enrollment” but they are not dual enrollment because the student is receiving secondary credit only.² Vocational preparatory instruction, college preparatory instruction, and other pre-collegiate instruction are ineligible for dual enrollment credit because students do not receive postsecondary credit. Physical education skills courses are also ineligible for dual enrollment.

What are the advantages of dual enrollment for CTE students and programs?

For students, the advantages of dual enrollment include ease of postsecondary credit transfer, access to postsecondary education and student support services, and a challenging curriculum that shortens the time necessary for completing the requirements for a postsecondary certificate or degree. Research suggests that a rigorous and relevant secondary curriculum engages students and reduces dropout rates. For technical centers, dual enrollment can facilitate the recruitment of talented high school students into their programs.³

Who is eligible for dual enrollment?⁴

Students who wish to dually enroll in courses leading to a degree at a community college or university must meet cut scores established in Rule 6A-10.0315, F.A.C. on the Florida College Entry-Level Placement Test (CPT), ACT, or SAT exams. In addition, students must have at least a 3.0 unweighted high school grade point average (GPA) to demonstrate readiness for participation in college credit courses through dual enrollment. Students must have a 2.0 unweighted GPA and demonstrate readiness for career-level coursework to dually enroll in career certificate programs. Districts and community colleges may establish in their interinstitutional articulation agreements minimum GPAs that differ from the requisite GPAs listed above. In the case of district technical center dual enrollment, changes to the 2.0 minimum GPA must be specified in district school board policy.

How should readiness for career dual enrollment be measured?

Because dual enrollment is an acceleration mechanism made available to advanced secondary students, eligibility criteria should be set so that participating career education students require no remediation. Therefore, districts and community colleges should establish career education dual enrollment criteria. These criteria must include the statutorily required 2.0 minimum high school GPA (or the GPA specified in the

² Another term, “co-enrollment,” refers to secondary students taking adult education courses for high school graduation credit.

³ See Hughes, K. L., Karp, M. M., Bundting, D., and Friedel, J. (2005). Dual enrollment/dual credit: Its role in career pathways. In D. Hull (Ed.), *Career pathways: Education with a purpose* (pp. 227-256). Waco, TX: Cord Communications.

⁴ Eligibility criteria are found in Section 1007.271(3), F.S.

applicable interinstitutional articulation agreement or local board policy). In addition, the criteria may include any or all of the following: basic skills exit requirements already established in the curriculum frameworks, interviews, transcripts, references, or other proven indicators or predictors of career education performance (including Individualized Education Plan (IEP) team recommendations for students with disabilities⁵) as determined locally by board policy of the postsecondary institution.⁶

A separate and unique instrument has been developed for some programs. For example, the Florida Criminal Justice Standards and Training Commission developed a Basic Abilities Test for law enforcement, correctional, and probation officers based on a job task analysis in each discipline. Some Nursing programs have a similar testing requirement for entry. Instruments must be designed by professional test developers with expertise in psychometrics. Instruments must be valid and reliable and conform to all applicable state and federal regulations.

Can the Test of Adult Basic Education (TABE) be used to measure readiness for career dual enrollment?⁷

No, not as a sole measure. According to McGraw-Hill, the TABE is an excellent tool to assist in making decisions regarding academic programs and employment, but only when used in conjunction with other information such as interviews, transcripts, and references. McGraw-Hill recommends that the TABE not be used as a sole measure in a screening process. The statutory minimum GPA requirement serves as an additional indicator of readiness and predictor of performance and complies with McGraw-Hill's recommendation.⁸

Who pays for books and instructional materials?

Assigned instructional materials must be provided to public high school students free of charge.⁹ Materials are the property of the school board or community college that purchased them. Interinstitutional articulation agreements should indicate which entity, school district or community college, will be responsible for supplying textbooks. While home-schooled and private school students are required to pay for their own books and

⁵ Section 1004.91(3) allows local districts and community colleges to adopt policies that exempt students with disabilities.

⁶ Section 1007.235(2)(b)(6) describes required elements of interinstitutional articulation agreements between colleges and districts. Districts should use these agreements as guides when establishing board policy on dual enrollment at career centers.

⁷ The TABE is a widely used instrument published by McGraw-Hill that measures basic skills in reading, mathematics, and language skills. In Florida, the TABE is used as an exit criterion for postsecondary career certificate programs, as indicated in the curriculum frameworks. A basic skills examination such as TABE must be administered to students within the first six weeks after admission into a postsecondary career certificate program of 450 hours or more in length. This is to determine if and how much remediation would be necessary for the student to meet the basic skills exit requirement for the program. Students with disabilities may be exempt from the basic skills exit requirement as per local board policy of the district or community college.

