



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

August 30, 2012

MEMORANDUM

TO: Local and Intermediate School District Superintendents
Public School Academy Directors

FROM: Sally Vaughn, Ph.D. *Sally*
Deputy Superintendent/Chief Academic Officer

SUBJECT: Postsecondary Enrollment Options Act (PSEO) and the
Career and Technical Preparation Act

Recent legislation has amended the Postsecondary Enrollment Options Act (PSEO) (Public Act 160 of 1996) and the Career and Technical Preparation Act (Public Act 258 of 2000) to expand dual enrollment options for high school students in the State of Michigan. The language allows students to begin taking dual enrollment classes in 9th grade and to take up to 10 dual enrollment classes in grades 9-12. It also allows students at approved non-public schools to participate in dual enrollment. The applicable legislation can be found at:

PA 131 of 2012:

<http://www.legislature.mi.gov/%28S%28etuhh0efw4uyr4u5g2z3sx3x%29%29/mileg.aspx?page=getObject&objectName=2011-SB-0622>

PA 132 of 2012

<http://www.legislature.mi.gov/%28S%2841dcdq455toq5j55i245vz45%29%29/mileg.aspx?page=getObject&objectName=2011-SB-0623>

PA 133 of 2012

<http://www.legislature.mi.gov/%28S%28etasdcbd5dgz0gq0litwtm45%29%29/mileg.aspx?page=getObject&objectName=2011-SB-0709>

PA 134 of 2012

<http://www.legislature.mi.gov/%28S%28imebfm55rgnybizpzm02nj%29%29/mileg.aspx?page=getObject&objectName=2011-SB-0710>

The Michigan Department of Education has updated the frequently asked questions (FAQs) document to reflect changes in the legislation. The updated document can be found at www.michigan.gov/documents/mde/Updated_Dual_Enrollment_FAQ_Master_396646_7.pdf. If you have questions please contact Brian Barber at barberb2@michigan.gov or 517-335-3005.

cc: Michigan Education Alliance

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Questions & Answers Dual Enrollment

1. Q: How will new graduation requirements affect advanced learners?

A: For many students including advanced learners who already have chosen a rigorous curriculum, the new state graduation requirements will be similar and should not result in a substantial change. For example, Advanced Placement (AP) courses in required subject areas such as Mathematics, Science, English Language Arts, Social Studies, or Visual, Performing and Applied Arts will satisfy the new state graduation requirements.

Michigan schools offering the International Baccalaureate (IB) program also would provide students the opportunity to meet the new graduation requirements since the IB program covers the credit areas listed in the requirements.

Students who are "dual-enrolled" in community college or university classes in the credit areas specified in the graduation requirements also would meet these requirements.

In addition, students who successfully complete a credit-earning online class through the Michigan Virtual High School, another provider of online courses, a community college, or a university (in a required graduation credit area, for example, U.S. History & Geography) would be considered as having met the particular graduation requirement. In addition, by successfully completing the online course, the student also would be considered to have met the online requirement (for credit or not for credit) or learning experience. (Updated 8/07)

2. Q: Is a student allowed to count a math class taken through dual enrollment at a 2-year or 4-year institution for a mathematics credit required under the Michigan Merit Curriculum (MMC)?

A: Yes. If the district determines the class meets the MMC course/credit content expectations for that credit or the district's requirements for a 4th math credit. In addition, all students, regardless of where the credit is offered, should be held to the same level of proficiency (passing standards). This could be accomplished by working with the two-year or four-year institution to align its content and assessment to the credit content expectations. A district also could establish a policy requiring a student who successfully completed a credit at a two-year or four-year institution to take the credit assessment to earn credit.

3. Q: What are the laws that govern early college credit opportunities for students?

A: In Michigan, there are two laws that govern early college credit opportunities for students. The Postsecondary Enrollment Options Act (PSEOA) or Public Act 160 of 1996, and the Career and Technical Preparation Act or Public Act 258 of 2000, provides for payment from a school district's state aid foundation grant for enrollment of certain eligible high school students in postsecondary courses of education. The law establishes eligibility criteria for students, institutions, and courses; requires eligible charges (tuition, mandatory course or material fees, and registrations fees) to be billed to a school district or the Treasury Department; establishes enrollment and credit requirements; requires school districts to provide counseling and information to eligible students and their parents; and requires intermediate school districts and postsecondary institutions to report to the Department of Education.

