



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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PUBLIC INSTRUCTION

September 13, 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: Updates to Memo dated September 10, 2012 regarding Postsecondary Enrollment Options Act (PSEO) and the Career and Technical Preparation Act

A memo was sent on September 10, 2012, memo directing educators to our updated Dual Enrollment Frequently Asked Questions (FAQs). Thanks to the individual in a local school district who double checked our math in the first example in Question 20, we are posting a corrected response to Question 20.

The updated Dual Enrollment FAQs can be found at
www.michigan.gov/documents/mde/9-12_Dual_Enrollment_FAQs_397781_7.pdf

Please note that the FAQs have been updated as September 12, 2012. If you have questions please contact Brian Barber at barberb2@michigan.gov or 517-335-3005.

cc: Michigan Education Alliance

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Questions & Answers Dual Enrollment (Updated 09/12/12)

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 (PSEO) 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:

Postsecondary Enrollment Options Act

[http://www.legislature.mi.gov/\(S\(pwxxiviqgmgh5i45ewf1ph45\)\)/documents/mcl/pdf/mcl-act-160-of-1996.pdf](http://www.legislature.mi.gov/(S(pwxxiviqgmgh5i45ewf1ph45))/documents/mcl/pdf/mcl-act-160-of-1996.pdf)

Career and Technical Preparation Act

[http://www.legislature.mi.gov/\(S\(pwxxiviqgmgh5i45ewf1ph45\)\)/documents/mcl/pdf/mcl-act-258-of-2000.pdf](http://www.legislature.mi.gov/(S(pwxxiviqgmgh5i45ewf1ph45))/documents/mcl/pdf/mcl-act-258-of-2000.pdf)

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:

- o A course offered by an eligible postsecondary institution that is not offered by the school district or state approved nonpublic school including Advance Placement and online courses
- o A course offered by the school district or state approved nonpublic 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
- o 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. [MCL 388.517 and MCL 388.1907]

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 nonpublic 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 nonpublic 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:

- o Grant appropriate high school credit for completion of the course;
- o 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:

- o The total amount of the tuition and fees for the course(s)
- o The statewide pupil-weighted average foundation allowance, adjusted for the proportion of the school year that the student attends the postsecondary institution

For example:

HIGH SCHOOL ON SEMESTERS, POSTSECONDARY ON SEMESTERS:

The statewide weighted-average foundation for FY 2012-13 is \$7,209 which equates to \$3,605 per semester. If the high school has a 6-hour day, each hour would equate to \$601 per course ($\$3,605 \div 6$). Therefore, the local district would be responsible for the actual charge for tuition and fees for the college courses up to the amount of \$601.00, 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.

HIGH SCHOOL ON TRIMESTERS, POSTSECONDARY ON SEMESTERS :

The statewide weighted-average foundation for FY 2012-13 is \$7,209 which equates to \$2,403 per trimester. If the high school has a 5 hour day, each hour would equate to \$721.00 per course ($\$7,209/15 \times 1.5$). (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 \$721.00, 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, MCL 388.514(4) and MCL 388.1904(4) states that for an eligible student enrolled in a school district, unless otherwise agreed between the eligible postsecondary institution and the school district, after the expiration of the institution's drop/add period for the course, an eligible postsecondary institution shall send a bill to the eligible

student's school district detailing the eligible charges for each eligible course in which the eligible student is enrolled under this act. For an eligible student who is enrolled in a state approved nonpublic school, after the expiration of the eligible postsecondary institution's drop/add period for the course, both of the following apply:

(a) Eligible postsecondary institution shall send a bill to the department detailing the eligible charges for each eligible course in which the eligible student is enrolled under this act.

(b) The department shall determine the amount of the eligible charges to be paid by the department of treasury to the eligible postsecondary institution on behalf of the eligible student under this act and shall deliver this information to the department of treasury by appropriate electronic means.

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 to complete a district/school paid postsecondary course is he or she responsible for the fees/tuition not refunded by the postsecondary institution?

A: Yes, MCL 388.514(9) and MCL 388.1904(9) states that the eligible student shall repay to the school district any funds that were expended by the school district 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.

For an eligible student who is enrolled in a state approved nonpublic school, please refer to MCL 388.514(10) and MCL 388.1904(10).

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: See Section 5GA Postsecondary (Dual Enrollment) and Career and Technical Preparation of the Pupil Accounting Manual.

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.