⁸ Section 1007.271(3), F.S.

⁹ Section 1007.271(14), F.S.

instructional materials,¹⁰ community colleges may choose to provide books and instructional materials to these students free of charge.¹¹ In the 2008-09 budget year, \$4.44 million was allocated to districts through the Florida Education Finance Program (FEFP) to purchase dual enrollment instructional materials.¹²

Are districts required to increase student access to dual enrollment?

Yes.¹³ In 2006, as part of the A++ initiative, statutory language related to dual enrollment was amended to expand access for eligible students. Districts are required to inform all secondary students about dual enrollment options including eligibility criteria, the option for taking dual enrollment courses beyond the regular school day, and the minimum academic credits required for graduation. Alternative grade calculations, weighting systems, and information regarding education options that discriminate against dual enrollment are prohibited. School boards must annually assess the demand for dual enrollment and consider strategies and programs to meet that demand including access to dual enrollment on the high school campus whenever possible.

How will the Career and Professional Education Act of 2007 affect dual enrollment?

The Career and Professional Education Act¹⁴ requires districts to have at least one operational career and professional academy at the beginning of the 2008-09 school year. The law requires districts, local workforce boards, and postsecondary institutions to collaboratively develop five-year strategic plans that include opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical courses. These academies by definition must have programs that lead to industry recognized certifications. Each student who completes a career and professional academy program, earns an approved certification, and graduates with a standard high school diploma will result in a 0.3 FTE bonus for the district in the following year for courses that were not funded through dual enrollment.¹⁵

Can students dually enroll in a CTE program or courses full-time?

Yes. This is early admission, which is a form of dual enrollment.¹⁶ For financial aid purposes, full-time is defined as 12 postsecondary credit hours or 450 clock hours per semester.¹⁷ Early admission students are ineligible for Bright Futures scholarships.¹⁸

¹⁰ Section 1007.271(10)(a), F.S.

¹¹ Section 1007.271(14), F.S.

¹² See specific appropriation 89 of the 2007 Appropriations Act.

¹³ Section 1007.271(5), F.S.; Ch. 2006-74, Section 39, Laws of Florida.

¹⁴ Ch. 2007-216, Laws of Florida. The law can be found in Sections 1003.491 and 1003.493, F.S.

¹⁵ Section 1011.62(1)(o), F.S.

¹⁶ Section 1007.271(8), F.S.

¹⁷ Section 1009.40(1)(b), F.S. and 6A-20.001 F.A.C.

¹⁸ Senate Bill 10C in special session 2007C eliminated Bright Futures Scholarships for students in early admissions programs who do not have a high school diploma. See Ch. 2007-330, Laws of Florida.

Can home education students participate in CTE dual enrollment?

Yes.¹⁹ Districts are responsible for providing home education students with documentation of enrollment in a home education program, which students must provide to the postsecondary institution in which they want to dually enroll. A documented home education student who wants to dually enroll at a community college does not need permission or approval from the district to do so. Home education students are responsible for their instructional materials and transportation unless provided for by the district or community college. Districts and community colleges must delineate courses and programs for dually enrolled home education students and identify eligibility criteria not to exceed those for other dually enrolled students.

Districts may have a part-time home education enrollment policy. Each district's Home Education Coordinator can provide information about district policy, registration timelines, and dual enrollment eligibility requirements for part-time home education programs. If a part-time home education student participates in the district's dual enrollment program with a community college, the district's interinstitutional articulation agreement with the community college applies.

Can private school students participate in CTE dual enrollment?

Yes.²⁰ The private school from which the student enrolls must report Annual Private School Survey data to the state, and its curriculum must be in compliance with the state's general requirements for high school graduation.²¹ It is recommended that community colleges maintain articulation agreements with non-public schools that mirror their interinstitutional articulation agreements with districts.²² Non-public high schools do not receive state funding for dual enrollment students.

Are dually enrolled home education and private school students exempt from paying registration, tuition, and lab fees?

Yes.²³

Can home schooled students dually enroll in a CTE program or courses full-time through early admission?

Yes, home schooled students may participate in early admission. The district or community college at which the student will be dually enrolled for postsecondary credit may require home education students to demonstrate the equivalent of six semesters of full-time secondary enrollment to be eligible for early admission.

¹⁹ Section 1007.271(10), F.S.

²⁰ Section 1007.271(2), F.S.

²¹ Sections 1002.42(2) and 1003.43, F.S.

²² Pursuant to Section 1007.235(7), F.S.