The legislation can be found at:

PA 131 of 2012:

<http://www.legislature.mi.gov/%28S%28etuhh0efw4uyr4u5g2z3sx3x%29%29/mileg.aspx?page=getObject&objectName=2011-SB-0622>

PA 132 of 2012

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PA 134 of 2012

<http://www.legislature.mi.gov/%28S%28imebfm55rgnybizpznm02nj%29%29/mileg.aspx?page=getObject&objectName=2011-SB-0710>

4. Q: Which postsecondary educational institutions may student attend?

A: "Eligible postsecondary educational institution" means a state university, community college or independent nonprofit degree-granting college or university that is located in this state and that chooses to comply with this act. MCL 388.1903(f)

5. Q: Are districts required to inform students of early college credit opportunities?

A: Yes. By March 1 of each school year, a school district or state approved nonpublic school are legally required to provide general information about postsecondary enrollment opportunities such as Advanced Placement (AP), dual enrollment, early and middle college high schools, career and technical preparation enrollment options, etc., to all students in grade 8 or higher.

Districts also are required to send all students in grades 9 through 12 who have taken the Michigan Merit Exam (MME) or other state approved readiness assessment, regardless of score, a letter, signed by the student's principal, indicating their eligibility.

To assist schools in this effort, the MDE has developed an informational brochure for schools and parents. This brochure is available in two formats and can be found on the MDE high school web site at www.mi.gov/highschool.

6. Q: Which students are eligible to participate in dual enrollment?

A: Student eligibility to participate in dual enrollment is a local decision that should include multiple sources of information about whether or not a student is ready for a post-secondary educational experience. In terms of academic readiness, student eligibility for enrollment should be informed by student performance on one or more of the assessments listed in Table 1 below. The MDE supports the use of career and college ready benchmarks whenever possible for this purpose. Table 1 display generally comparable, Minimum Dual Enrollment Qualifying Scores for a number of assessments. However, there are two classes of assessments represented in Table 1:

- The MME, ACT, SAT, Compass and Accuplacer scores are designed to be indicative of whether or not a student *is ready* to take post-secondary courses and succeed without remediation.
- The EXPLORE, PLAN and PSAT scores are designed to indicate whether or not a student *is on track to be ready* to take post-secondary courses and succeed without remediation and meet the benchmarks set on the assessments in the bullet above.

In light of these differences, the same weight should not be given to scores from the different classes of assessment.

Table 1. Minimum Dual Enrollment Qualifying Score by Assessment

Assessment	Test Section	Content Area	Minimum Dual Enrollment Qualifying Score
EXPLORE	Mathematics	Mathematics	17
	Reading	Reading	15
	Science	Science	20
	English	English	13
PLAN	Mathematics	Mathematics	19
	Reading	Reading	17
	Science	Science	21
	English	English	15
ACT	Mathematics	Mathematics	22
	Reading	Reading	21
	Science	Science	24
	English	English	18
COMPASS	Mathematics	Mathematics	52
	Reading	Reading	88
	English	English	77
MME	Reading	Reading	1108
	Writing	Writing	1100
	Mathematics	Mathematics	1116
	Science	Science	1126
	Social Studies	Social Studies	1129
PSAT	Critical Reading	Reading	42
	Writing Skills	Writing	41
	Mathematics	Mathematics	44
SAT	Critical Reading	Reading	500
	Writing	Writing	500
	Mathematics	Mathematics	500
ACCUPLACER*	Reading Comprehension	Reading	TBD
	Sentence Skills	Writing	TBD
	Mathematics	Mathematics	TBD

*Accuplacer qualifying scores are typically specific to a state or Institution of Higher Education (IHE). The Department will work with The College Board and Michigan IHEs to build consensus around Minimum Dual Enrollment Qualifying Scores on this assessment.

7. Q: Have qualifying scores been determined for Work Keys as an alternate measure for the Career and Technical Preparation Act?

A: ACT has not completed the research necessary to determine what scores from Work Keys would indicate whether or not a student is ready, or on track to be ready, for credit-bearing coursework in a post-secondary institution.

