District Career Dual Enrollment: 2011-12 Enrollment Report
District Career Dual Enrollment: 2011-12 Enrollment Report

Definition of Career Dual Enrollment

Florida Statutes define dual enrollment as one of several articulated acceleration mechanisms (early admission, advanced placement, credit by examination, International Baccalaureate, 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 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 (college credit) and career dual enrollment. Early college dual enrollment refers to academic or college credit coursework at the postsecondary level that leads to a college credit certificate or degree. Early college dual enrollment is available through Florida colleges and universities.

Career dual enrollment is a curricular option of elective credits toward earning the high school diploma and completing a career certificate program and is available through district career centers and Florida 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, laboratory fees, and other fees, such as technology fees and parking decal fees, typically assessed with tuition.

The key feature of dual enrollment is the award of both secondary and postsecondary credit, not the location of instruction. Applied Academics for Adult Education, developmental courses, 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.

Career Dual Enrollment Data

In 2011-12, eighty-five percent (85%) of career dual enrollment took place in district career centers and fifteen percent (15%) took place in colleges. District career dual enrollment has increased from 4,096 students in 2010-11 to 5,958 students in 2011-12. However, Orange County School District recently reported to the Department of Education that their 2010-11 headcount and instructional hours were considerably underreported. Several districts experienced declines in their total headcount while others reported increases. For example, Leon County School District, which accounted for fourteen percent (14%) of the total headcount of dual enrollment of students for the 2010-11 school year, reported a twenty-nine percent (29%) decline in dual enrollment headcount for the 2011-12 school year. In contrast, St. Johns County School District reported a dual enrollment headcount of 195 students for the 2011-12 school year compared with no students reported for the 2010-11 school year.

\(^1\) Section 1007.271, F.S.
Sixty percent (60%) of district career dual enrollment students in 2011-12 were male and the majority of the total population (61%) was identified as a minority. In 2011-12, Orange County and Miami-Dade County School Districts reported the highest career dual enrollment headcount and also reported the highest career dual enrollment FTE. The district career dual enrollment programs with the highest headcounts were Commercial Foods and Culinary Arts (New), Aircraft/Airframe Mechanics, Automotive Service Technology, Television Production, and Computer Systems Technology.

Exhibit 1
Percent of district and college career dual enrollment students from 2009-10 to 2011-12

Source: Community College Student Database and Workforce Development Information System

Exhibit 2
District career dual enrollment headcount from 2009-10 to 2011-12

Source: Workforce Development Information System
Exhibit 3
Percent of district career dual enrollment students by gender from 2009-10 to 2011-12

Exhibit 4
Percent of district career dual enrollment students by race/ethnicity for 2011-12

Source: Workforce Development Information System
Exhibit 5
Percent of district career dual enrollment students by race/ethnicity from 2009-10 to 2011-12

Source: Workforce Development Information System
Table 1
Headcount of district career dual enrollment students, 2009-10 to 2011-12

<table>
<thead>
<tr>
<th>District</th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>2,199</td>
<td>625</td>
<td>1,403</td>
</tr>
<tr>
<td>Miami-Dade</td>
<td>968</td>
<td>874</td>
<td>885</td>
</tr>
<tr>
<td>Broward</td>
<td>626</td>
<td>376</td>
<td>325</td>
</tr>
<tr>
<td>Collier</td>
<td>452</td>
<td>375</td>
<td>480</td>
</tr>
<tr>
<td>Leon</td>
<td>399</td>
<td>565</td>
<td>494</td>
</tr>
<tr>
<td>Osceola</td>
<td>265</td>
<td>290</td>
<td>144</td>
</tr>
<tr>
<td>St. Johns</td>
<td>195</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Santa Rosa</td>
<td>182</td>
<td>160</td>
<td>45</td>
</tr>
<tr>
<td>Washington</td>
<td>149</td>
<td>166</td>
<td>170</td>
</tr>
<tr>
<td>Manatee</td>
<td>115</td>
<td>242</td>
<td>315</td>
</tr>
<tr>
<td>Lake</td>
<td>108</td>
<td>122</td>
<td>95</td>
</tr>
<tr>
<td>Charlotte</td>
<td>60</td>
<td>109</td>
<td>151</td>
</tr>
<tr>
<td>Sarasota</td>
<td>52</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Taylor</td>
<td>32</td>
<td>45</td>
<td>39</td>
</tr>
<tr>
<td>Indian River</td>
<td>27</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Suwannee</td>
<td>22</td>
<td>1</td>
<td>57</td>
</tr>
<tr>
<td>Escambia</td>
<td>21</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>Marion</td>
<td>19</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Bradford</td>
<td>16</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>Walton</td>
<td>16</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Citrus</td>
<td>15</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Flagler</td>
<td>12</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Lee</td>
<td>7</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Bay</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Hillsborough</td>
<td>0</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>5,958</td>
<td>4,096</td>
<td>4,795</td>
</tr>
</tbody>
</table>