²³ Section 1007.271(13), F.S.

Are grades earned by dually enrolled CTE students weighted?

Beginning with students entering ninth grade in the 2006-07 school year, school districts and community colleges must weight grades earned in dual enrollment courses the same as Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education courses (AICE).²⁴ No distinction is made in statute between academic and career dual enrollment in this regard.

How is career dual enrollment funded?

Both the public secondary and postsecondary partners involved in providing dual enrollment receive funding through their respective budget silos. On the secondary side, districts receive funds through the Florida Education Finance Program (FEFP), the statewide preK-12 school funding formula that distributes tax dollars to school districts. The FTE earned by these students is basic and unweighted, compared with secondary career and technical education courses, which carry an additional weight in the formula. For 2008-09, the weight for FTE in secondary career and technical courses was 1.077.²⁵ On the postsecondary side, districts and community colleges receive funding through their respective workforce education budgets, which are allocated based on enrollment, program cost factors, local fee revenue, and performance. School districts do not receive FTE-based FEFP funds for summer term dual enrollment, but they may use discretionary Supplemental Academic Instruction funds if available.²⁶

How should CTE dual enrollment student data be reported?²⁷

Parallel reporting is required to ensure that state funds are properly allocated and students receive postsecondary and secondary credit that applies toward high school graduation, a postsecondary degree or certificate, and Bright Futures Scholarship requirements. The relevant databases include the K-12 Automated Student Information System, Workforce Development Information System (WDIS), and the Community College Student Data Base. Proper reporting by districts of parallel records for dually enrolled students requires the use of the postsecondary program number in the secondary and postsecondary records.²⁸ Districts should verify that each dual enrollment postsecondary course is on the approved substitution list for high school graduation requirements and the Bright Futures Comprehensive Course Table for Gold Seal Scholarship eligibility (see page 13 for more information about the Gold Seal Scholarship).

²⁴ Section 1007.271(16), F.S.

²⁵ See Chapter 2008-152, Laws of Florida, Specific Appropriation 81.

²⁶ Section 1011.62(1)(f), F.S.

²⁷ Most of the information in this section is found in the 2008-09 edition of the FTE General Instructions, which can be found at http://info.fldoe.org/docushare/dsweb/Get/Document-4586/coefo_08_07att.pdf

²⁸ Course numbers can be found in the Statewide Course Numbering System (http://scns.fldoe.org/scns/public/pb_index.jsp). Postsecondary vocational program codes can be found in the Course Code Directory (<http://www.fldoe.org/articulation/CCD/default.asp>).

District K-12

Career dual enrollment for students in grades 9 through 12 is funded through the FEFP. FTE is reported in Basic FEFP Program Number 103, and the dual enrollment indicator must be set at 'C.' Instructional time for dual enrollment may vary from 900 hours, but districts may report a maximum of 1.0 FTE for each student. Dual enrollment FTE student membership is calculated in an amount equal to the hours of instruction that would be necessary to earn the FTE membership for an equivalent course taught in the school district.²⁹

Five instructional settings for delivering career and technical dual enrollment are recognized for state funding through the FEFP, and each has distinct reporting requirements:

The first scenario is ***postsecondary career instruction provided at a career technical center located in another school district***. The district of enrollment must create a student course record format with its district number and school number indicated for enrollment and instruction. Documentation must be maintained to show that the student is a dual enrollment student. The district of enrollment is the district sending the student for dual enrollment instruction. The value of *FTE Earned, Course* must be calculated as the amount necessary to earn the FTE and the funding for an equivalent course if it were taught in the school district. The *Aggregate FTE Earned, Course* for the student is subject to the 0.5 limit for the reporting period. The value of *Class Minutes, Weekly*, will be the value for that course as taught in the district of instruction. The *Dual Enrollment Indicator* must be "C." A matching teacher course record format must be created for the student course record(s).

The second scenario is ***postsecondary CTE instruction provided at a community college***. Students who are dually enrolled in a community college for CTE instruction and who meet all eligibility requirements should be reported by the district of enrollment the same as the first scenario. The *School Number, Current Instruction/Service* element should be the community college number (C901-C928). *Dual Enrollment Indicator* must be 'B', 'C' or 'E' as appropriate. Code 'B' is career and technical college credit dual enrollment and includes students working toward an Associate in Science (A.S.) or Associate of Applied Science (A.A.S.) degree, an Applied Technology Diploma (A.T.D.), or enrolled in a college credit certificate program. Code 'C' is career certificate dual enrollment and includes students working in a postsecondary career certificate program. Code 'E' is early admission.