8. Q: Where /how can students take the EXPLORE/PLAN? Are they required to pay the costs in order to dual enroll?

A: ACT currently only provides access to EXPLORE and PLAN through schools. All students in grades 8 and 10 had the opportunity to take EXPLORE or PLAN at the state's expense during 2011-12 school year and will again in 2012-13. Beginning with the fall of 2013, students will be able to take these assessments if their local district or intermediate school district has a contract with ACT to provide them.

9. Q: Can college placement tests be used for eligibility?

A: College placement tests (e.g., ACT and SAT) are one important indication of a student's readiness to take credit-bearing, entry level post-secondary courses without remediation. Scores from these assessments should be used as one indicator, not the sole indicator, of whether or not a student is prepared for a dual-enrollment experience.

10. Q: Can the college require additional qualifications to ensure student readiness such as their own placement tests or different ACT scores?

A: The MDE recommends that students who earn the Minimum Dual Enrollment Qualifying Score (see Table 1) on the ACT, SAT, MME, Accuplacer or Compass in a content area that closely matches the dual-enrollment course being sought, be considered eligible to enroll. Students that are assessed with the PLAN, EXPLORE or PSAT, and earn scores indicative on being on-track to meet career and college-readiness benchmarks, should have the opportunity to provide additional evidence that they are ready. This additional evidence should be determined by each institution, with clear examples being provided to all Michigan local and intermediate school districts.

11.Q: What are the courses students may take?

A: Eligible courses include:

- A course offered by an eligible postsecondary institution that is not offered by the school district or state approved non-public school including Advance Placement and online courses
- A course offered by the school district or state approved non-public school but is determined by the board of the school district to not be available to the eligible student because of a scheduling conflict beyond the eligible student's control
- A course offered by a postsecondary CTE program that is offered for postsecondary credit or is part of a noncredit occupational training program leading to an industry-recognized credential that is not offered through the school district, intermediate school district, area vocational-technical

education program or state approved nonpublic school in which the eligible student is enrolled.

12.Q: Are there any limitations regarding which courses a student may take at a postsecondary institution?

A: Yes. Courses that are a hobby, craft, recreational or a course that is in the areas of physical education, theology, divinity, or religious education, are not eligible for tuition support.

However, if an eligible student who is enrolled in a state approved **nonpublic school is enrolled in an eligible course that would have been considered a nonessential elective course under Snyder v Charlotte School District, 421 Mich 517 (1984)**, then the eligible student may enroll in, and receive payment by the Department of Treasury under section 4(6) of all or part of eligible charges for an eligible course under this act for high school credit or postsecondary credit, or both. At the time an eligible student enrolls under this act in an eligible course described in this subsection, he or she shall designate whether the course is for high school or postsecondary credit, or both, and shall notify both his or her high school and the eligible postsecondary institution of that designation. An eligible student taking more than 1 eligible course described in this subsection under this act may make different credit designations under this subsection for different courses.

13.Q: Do students have to "exhaust" the high school's curriculum before they are eligible for postsecondary enrollment?

A: No. State law requires the postsecondary course(s) eligible for tuition support be course(s) not offered by the district or state approved non-public school but does not require students to take all available high school courses before enrolling in postsecondary courses. However, if the district or state approved non-public school offers college level equivalent courses (AP or IB), these courses have precedence over an entry-level postsecondary course with similar content. Also, high school credits granted to a student shall be counted toward the graduation and subject area requirements of the school district.

14. Q: May students dual enroll in more than one course at a postsecondary institution?

A: Yes. State law sets the following limitations on the number of college courses in which a student may enroll:

(i) Not more than 10 courses overall. This limit and the limits under subparagraphs (ii) to (iv) do not apply to a course if the eligible student does not receive tuition and fee support under this act for that course.

(ii) If the eligible student first enrolls in a course when the eligible student is in grade 9, not more than 2 courses during each academic year in the eligible student's first, second, or third academic year of enrollment under this act in an eligible postsecondary institution and not more than 4 courses during the academic year in the eligible student's fourth academic year of enrollment in an eligible postsecondary institution.

(iii) If the eligible student first enrolls in a course when the eligible student is in grade 10, not more than 2 courses during the academic year in the eligible student's first academic year of enrollment in an eligible postsecondary institution, not more than 4 courses during the academic year in the eligible student's second academic year of enrollment in an eligible postsecondary institution, and not more than 4 courses during the academic year in the eligible student's third academic year of enrollment in an eligible postsecondary institution.