Source: Workforce Development Information System
Table 2
Enrollment hours and full-time equivalents (FTE) for district career dual enrollment students, 2009-10 to 2011-12

<table>
<thead>
<tr>
<th>District</th>
<th>2011-12 Hours</th>
<th>2011-12 FTE</th>
<th>2010-11 Hours</th>
<th>2010-11 FTE</th>
<th>2009-10 Hours</th>
<th>2009-10 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>589,496</td>
<td>655.00</td>
<td>276,821</td>
<td>307.58</td>
<td>672,552</td>
<td>747.28</td>
</tr>
<tr>
<td>Miami-Dade</td>
<td>249,465</td>
<td>277.18</td>
<td>246,545</td>
<td>273.94</td>
<td>259,035</td>
<td>287.82</td>
</tr>
<tr>
<td>Broward</td>
<td>221,428</td>
<td>246.03</td>
<td>104,339</td>
<td>115.93</td>
<td>145,204</td>
<td>161.34</td>
</tr>
<tr>
<td>Collier</td>
<td>188,648</td>
<td>209.61</td>
<td>167,853</td>
<td>186.50</td>
<td>200,105</td>
<td>222.34</td>
</tr>
<tr>
<td>Osceola</td>
<td>157,400</td>
<td>174.89</td>
<td>156,916</td>
<td>174.35</td>
<td>25,228</td>
<td>28.03</td>
</tr>
<tr>
<td>Leon</td>
<td>59,728</td>
<td>66.36</td>
<td>45,817</td>
<td>50.91</td>
<td>81,189</td>
<td>90.97</td>
</tr>
<tr>
<td>Washington</td>
<td>54,784</td>
<td>60.87</td>
<td>62,102</td>
<td>68.99</td>
<td>47,189</td>
<td>52.43</td>
</tr>
<tr>
<td>Lake</td>
<td>47,629</td>
<td>52.92</td>
<td>39,377</td>
<td>43.75</td>
<td>69,070</td>
<td>76.74</td>
</tr>
<tr>
<td>Santa Rosa</td>
<td>46,585</td>
<td>51.76</td>
<td>27,815</td>
<td>30.91</td>
<td>3,254</td>
<td>3.62</td>
</tr>
<tr>
<td>Manatee</td>
<td>39,973</td>
<td>44.41</td>
<td>119,491</td>
<td>132.77</td>
<td>153,613</td>
<td>170.68</td>
</tr>
<tr>
<td>Charlotte</td>
<td>26,181</td>
<td>29.09</td>
<td>47,460</td>
<td>52.73</td>
<td>52,958</td>
<td>58.84</td>
</tr>
<tr>
<td>St. Johns</td>
<td>22,261</td>
<td>24.73</td>
<td>0</td>
<td>0.00</td>
<td>1,357</td>
<td>1.51</td>
</tr>
<tr>
<td>Sarasota</td>
<td>16,605</td>
<td>18.45</td>
<td>9,522</td>
<td>10.58</td>
<td>1,092</td>
<td>1.21</td>
</tr>
<tr>
<td>Taylor</td>
<td>8,347</td>
<td>9.27</td>
<td>11,765</td>
<td>13.07</td>
<td>9,688</td>
<td>10.76</td>
</tr>
<tr>
<td>Citrus</td>
<td>6,558</td>
<td>7.29</td>
<td>1,728</td>
<td>1.92</td>
<td>1,410</td>
<td>1.57</td>
</tr>
<tr>
<td>Escambia</td>
<td>5,775</td>
<td>6.42</td>
<td>10,524</td>
<td>11.69</td>
<td>14,794</td>
<td>16.44</td>
</tr>
<tr>
<td>Bradford</td>
<td>4,119</td>
<td>4.58</td>
<td>4,675</td>
<td>5.19</td>
<td>5,023</td>
<td>5.58</td>
</tr>
<tr>
<td>Marion</td>
<td>3,722</td>
<td>4.14</td>
<td>3,596</td>
<td>4.00</td>
<td>1,140</td>
<td>1.27</td>
</tr>
<tr>
<td>Walton</td>
<td>3,214</td>
<td>3.57</td>
<td>1,613</td>
<td>1.79</td>
<td>6,280</td>
<td>6.98</td>
</tr>
<tr>
<td>Flagler</td>
<td>3,206</td>
<td>3.56</td>
<td>3,520</td>
<td>3.91</td>
<td>4,136</td>
<td>4.60</td>
</tr>
<tr>
<td>Indian River</td>
<td>2,025</td>
<td>2.25</td>
<td>1,435</td>
<td>1.59</td>
<td>1,125</td>
<td>1.25</td>
</tr>
<tr>
<td>Suwannee</td>
<td>1,258</td>
<td>1.40</td>
<td>166</td>
<td>0.18</td>
<td>9,411</td>
<td>10.46</td>
</tr>
<tr>
<td>Lee</td>
<td>1,002</td>
<td>1.11</td>
<td>7,182</td>
<td>7.98</td>
<td>14,784</td>
<td>16.43</td>
</tr>
<tr>
<td>Bay</td>
<td>528</td>
<td>0.59</td>
<td>501</td>
<td>0.56</td>
<td>949</td>
<td>1.05</td>
</tr>
<tr>
<td>Hillsborough</td>
<td>0</td>
<td>0.00</td>
<td>279</td>
<td>0.31</td>
<td>188</td>
<td>0.21</td>
</tr>
<tr>
<td>Total</td>
<td>1,759,937</td>
<td>1,955.49</td>
<td>1,351,032</td>
<td>1,501.15</td>
<td>1,781,454</td>
<td>1,979.39</td>
</tr>
</tbody>
</table>