The third scenario is ***postsecondary CTE instruction provided by community college personnel on the campus of a secondary school***. The school reports the dual enrollment courses using FEFP Program Number 103. The value of *FTE Earned, Course* must be

²⁹ Chapter 2008-142, Laws of Florida amends Section 1011.62(1)(i), F.S., deleting the requirement that dual enrollment courses be reported for 75 membership hours and provides that dual enrollment membership shall be calculated in an amount equal to the hours of instruction that would be necessary to earn the FTE student membership for an equivalent course if it were taught in the district high school.

calculated as the amount necessary to earn the FTE and the funding for an equivalent course if it were taught in the school district. The *Aggregate FTE Earned, Course*, for the student is subject to the 0.5 limit for the reporting period. The *School Number, Current Instruction/Service* is that of the secondary school. The *Dual Enrollment Indicator* is 'B' or 'C' as appropriate and a matching teacher course record is required.

The fourth scenario is ***postsecondary CTE instruction provided at a career technical center located in the same district***. Students are enrolled in and receive instruction at a secondary school and also receive postsecondary CTE instruction at a career technical center operated by the same school district. The secondary school must report the dual enrollment courses with Basic FEFP Program 103. The value of *FTE Earned, Course* must be calculated as the amount necessary to earn the FTE and the funding for an equivalent course if it were taught in the school district. The *School Number, Current Instruction/Service* is that of the secondary school, and the *Dual Enrollment Indicator* is 'C.' A matching teacher course record must be submitted.

The fifth scenario is that of ***postsecondary CTE instruction provided by career technical center personnel on the campus of a secondary school***. The secondary school must report the dual enrollment courses with Basic FEFP Program 103. The value of *FTE Earned, Course* must be calculated as the amount necessary to earn the FTE and the funding for an equivalent course if it were taught in the school district. The *School Number, Current Instruction/Service* is that of the secondary school. The *Dual Enrollment Indicator* is 'C' and a matching teacher course record is required.

District Postsecondary

If a student is dually enrolled in a district career technical center, the student's record should appear in the WDIS database with a postsecondary program number and be coded as *Adult Fee Status* 'Q' (fee exempt – dual enrollment). The *Dual Enrollment Indicator* is 'C' (vocational certificate dual enrollment) or 'E' (early admission) as appropriate in the WDIS Student Course schedule in all reporting surveys.³⁰

Community Colleges

The Florida College System Student Database contains two data elements for indicating dually enrolled secondary students. Students should be coded in the *Course Dual Enrollment/Co-Enrollment Flag* as 'S' (public), 'P' (private), or 'H' (home school) based on their secondary instruction and in the *Course Dual Enrollment Category* as 'DA' (college credit), 'DV' (non-college credit), 'EA' (early admission – college credit), or 'EV' (early admission – non-credit).

³⁰ See Appendix B for a description of the WDIS dual enrollment indicator data element.

How do local articulation agreements shape dual enrollment policy?

Florida Statutes require district superintendents to maintain interinstitutional articulation agreements with community colleges that establish acceleration frameworks, including dual enrollment, for secondary students.³¹ These agreements must include the following statutory requirements:

- Ratification by community college president and district superintendent of all existing articulation agreements between the community college and the school district.
- Courses and programs available to students eligible to participate in dual enrollment, including a plan for the community college to provide guidance services.
- The process by which parents and students are notified of the option to participate.
- The process by which students and parents exercise their option to participate.
- High school credits earned for completion of each dual enrollment course.
- Provision for courses that can be counted toward meeting graduation requirements.
- Eligibility criteria for student participation in dual enrollment courses and programs.
- Institutional responsibilities for student screening prior to enrollment, and monitoring enrolled students.
- Criteria by which the quality of dual enrollment courses and programs are to be judged and maintained.
- Institutional responsibilities for the cost of dual enrollment courses and programs.
- Responsibility for providing student transportation.
- Process for converting college credit hours to high school credit based on mastery of course outcomes.
- Identification of the responsibility of the college to assign letter grades for dual enrollment courses and the district to post these grades to the high school transcript.
- Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates.
- Mechanisms and strategies for promoting “Tech Prep” programs of study.³²
- A plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers.

³¹ Section 1007.235, F.S.

³² Tech Prep was phased out as of 2008-09.

The Florida Department of Education Office of Articulation provides a template for writing interinstitutional agreements and keeps copies of all agreements on file.³³ Of the 35 agreements (between 35 districts and 27 community colleges) reviewed in this study, most were relatively current: 22 were ratified in 2006, six in 2005, six in 2004, and one in 2000. The Office of Articulation reviews all agreements and encourages annual updates. Monitoring of statutory compliance is done by the Office of Articulation which makes recommendations in collaborative meetings, regional workshops, and discussions with the Articulation Coordinating Committee (see below).