(iv) Subject to the overall course limit under subparagraph (i), if the eligible student first enrolls in a course under this act when the eligible student is in grade 11 or 12, not more than 6 courses during either of those academic years of enrollment in an eligible postsecondary institution.

15. Q: May students attend college classes in the evening?

A: Yes. Students may elect to take college courses during the school day, in the evening, or on weekends. Courses should be taken on campus or through a virtual university. If a public school student successfully completes a college level equivalent course that is offered by electronic means, including, but not limited to, the Internet, digital broadcast, or satellite network, and if offered by a regionally accredited college or university, or the Michigan Virtual High School described in Section 1481, the district is required to:

- Grant appropriate high school credit for completion of the course;
- Count that credit toward the graduation and subject area requirements of the state, school district or public school academy.

16. Q: Who decides what type of credit a student will receive for postsecondary enrollment?

A: The law requires a student to designate whether the course is for high school or postsecondary credit, or both at the time of enrollment. Students also are required to notify the high school of his/her decision. Students taking more than one postsecondary course may make different credit designations for different courses.

17. Q: Should districts accept the grade a student receives in a college course and incorporate it into the student's high school Grade Point Average (GPA)?

A: The language does not address the issue of grades. However, in its Guide for the College Bound Student Athlete, the National Collegiate Athletic Association (NCAA) requires that all core courses used for collegiate athletic eligibility must indicate a grade and be calculated in to the student's high school GPA. This requirement only pertains to Division I or II collegiate athletes. It is of great importance that students are informed of these regulations and offered the opportunity to request a grade on their transcripts.

18. Q: What issues should high school counselors address when they meet with students considering dual enrollment?

A: Counseling is critical. Students capable of college-level curricula are not automatically knowledgeable about college course selection and enrollment process. To the extent possible, districts shall provide counseling services to each eligible student and his or her parent or guardian of the benefits, risks, and possible consequences of enrolling in a postsecondary course. A district may provide the counseling in a group meeting if additional individual counseling is also made available.

19. Q: Is a parent required to go through their child's school or district to enroll and pay their student to take a course at a community college?

A: No. A parent may at any time enroll and pay for their child to take a college course. However, to enroll, a student will need to meet the entrance requirements of the postsecondary institution. The issue of having the student receive high school credit for this course is up to the discretion of the district and should be coordinated directly with the student's school.

20. Q: Exactly what costs are school districts required to pay?

A: State law requires that all school districts pay a student's tuition and mandatory course fees, including technology fees, materials fees, registration fees, and any late fees charged by the postsecondary institution. Beginning in the 2011-2012 school year, eligible students enrolling in a postsecondary course for high school credit only shall have the costs of required textbooks paid for by the school district. Eligible charges do not include transportation, parking costs, or most activity fees. However, under the law, the total amount of tuition and fee support shall not exceed either of the following:

- The total amount of the tuition and fees for the course(s)
- The sum of the state portion of the district's foundation allowance, per membership pupil, adjusted for the proportion of the school year that the student attends the postsecondary institution

For example:

SEMESTERS:

Student's state portion of the foundation allowance for a school year might be \$6,000 per year and \$3,000 per semester. If the high school has a 6-hour day, each hour would equate to \$500.00 per course ($\$3,000 \div 6$). Therefore, the local district would be responsible for the actual charge for tuition and fees for the college courses up to the amount of \$500.00, or the actual amount charged by the postsecondary institution, whichever is less. Full Time Equivalency (FTE) calculations are based on the total number of both high school and college courses, equaling 100 percent of enrolled time, or FTE.

TRIMESTERS:

Student's state portion of the foundation allowance for a school year might be \$6,000 per year and \$2,000 per trimester. If the high school has a 5 hour day, each hour would equate to \$600.00 per course ($\$6,000/15 \times 1.5$). (15 is the number of courses per year, 1.5 is the multiplier used to convert from trimesters to semesters). Therefore, the local district would be responsible for the actual charge for tuition and fees for the college courses up to the amount of \$600.00, or the actual amount charged by the postsecondary institution, whichever is less. Full Time Equivalency (FTE) calculations are based on the total number of both high school and college courses, equaling 100 percent of enrolled time, or FTE. Should the total number of both high school and college courses not equal 100 percent of enrolled time (including travel and course lab time), the per course rate would be adjusted accordingly.