Source: Workforce Development Information System
Table 3
Headcount of district career certificate programs for 2011-12

District Career Certificate Program by Headcount of Dual Enrollment Students

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Foods and Culinary Arts</td>
<td>611</td>
</tr>
<tr>
<td>Aircraft Airframe Mechanics</td>
<td>455</td>
</tr>
<tr>
<td>Automotive Service Technology</td>
<td>443</td>
</tr>
<tr>
<td>Television Production</td>
<td>342</td>
</tr>
<tr>
<td>Computer Systems Technology</td>
<td>308</td>
</tr>
<tr>
<td>Building Construction Technologies</td>
<td>274</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>245</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>235</td>
</tr>
<tr>
<td>Commercial Photography Technology</td>
<td>229</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>148</td>
</tr>
<tr>
<td>Avionics</td>
<td>145</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>137</td>
</tr>
<tr>
<td>Aircraft Powerplant Mechanics</td>
<td>136</td>
</tr>
<tr>
<td>Pharmacy Technician--PSAV</td>
<td>135</td>
</tr>
<tr>
<td>Criminal Justice Operations</td>
<td>133</td>
</tr>
<tr>
<td>Automotive Collision Repair and Refinishing</td>
<td>131</td>
</tr>
<tr>
<td>Carpenter 1</td>
<td>125</td>
</tr>
<tr>
<td>Patient Care Technician</td>
<td>109</td>
</tr>
<tr>
<td>Solar Energy Technology</td>
<td>95</td>
</tr>
<tr>
<td>Drafting PSAV</td>
<td>81</td>
</tr>
<tr>
<td>Applied Welding Technologies</td>
<td>80</td>
</tr>
<tr>
<td>Multimedia Design Technology</td>
<td>70</td>
</tr>
<tr>
<td>Automotive Service Technology 1</td>
<td>60</td>
</tr>
<tr>
<td>Medical Administrative Specialist</td>
<td>60</td>
</tr>
<tr>
<td>Administrative Assistant/Administrative Office Specialist</td>
<td>57</td>
</tr>
<tr>
<td>Architectural Drafting</td>
<td>54</td>
</tr>
<tr>
<td>Pharmacy Technician--ATD</td>
<td>52</td>
</tr>
<tr>
<td>Nails Specialty</td>
<td>50</td>
</tr>
<tr>
<td>Game/Simulation/Animation Programming</td>
<td>49</td>
</tr>
<tr>
<td>Emergency Medical Technician (Basic)</td>
<td>48</td>
</tr>
<tr>
<td>Network Support Services</td>
<td>47</td>
</tr>
<tr>
<td>Electricity</td>
<td>44</td>
</tr>
<tr>
<td>Business Computer Programming</td>
<td>43</td>
</tr>
<tr>
<td>Digital Design 1</td>
<td>43</td>
</tr>
<tr>
<td>Nursing Assistant (Articulated)</td>
<td>43</td>
</tr>
<tr>
<td>3-D Animation Technology</td>
<td>40</td>
</tr>
<tr>
<td>Diversified Career Technology</td>
<td>39</td>
</tr>
<tr>
<td>Phlebotomy</td>
<td>38</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>35</td>
</tr>
<tr>
<td>Medium and Heavy Duty Truck and Bus Technician</td>
<td>35</td>
</tr>
<tr>
<td>Automotive Detailing and Reconditioning</td>
<td>33</td>
</tr>
<tr>
<td>Digital Audio Production</td>
<td>31</td>
</tr>
<tr>
<td>Computer Systems Technology 1</td>
<td>29</td>
</tr>
<tr>
<td>Legal Administrative Specialist</td>
<td>28</td>
</tr>
</tbody>
</table>