The Office of Articulation provides staff for the Articulation Coordinating Committee (ACC), which is a K-20 advisory body appointed by the Commissioner of Education.³⁴ It comprises representatives from all levels of public and private education: the State University System, the State College System, independent postsecondary institutions, public schools, nonpublic schools, and career and technical education. There is also a member representing students. The ACC exists to coordinate ways to help students move easily from institution to institution and from one level of education to the next.

Are there dual enrollment cost sharing arrangements between districts and community colleges?

There are three scenarios describing how CTE dual enrollment costs are absorbed between districts and community colleges:

1. Both district and community college absorb costs independently,
2. College reimburses district for instruction delivered on high school campus by high school teachers, and
3. District reimburses college for instruction delivered by community college instructors on high school campus.

An analysis of 35 interinstitutional articulation agreements revealed that over half of the agreements either did not mention cost sharing or stated that costs would be absorbed independently (see Exhibit 1). Twenty-seven of the 28 community colleges and 34 of the 67 school districts were represented in the sample.³⁵ In eight (23%) of the agreements, colleges reimburse districts, and in four (11%) of the agreements, districts reimburse colleges. Separate cost sharing agreements were cited in four (11%) of the agreements examined.

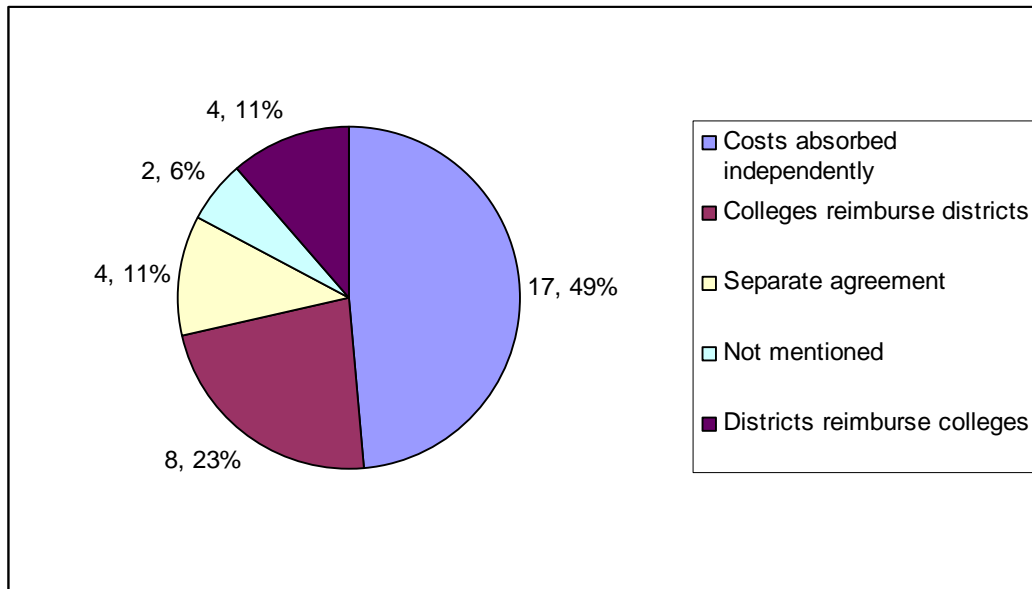
³³ Download template at <http://www.fldoe.org/articulation/pdf/interinstitutional-articulation-agreements.pdf>.

³⁴ 6A-10.024, F.A.C., Articulation Between and Among Universities, Community Colleges, and School Districts, delineates the authority of the Articulation Coordinating Committee but does not explicitly address career dual enrollment.

³⁵ An agreement from Florida Keys Community College was not on file in the Office of Articulation.

Exhibit 1

Institutional responsibilities for the costs of dual enrollment, 2007



Source: Analysis of interinstitutional articulation agreements on file at FDOE

What are the secondary course equivalencies to postsecondary CTE courses?

The Dual Enrollment Course Equivalency List is an annually updated list of dual enrollment courses that meet high school graduation requirements and the amount of credit that must be awarded on students' transcripts.³⁶ While the list identifies commonly taken dual enrollment courses that satisfy subject area requirements, current law allows for any course in the Statewide Course Numbering System (SCNS) with the exception of physical education and remedial courses to be available for dual enrollment.