21. Q: Is the payment for which school districts are responsible based on the number of credits a student is taking or the number of courses involved?

A: No, it is the number of courses. State law requires that school districts must pay tuition, registration fees, materials fees, and required course fees for the postsecondary course(s) of the dually enrolled student.

22. Q: Can students receive Postsecondary Enrollment Options Act or Career and Technical Preparation Act tuition/fee support for college courses taken during the summer?

A: The language states that students may receive support for courses during the school district's regular academic year. However, many postsecondary institutions offer a spring term, which begins during a district's academic year and ends during the summer. If 50 percent or more of the college class/term falls within the local district's regular academic year (calendar), students must be allowed to enroll and receive tuition/fee support.

23. Q: Can local districts provide a greater amount of tuition/fee support to students than is required in the Postsecondary Enrollment Options Act, the Career and Technical Preparation Act and the Section 21b language?

A: Yes. The law requires districts to pay an amount not to exceed the lesser of the actual charges for tuition and mandatory course fees, materials fees, and registration fees, or the state portion of the district's foundation allowance, adjusted for the proportion of the school year that the student attends the postsecondary institution.

However, districts may provide a larger amount, including books, transportation, parking and activities fees. If districts elect to pay for books under this section, the books are the property of the district and should be turned over to the district to be used as it sees fit upon completion of the course. Districts may elect to use the local school operating revenue for this purpose.

24. Q: Can districts stipulate that dually enrolled students must "successfully" complete college courses before tuition and fee support is paid?

A: No. The language states that if a student provides the postsecondary institution with written proof of eligibility, the postsecondary institution will transmit a bill to the district detailing the eligible charges for each eligible course. The language also states that if a dually enrolled pupil does not complete the postsecondary course, the postsecondary institution shall forward to the district any funds that are refundable due to

non-completion of the course. In traditional classes, students are not reimbursed when students fail or stop participating. If they were, the district would not be eligible for that portion of the foundation grant. This process may be different for non-public school students. Please check the law.

25. Q: How does this legislation interface with existing arrangements between local districts and postsecondary institutions: For example, districts that contract with community colleges for career and technical education courses?

A: Programs such as these are the decision of the local school districts and participating postsecondary institutions, and are usually funded with career and technical education monies through arrangements with the local district. They are not considered as dual enrollment, but as a component of the high school curriculum, and are not affected by this legislation.

26. Q: If a student fails a district/school paid postsecondary course is he or she responsible for the fees/tuition not refunded by the postsecondary institution?

A. MCL 388.514 section 4 (9)(b) and (10)(b) indicate the following: The eligible student shall repay to the school district (for public students) the treasury (for private students) any funds that were expended by the school district/department of treasury for the course that are not refunded to the school district by the eligible postsecondary institution. If the eligible student does not repay this money, the school district may impose sanctions against the eligible student as determined by school district policy. This subdivision does not apply to an eligible student who does not complete the course due to a family or medical emergency, as determined by the eligible postsecondary institution.

27. Q: If a student takes additional courses beyond the 10 allowed and pays for the course, can the local count the student for state aid as an independent study?

A: No, a student may not be counted for more than one FTE.

28. Q: How should districts count students involved in postsecondary enrollment in terms of full-time equated membership?

A: The language stipulates that for students enrolled in a postsecondary institution under this Act, the student's enrollment in both the school district and the postsecondary institution shall be counted as enrollment in the school district. A student shall not be

considered to be enrolled in a district less than full-time solely because of the effect of the student's postsecondary enrollment, including necessary travel time. College courses requiring lab time and offering more than four hours of credit are counted as two high school course credits for the purpose of FTE.

29. Q: How do you calculate the FTE equivalency equation I.E. a three credit hour course is equivalent to how much of an FTE?

A: The following was taken from Section 5GA of the Pupil Accounting Manual:

How to Count the FTE for a Dually Enrolled Pupil

A school district may require an eligible pupil to provide, on a form supplied by the school district, reasonable verification that the eligible pupil is regularly attending a postsecondary course or career and technical preparation program course at the postsecondary institution.