2 Headcount of district career certificate programs includes duplicated count of students enrolled in multiple programs.
<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gasoline Engine Service Technology</td>
<td>26</td>
</tr>
<tr>
<td>Veterinary Assisting</td>
<td>26</td>
</tr>
<tr>
<td>Accounting Operations</td>
<td>25</td>
</tr>
<tr>
<td>Commercial Art Technology</td>
<td>24</td>
</tr>
<tr>
<td>Digital Design 2</td>
<td>24</td>
</tr>
<tr>
<td>Facials Specialty</td>
<td>23</td>
</tr>
<tr>
<td>Health Unit Coordinator (Postsecondary)</td>
<td>23</td>
</tr>
<tr>
<td>Lodging Operations</td>
<td>23</td>
</tr>
<tr>
<td>Web Design</td>
<td>22</td>
</tr>
<tr>
<td>Air Conditioning, Refrigeration and Heating Technology (PS)</td>
<td>21</td>
</tr>
<tr>
<td>Sewing Technology and Services</td>
<td>21</td>
</tr>
<tr>
<td>Optometric Assisting</td>
<td>20</td>
</tr>
<tr>
<td>Nursing Assistant (Long-Term Care)</td>
<td>19</td>
</tr>
<tr>
<td>Wireless Telecommunications</td>
<td>18</td>
</tr>
<tr>
<td>Database and Programming Essentials</td>
<td>15</td>
</tr>
<tr>
<td>Marketing, Merchandising, and Parts Operations 1</td>
<td>15</td>
</tr>
<tr>
<td>Barbering</td>
<td>14</td>
</tr>
<tr>
<td>Nursery Management</td>
<td>14</td>
</tr>
<tr>
<td>Building Trades and Construction Design Technology</td>
<td>13</td>
</tr>
<tr>
<td>Medical Laboratory Assisting (Postsecondary)</td>
<td>13</td>
</tr>
<tr>
<td>Digital Video Production</td>
<td>11</td>
</tr>
<tr>
<td>Home Health Aide (Postsecondary)</td>
<td>11</td>
</tr>
<tr>
<td>Machining</td>
<td>11</td>
</tr>
<tr>
<td>Marine Service Technology</td>
<td>11</td>
</tr>
<tr>
<td>Automotive Collision Repair and Refinishing 1</td>
<td>10</td>
</tr>
<tr>
<td>Central Service Technology</td>
<td>9</td>
</tr>
<tr>
<td>Energy Technician</td>
<td>9</td>
</tr>
<tr>
<td>Printing and Graphic Communications</td>
<td>9</td>
</tr>
<tr>
<td>Web Development</td>
<td>9</td>
</tr>
<tr>
<td>Electronic Technology</td>
<td>8</td>
</tr>
<tr>
<td>Interior Decorating Services</td>
<td>8</td>
</tr>
<tr>
<td>Medical Coder/Biller--ATD</td>
<td>8</td>
</tr>
<tr>
<td>PC Support Services</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Assisting</td>
<td>8</td>
</tr>
<tr>
<td>Digital Printing Technology</td>
<td>7</td>
</tr>
<tr>
<td>Sports and Recreational Turf Management</td>
<td>7</td>
</tr>
<tr>
<td>Dental Assisting Technology and Management--ATD</td>
<td>6</td>
</tr>
<tr>
<td>Environmental Services</td>
<td>6</td>
</tr>
<tr>
<td>Industrial Cooperative Education - OJT</td>
<td>6</td>
</tr>
<tr>
<td>Medical Record Transcribing--ATD</td>
<td>6</td>
</tr>
<tr>
<td>Automation and Production Technology</td>
<td>5</td>
</tr>
<tr>
<td>Career Education for Students with Disabilities</td>
<td>5</td>
</tr>
<tr>
<td>Carpentry</td>
<td>5</td>
</tr>
<tr>
<td>Carpentry 2</td>
<td>5</td>
</tr>
<tr>
<td>Commercial Art Technology 1</td>
<td>5</td>
</tr>
<tr>
<td>Dental Laboratory Technology</td>
<td>5</td>
</tr>
<tr>
<td>Fire Fighter</td>
<td>5</td>
</tr>
<tr>
<td>Electronic Technology 1</td>
<td>4</td>
</tr>
<tr>
<td>Hemodialysis Technician</td>
<td>4</td>
</tr>
</tbody>
</table>
## District Career Certificate Program by Headcount of Dual Enrollment Students