According to the list, all three-credit (or equivalent) postsecondary courses taken through dual enrollment that are part of a postsecondary career/technical program of study (Career Certificate, Technical Certificate, Advanced Technical Certificate, ATD, AAS, AS) shall be awarded 0.5 elective credit toward high school graduation.³⁷ Typically, the clock hour equivalent to three-credit college credit courses is 90 clock hours or a calculation of 30 clock hours to one college credit hour.

How are clock hours converted to secondary credit?

While three college credit hours equals 0.5 secondary credit, converting work done in a district career certificate program to secondary credit has been more problematic. Career education programs were designed to fit the needs of adult learners by focusing on

³⁶ The list can be found online at www.facts.org.

³⁷ More information on high school graduation requirements under Florida's A++ Plan can be found at <http://www.fldoe.org/APlusPlus/pdf/MAJORSGuideHSGraduation2007.pdf>

competencies and allowing open entry throughout the year. District programs were not divided into courses built into a highly structured academic calendar. This flexibility is desirable for adult learners, but presents difficulty when articulating with course-based curricula. Community college certificate programs are separated into courses, which makes transfer and articulation easier.

As a guideline, 135 instructional hours is equivalent to one secondary credit (120 with block scheduling), however, the determination of equivalency should be based on content, not “seat time.”³⁸ Instructional hours in career education programs are also known as “clock hours.” The Curriculum Frameworks are structured so that 150 postsecondary clock hours are the equivalent of one secondary credit.

Beginning in 2009-10, all district career certificate programs will be composed of courses listed in the Statewide Course Numbering System for which students will register and will appear on electronic transcripts. The clock hours associated with these courses will vary, and the 150 clock hours to one secondary credit ratio will still apply.

Do career dual enrollment courses meet Gold Seal Scholarship eligibility requirements?³⁹

One important issue from the student’s perspective is how postsecondary work will apply toward eligibility requirements for the Bright Futures Gold Seal Vocational Scholarship (GSVS). The Florida Bright Futures Scholarship Program is a lottery-funded achievement-based scholarship program with three levels of awards: Academic Scholar, Medallion Scholar, and Gold Seal Vocational Scholar.⁴⁰ To be eligible for the Gold Seal Scholarship, students must earn three secondary credits in a single vocational program.

Career and technical postsecondary credit earned through dual enrollment can be used to meet GSVS eligibility requirements. For a student to use postsecondary credit earned through dual enrollment at a community college or university for GSVS eligibility, there must be an articulation agreement between the college/university and the district. The Bright Futures Comprehensive Course Table (CCT) lists the secondary and dual enrollment postsecondary courses and programs used to determine Bright Futures eligibility. If there is a program or course specified in an interinstitutional articulation agreement that is not in the CCT, district or community college staff should contact the Standards, Benchmarks, and Frameworks Section at 850-245-0446 for review and approval of the equivalency.

As an example of how to use the CCT, the postsecondary career education program Computer Systems Technology contains both secondary and postsecondary dual enrollment course options including both career certificate and college degree programs. District career certificate programs are identified by their postsecondary vocational

³⁸ Sections 1003.436 and 1007.271 F.S.

³⁹ Sections 1009.53 and 1009.536, F.S.

⁴⁰ More information on the Florida Bright Futures Scholarship Program is available at <http://www.floridastudentfinancialaid.org/ssfad/factsheets/BF.htm>.

program code (a letter followed by six digits). Community college credit and certificate program courses are identified using the Statewide Course Numbering System.

In the case of Computer Systems Technology, a secondary student dually enrolled at a career technical center would take career education program number I470104. To find out what secondary programs this would apply toward for Bright Futures eligibility, start by going to the CCT at <https://nwrdc.fsu.edu:1305/fnbpcm02> and entering the postsecondary program number in the course number search box.

The screenshot shows a web browser window titled "Course Requirements for Florida's Bright Futures Scholarship Program - Microsoft Internet Explorer". The address bar shows the URL <https://nwrdc.fsu.edu:1305/fnbpcm02>. The page header includes the Florida Department of Education logo and the text "Florida Bright Futures Scholarship Program" and "Office of Student Financial Assistance (OSFA)".

The main content area contains a search form with the following sections:

- Select a Course:** A text input field for "Course Number" containing "I470104" and a "By Course Number" button.
- OR:** A text input field for "Course Name" and a "By Course Name" button.
- Select a Vocational Program:** A section for selecting a vocational program number.
- Select by Subject Area:** A list of subject areas with radio buttons:
 - English
 - Mathematics
 - Algebra
 - Geometry
 - Calculus or Trigonometry
 - Mathematics Elective
 - Natural Science
 - Biology
 - Chemistry
 - Physics
 - Natural Science Elective

A yellow banner at the top of the search area reads "This table may be updated during the year." and "All subject areas have been updated on this table according to the ACC's Dual Enrollment Equivalency List (effective 8/2007)." A "Graduation Year" dropdown menu is set to "2008".