A full-time college course load equates to 12-16 credits. A 2-credit college course would equate to one high school class for a six-period day ($2/12 = 1/6$). A 3-credit college course would equate to one high school class for a four block day ($3/12 = 1/4$). Use the course credits to determine high school class equivalency for those dual enrollment courses.

A pupil enrolled and attending a postsecondary institution may be considered a full FTE (1.0) only if, after evaluating the pupil's hours of instruction, one of the following is true:

a. If the combined number of classes that the pupil is enrolled in and attending at the high school and at the postsecondary institution or the career and technical preparation program equals the number of scheduled classes per day at the high school necessary to reach the minimum required hours for a full-time pupil, then the dually enrolled pupil counts as a full membership. Actual hours of instruction do not need to be computed. Thus, if a high school pupil would need to be enrolled in six classes at the high school to meet the minimum required hours to be a full-time pupil, then the dually enrolled pupil would need a combination equivalent to six classes in both the high school and the postsecondary institution or at the high school and the career and technical preparation program to be a full-time pupil.

Example 1: District A's normal high school day for a full-time pupil consists of six class periods. The dually enrolled pupil is enrolled and attending two classes at the high school and eight credits at the postsecondary institution for an equivalent six classes ($8 \text{ credits}/12 \text{ credits} = 2/3$ or four out of six). MDE defines 12 credits as 1 FTE. This pupil would be considered a full-time pupil.

Example 2: District B is on a block schedule. A full-time high school class schedule at District B consists of first through fourth periods on Monday and Wednesday, fifth through eighth periods on Tuesday and Thursday, first through eighth periods on Friday. Thus, a full-time pupil is enrolled and attends eight classes. The dually enrolled pupil is enrolled and attending two classes at the high school on Tuesdays, Thursdays, and Fridays and six credits at the postsecondary institution throughout the week which would equate to six blocks ($(\frac{6}{12} = \frac{1}{2}) \times 8 \text{ blocks} = 4 \text{ blocks}$) for a total of six blocks ($2 + 4 = 6$). This does not meet the eight blocks necessary to be a full-time pupil. (See "b" below for possible alternatives.)

b. If the combined number of classes that the pupil is enrolled in and attending at the high school and postsecondary institution or at the high school and the career and technical preparation program equals the normal number of scheduled classes per day at the high school necessary to meet the hours requirement of a reduced schedule (i.e., 80% of the minimum required hours (75% for a four block schedule)) then the dually enrolled pupil counts as a full membership. Actual hours of instruction do not need to be computed. Thus, if a pupil who is enrolled in five high school classes would meet the minimum hours for reduced schedule for a regular six-period day, then the postsecondary enrolled pupil would need to take the equivalent of five classes between the high school and the postsecondary institution or between the high school and the career and technical preparation program to be counted as a full membership. If a pupil enrolled in six high school courses would meet the minimum hours for a reduced schedule for a two-day eight-block schedule, then the postsecondary pupil would need to take the equivalent six courses between the high school and the postsecondary institution or between the high school and the career and technical preparation program.

Example 1: District A's normal high school day for a full-time pupil consists of six class periods. A pupil requests a reduced schedule of 80%, which can be reached by enrolling in and attending five classes per day. The dually enrolled pupil enrolls and attends two classes at the high school and six credits at the postsecondary institution or career and technical preparation program for a total equivalent of five classes ($(\frac{6}{12} = \frac{1}{2}) \times 6 = 3$) (2 high school classes + college courses equivalent to 3 high school classes = 5 classes). This pupil would be considered a full-time pupil under the reduced schedule for a six-period day.

Example 2: District B is on a block schedule. A full-time high school class schedule at District B consists of first through fourth periods on Monday and Wednesday, fifth through eighth periods on Tuesday and Thursday, first through eighth periods on Friday. The dually enrolled pupil is enrolled and attending two blocks at the high school on Tuesday/Thursdays and Fridays and six credits at the postsecondary institution throughout the week for a total of six blocks ($(\frac{6}{12} = \frac{1}{2}) \times 8 = 4$) $2+4 = 6$ or 75%). This pupil would be considered a full-time pupil under the reduced schedule for a four-block day.

c. If the pupil does not meet "a" or "b" above, then the actual class hours must be calculated. Also, if travel time is the key factor, then travel time that is documented by the district may also be included in the total hours of instruction. Actual hours must be calculated as explained in steps 1-2 below:

Step 1. Calculate the yearly hours of instruction in the public school, including the travel time to and from the postsecondary institution or the career and technical preparation program.