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Machinery Maintenance 1</td>
<td>4</td>
</tr>
<tr>
<td>Landscape Management</td>
<td>4</td>
</tr>
<tr>
<td>Major Appliance and Refrigeration Repair</td>
<td>4</td>
</tr>
<tr>
<td>Marketing, Merchandising, and Parts Operations 2</td>
<td>4</td>
</tr>
<tr>
<td>Network Systems Administration</td>
<td>4</td>
</tr>
<tr>
<td>Patient Care Assistant</td>
<td>4</td>
</tr>
<tr>
<td>Air Conditioning, Refrigeration and Heating Technology 1</td>
<td>3</td>
</tr>
<tr>
<td>Automotive Service Technology 2</td>
<td>3</td>
</tr>
<tr>
<td>Boatbuilding-Wood and Fabricated</td>
<td>3</td>
</tr>
<tr>
<td>Plumbing Technology</td>
<td>3</td>
</tr>
<tr>
<td>Private Security Officer</td>
<td>3</td>
</tr>
<tr>
<td>Business Supervision and Management</td>
<td>2</td>
</tr>
<tr>
<td>Computer Systems Technology 2</td>
<td>2</td>
</tr>
<tr>
<td>Customer Assistance Technology</td>
<td>2</td>
</tr>
<tr>
<td>Electrician</td>
<td>2</td>
</tr>
<tr>
<td>Air Conditioning, Refrigeration and Heating Technology 2</td>
<td>1</td>
</tr>
<tr>
<td>Automotive Collision Repair and Refinishing 2</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Vehicle Driving</td>
<td>1</td>
</tr>
<tr>
<td>Fashion Design Services/Fashion Technology and Design Services</td>
<td>1</td>
</tr>
<tr>
<td>Heavy Equipment Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>1</td>
</tr>
<tr>
<td>Marketing, Merchandising, and Parts Operations</td>
<td>1</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>1</td>
</tr>
<tr>
<td>Medium and Heavy Duty Truck and Bus Technician 1</td>
<td>1</td>
</tr>
<tr>
<td>Medium and Heavy Duty Truck and Bus Technician 2</td>
<td>1</td>
</tr>
<tr>
<td>Web Programming Services</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,293</strong></td>
</tr>
</tbody>
</table>

Source: Workforce Development Information System