A callout box with the text "Search by vocational program number" points to the "Select a Vocational Program" section.

After clicking the search button, there is a screen that provides information about this program including the maximum number of secondary credits from this program a student could apply toward Bright Futures and SUS admission.

Florida Bright Futures Scholarship Program

Office of

Courses Beginning with: I470104

These courses can be used to meet credit requirements for one or more of the (FAS/FMS) or Florida Gold Seal Vocational Scholars (GSV). The International Certificate of Education (AICE) are two other methods by which a student may earn one of the previously listed award admissions. Courses used in each area are indicated. For more detailed information, click on the link in the column header.

Academic Scholars, Florida Medallion Scholars and International Certificate of Education (AICE) are two requirements for State University System (SUS) admission.

Number of Courses Listed: 1

Course Number	Course Title	Subj Area	Max Credits	Course Years	Weight	FAS/FMS	IB	AICE	3YR/ GSY	4YR/ GSY	Yoc Crse	Dup Crse	SUS Admiss
I470104	COMPUTER ELECT TECH	VO	6.00	1992-2008	N	N	N	N	N	C	Y		E

Click [here](#) to select a different subject area
Click [here](#) to Return to the Initial Eligibility Page

[Return to the Education in Florida Home Page](#) · [Bright Futures Homepage](#) · [Bright Futures First Time Applicants](#) · [Renewal Students](#) · [High School Guidance Counselors](#) · [Financial Aid Officers](#) · [Eligible Colleges and Schools](#) · [Bright Futures Laws](#)

Number of secondary credits (6) that can be applied toward Bright Futures eligibility

Click here to see all secondary programs this postsecondary program applies toward

Clicking on the 'Y' under 'Voc Crse' will lead to a page that lists all secondary programs for which credit in I470104 could be applied. A student who earns a combination of three secondary credit equivalents in the postsecondary Computer Systems Technology program and either of the secondary programs listed in the CCT (8730000 and 8732100) would meet the course pre-requisite requirements of the Gold Seal scholarship.

Vocational Programs for Florida's Bright Futures Scholarship Program - Microsoft Internet Explorer

Address: <https://nwrdc.fsu.edu:1305/fnbpcb35?course=I470104&curyr=20082009&coursesem=8&curyr4=2008&curyrsem=200820098>

Florida Bright Futures Scholarship Program
 Florida Department of Education
 Office of Student Financial Assistance (OSFA)
 2008 VOCATIONAL PROGRAMS

I470104 - COMPUTER ELECT TECH can be found in the following programs. Click on the program number to view the program details.

Number of Programs Listed: 2

Program Number	Program
8730000	ELECTRONIC TECHNOLOGY
8732100	COMPUTER SYSTEMS TECHNOLOGY

Credit from I470104 may be applied toward either of two secondary programs: 8730000 and 8732100

Click your browser's back arrow to Return to the Previous Screen
 Click [here](#) to select a different subject area
 Click [here](#) to Return to the Initial Eligibility Page

[Return to the Education in Florida Home Page](#) . [Bright Futures Homepage](#) . [Bright Futures Facts](#) .
[First Time Applicants](#) . [Renewal Students](#) . [High School Guidance Counselors](#) .
[Financial Aid Officers](#) . [Eligible Colleges and Schools](#) . [Bright Futures Laws](#) .

Done, but with errors on page. Internet 2:16 PM

Appendix A

Section 1007.271, Florida Statutes

(1) The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.

(2) For the purpose of this section, an eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school which is in compliance with s. 1002.42(2) and conducts a secondary curriculum pursuant to s. 1003.43. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students who are eligible for dual enrollment pursuant to this section shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE, as provided in s. 1011.61(4). Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

(3) The Department of Education shall adopt guidelines designed to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses. Student qualifications must demonstrate readiness for career-level coursework if the student is to be enrolled in career courses. In addition to the common placement examination, student qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade point average, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average. Exceptions to the required grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment interinstitutional articulation agreement. Community college boards of trustees may establish additional admissions criteria, which shall be included in the district interinstitutional articulation agreement developed according to s. 1007.235, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement shall not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. District school boards may not refuse to enter into an agreement with a local community college if that community college has the capacity to offer dual enrollment courses.