Example: Pupil enrolls and attends two 55-minute class periods at the high school each day plus one 5-minute passing time for a total of 115 minutes. It takes 30 minutes travel time each way to and from the college for a total of 60 minutes per day. The sum is 175 minutes per day or 525 hours per year. $((175 \text{ minutes per day} / 60 \text{ minutes per hour}) \times 180 \text{ days}) = 525 \text{ hours}$.

PLUS

Step 2. Calculate the yearly hours of instruction at the postsecondary institution or the career technical program by dividing the minutes per week by five to determine minutes per day. Multiply that number by the number of days of instruction in the public school to determine minutes per year. Divide that number by 60 to determine hours per year.

Example: Pupil is enrolled and attends three courses at the college. One course consists of a 60-minute class period three times a week and two courses consist of 120-minute class periods twice a week. This totals 660 minutes per week.

$(1 \text{ class period} \times 60 \text{ minutes} \times 3 \text{ times per week}) = 180 \text{ minutes}$

$+ (2 \text{ class periods} \times 120 \text{ minutes} \times 2 \text{ days per week}) = 480 \text{ minutes}$

Total of 660 minutes

$660 \text{ minutes} / 5 \text{ days per week averages } 132 \text{ minutes per day}$

$132 \text{ minutes per day} \times 180 \text{ days required} = 23,760 \text{ minutes per year}$

$23,760 \text{ minutes} / 60 \text{ minutes per hour} = 396 \text{ hours per year}$.

EQUALS

Step 3. Add Step 1 – hours at the high school plus the travel time (+) to Step 2 hours at the postsecondary institution.

$525 \text{ hours at the high school} + 396 \text{ hours at the postsecondary institution}$

$= 921 \text{ hours for the year}$.

If the sum of the hours above are equal to or more than the minimum required hours for a reduced schedule (80% of the minimum required hours), the student may be claimed for a full membership (1.0 FTE).

If the sum of the hours above are less than the minimum required hours for a reduced schedule, the pupil FTE must be prorated.

30. Q: How should local districts process dual enrollment payments on their budget breakdowns?

A: Districts should use Function Code 113: High School Instructional Costs under Purchased (Contractual) Services.

31. Q: How will districts report to the MDE?

A: School districts report the following information as required by Section 18(3):

- Total dollars expended for students involved in postsecondary enrollment
- Number of students eligible for postsecondary enrollment
- Number of pupils involved in postsecondary enrollment during the preceding school year (aggregate and by grade level)
- The percentage of the district's enrollment represented by students involved in postsecondary enrollment
- The number of postsecondary courses paid for by the district under this Act
- The number of postsecondary courses for which college credit was granted;
- The number of postsecondary courses for which high school credit was granted
- The number of postsecondary courses that were not completed by students

32. Q: What is the definition of a College Level Equivalent Course (CLEC)?

A: CLEC is defined to mean a course offered in high school, such as the IB and AP offerings, for which a student receives high school credit and may receive college credit, if the student successfully passes a college level equivalent credit examination.

33. Q: Must districts comply with this legislation?

A: Yes. The law states that districts and public school academies “shall” use funds allocated under the State School Aid Act to support participation in postsecondary options of eligible high school students at postsecondary institutions. Thus, districts and public school academies must comply.

34. Q: What is the Michigan Virtual High School?

A: The Michigan Virtual High School is a development of the Michigan Virtual University and was designed to expand curricular offerings for high schools across the state, create a statewide instructional model using interactive multimedia tools, and provide pupils and teachers with opportunities to develop skills through online learning. In order to expand the options of qualified high school students, the Michigan Virtual University also has developed the Michigan Virtual AP Academy. The goal of the Academy is to make Advanced Placement courses available to all qualified students within the State of Michigan. For more information, visit their website at www.mivu.org.

35. Q: Can a district establish dual enrollment requirements such as a 3.0 GPA beyond those required by law?

A: No. A district may only use the eligibility criteria outlined in state law and may not establish additional requirements which would prohibit a pupil from satisfying or exceeding the credit requirements of the Michigan Merit Curriculum through advanced studies such as advanced placement courses, dual enrollment in a postsecondary institution, participation in the IB program or early or middle college high school programs.