

Operational Chart for Dual/Concurrent Enrollment

According to California Education Code for school districts and community colleges, there is currently no legal distinction between the terms “dual” or “concurrent” enrollment. These terms are used interchangeably throughout the state to define processes by which high school students enroll in college courses and receive college credit upon successful completion. Ed Code 76001 defines these students as “special part-time and special full-time students”.

Aside from the terminology, there are important distinctions between the requirements for offering college courses on high school campuses versus allowing high school students to enroll in courses offered on the college campus. Those distinctions are illustrated below.

Dual/Concurrent Enrollment Offering	Requirements					Credit			Funding		NOTES
	Faculty meet Community College minimum qualifications	Faculty meet NCLB guidelines	Courses open to public enrollment	School Board Resolution for public access	Must complete student eligibility process	College and HS credit transcribed	College credit earned. Request credit apply to HS transcript	HS & College Credit earned. Request college transcript w/ credit	Eligible for college to earn state apportionment (FTES)	Eligible for High School to earn ADA	
High School Campus: Traditional School Day	X	*	X	X	X	X			+	X	*If course is HS CORE requirement for graduation NCLB "Highly Qualified Teacher" guidelines apply. +FTES can be earned if course is not included in HS Student's required minimum minutes of HS instruction.
High School Campus: Outside of Traditional School Day	X		X	X	X		X		X		
High School Campus: High School Students Only During Traditional School Day	X	*			X	X				X	*If course is HS CORE requirement for graduation NCLB "Highly Qualified Teacher" guidelines apply.
Community College Campus	X		X		X		X		X		
Course to Course Articulation		X						X		X	Signed course articulation agreement established; Students must enroll in College to receive credit.

Revenue Requirements

School districts and colleges cannot earn revenue for the same instructional minutes or a duplicated class (double dipping). Funding for school districts is based on average daily attendance (ADA), whereas community colleges are funded based on full-time equivalent students (FTES). Full ADA can be claimed for concurrent/dual enrolled "special part-time and special full-time students" if they are also enrolled in and attend 240 minutes of high school per day. Ed Code also allows school districts to claim three-quarters ADA for concurrent/dual enrolled "special part-time and special full-time students" if they are enrolled in and attend 180 minutes of high school per day. For community colleges apportionment is earned for each student for each hour of contact with an instructor through a calculation that yields "a full-time equivalent student" (FTES). FTES can only be claimed for concurrent/dual enrolled students if the courses are advertised and open to the public and are not included in the high school minimum minutes.

Faculty/Teacher Minimum Qualifications:

Community College Minimum Qualifications: Title 5 (sections 53400-53430) establishes minimum qualification for faculty members in community colleges. The California Community Colleges Board of Governors, in consultation with the Academic Senate for Community Colleges, adopted disciplines lists to reflect statewide minimum qualifications to teach in a discipline, but each district may establish additional qualifications which are more rigorous. The disciplines are broken into three options:

- **Disciplines requiring a master's degree** (Master's degree in listed disciplines **or** a bachelor's degree in listed disciplines **and** a master's degree in listed disciplines **or** the equivalent.)
- **Disciplines in which a master's degree is not generally expected or available but which requires a specific bachelor's degree or associate degree** (Bachelor's degree in a specific area and two years of professional experience directly related to the teaching assignment, **or** associate degree in a specific area and six years of professional experience directly related to the teaching assignment.)
- **Disciplines in which a master's degree is not generally expected or available** (Any bachelor's degree and two years of professional experience directly related to the teaching assignment, **or** any associate degree and six years of professional experience directly related to the teaching assignment.)

High School Teacher Credentialing: When a dual enrollment course is in the academic core and required for graduation from high school, the teacher must meet No Child Left Behind (NCLB) guidelines as a "highly qualified teacher," which entails at least a bachelor's degree in the subject area or a closely related field.

Student Eligibility:

High school students enrolled in community college courses, whether conducted on a high school or college campus, are treated in the same manner as college students in regards to privacy laws and parental communication with faculty. Student eligibility is determined by both school district and college. High school students need parental and high school principal (or designee) permission for dual/concurrent enrollment.

High school students cannot enroll in more than 11 units per semester.

Impact of High School Student Earning College Credit on Financial Aid Future

The college units completed by high school students will apply toward their maximum timeframe count for financial aid, once they fully matriculate as a college student. Maximum timeframe for financial aid purposes is 150 percent of program length. For example a student enrolled in a certificate program that requires 24 units would reach maximum timeframe after completing 36 units (24 units x 150% =36 units). An associate degree that requires 60 units would reach maximum timeframe after completing 90 units (60 units x 150%=90 units).

Financial aid lifetime cap: This references the maximum amount of time a student is eligible to receive different types of aid. Eligibility for grants is six full-time years or longer if the student attends only part-time. For loans, eligibility is 150 percent of the program length depending on the program.

Units earned as a concurrent/dual enrolled student will not impact the Pell grant lifetime eligibility limit. The clock starts as soon as the student begin receiving Pell, NOT when they start accumulating college units. Students that enter as college-prepared may complete their educational goal within two years of full time study at the community college level. In this scenario, it is unlikely that they will even reach their maximum timeframe for financial aid. The maximum timeframe for a student that is pursuing an associate degree is 90 units or more. That is 30 more units than the advertised 60 units for an associate degree.

Regulation Resources

School Districts - <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48800-48802>

College Districts - <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=75001-76000&file=76000-76003>