(4) Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program, and shall not be used to enroll students in isolated career courses. It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college.

(5) Each district school board shall inform all secondary students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards shall annually assess the demand for dual enrollment and other advanced courses, and the district school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Alternative grade calculation, weighting systems, or information regarding student education options which discriminates against dual enrollment courses is prohibited.

(6) The Commissioner of Education shall appoint faculty committees representing public school, community college, and university faculties to identify postsecondary courses that meet the high school graduation requirements of s. 1003.43, and to establish the number of postsecondary semester credit hours of instruction and equivalent high school credits earned through dual enrollment pursuant to this section that are necessary to meet high school graduation requirements. Such equivalencies shall be determined solely on comparable course content and not on seat time traditionally allocated to such courses in high school. The Commissioner of Education shall recommend to the State Board of Education those postsecondary courses identified to meet high school graduation requirements, based on mastery of course outcomes, by their course numbers, and all high schools shall accept these postsecondary education courses toward meeting the requirements of s. 1003.43.

(7) Early admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition, and laboratory fees.

(8) Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a community college in courses that are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program shall be limited to students who have completed a minimum of six semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled pursuant to this section are exempt from the payment of registration, tuition, and laboratory fees.

(9) The State Board of Education shall adopt rules for any dual enrollment programs involving requirements for high school graduation.

(10)(a) The dual enrollment program for home education students consists of the enrollment of an eligible home education secondary student in a postsecondary course creditable toward an associate degree, a career certificate, or a baccalaureate degree. To participate in the dual enrollment program, an eligible home education secondary student must:

1. Provide proof of enrollment in a home education program pursuant to s. 1002.41.
2. Be responsible for his or her own instructional materials and transportation unless provided for otherwise.

(b) Each career center, community college, and state university shall:

1. Delineate courses and programs for dually enrolled home education students. Courses and programs may be added, revised, or deleted at any time.
2. Identify eligibility criteria for home education student participation, not to exceed those required of other dually enrolled students.

(11) The Department of Education shall approve any course for inclusion in the dual enrollment program that is contained within the statewide course numbering system. However, college-preparatory and other forms of precollegiate instruction, and physical education and other courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, may not be so approved, but must be evaluated individually for potential inclusion in the dual enrollment program. This subsection shall not be construed to mean that an independent postsecondary institution eligible for inclusion in a dual enrollment or early admission program pursuant to s. 1011.62 must participate in the statewide course numbering system developed pursuant to s. 1007.24 to participate in a dual enrollment program.

(12) The Department of Education shall develop a statement on transfer guarantees which will inform students, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education certificate or degree program. The statement shall be provided to each district school superintendent, who shall include the statement in the information provided to all secondary students as required pursuant to this subsection. The statement may also include additional information, including, but not limited to, dual enrollment options, guarantees, privileges, and responsibilities.

(13) Students who meet the eligibility requirements of this section and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.

(14) Instructional materials assigned for use within dual enrollment courses shall be made available to dual enrollment students from Florida public high schools free of

charge. This subsection shall not be construed to prohibit a community college from providing instructional materials at no cost to a home education student or student from a private school. Students enrolled in postsecondary instruction not creditable toward a high school diploma shall not be considered dual enrollments and shall be required to assume the cost of instructional materials necessary for such instruction.

(15) Instructional materials purchased by a district school board or community college board of trustees on behalf of dual enrollment students shall be the property of the board against which the purchase is charged.

(16) Beginning with students entering grade nine in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

(17) The Commissioner of Education may approve dual enrollment agreements for limited course offerings that have statewide appeal. Such programs shall be limited to a single site with multiple county participation.

Appendix B

Dual Enrollment Indicator Data Element, Workforce Development Information System

A one-character field that describes the type of dual enrollment in which the secondary student is engaged for the course or program being reported as per Section 1007.271, Florida Statutes. The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Note that a student can be both academically and vocationally dually enrolled at the same time.

CODE DEFINITION

- A** Academic dual enrollment. Includes students working toward A.A., B.A. and B.S. degrees in community colleges and universities who are enrolled part-time in postsecondary classes.
- B** Vocational college credit dual enrollment. Includes students working toward an A.A.S. or A.S. degree, an A.T.D., or working in a college credit certificate program.
- C** Vocational certificate dual enrollment. Includes students working in a postsecondary adult vocational program at a school district institution or a community college designated area center.
- E** Early admission student. Includes students who are working toward a high school diploma and are enrolled full-time at a postsecondary institution.
- Z** Not Applicable. Includes all postsecondary students, grades 30 and 31, and all secondary students not dually enrolled.