

# Dual Enrollment Funding Fact Sheet

May 5, 2026

In light of the inclusion of \$100 million in one-time funds for CCAP dual enrollment in the California Governor's proposed January budget a number of misconceptions have arisen in the public discourse. This fact sheet serves to support informed conversation and decision making during this 2026-27 budget cycle.

## Can K12 and Colleges both receive funding for the same instructional activity? No.

This type of "double dipping" is strictly prohibited by statute. [Education Code 76004](#) that governs College and Career Access Pathways (CCAP) states:

*(s) A district or county office of education shall not receive a state allowance or apportionment for an instructional activity for which the partner has been, or shall be, paid an allowance or apportionment.*

And [Education Code 48802](#) goes on to allow school districts to claim full apportionment for high school students in college courses if the student maintains the minimum schoolday - for a traditional comprehensive high school the minimum schoolday is 240 instructional minutes.

*(b) A school district whose pupils attend a community college as special part-time students pursuant to this article shall, for purposes of allowances and apportionments from Section A of the State School Fund, continue to receive credit for attendance by those pupils computed in the manner prescribed by law, and a pupil's attendance at school for the minimum schoolday shall be deemed a day of attendance for purposes of making the computation.*

## How Are College and High Schools Funded for Dual Enrollment?

Colleges claim apportionment through enrollment in college courses.

In [Education Code 76004](#) (CCAP) colleges are allowed to claim apportionment for the enrollments generated by high school students in college courses:

*(o)(2) For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus pursuant to paragraph (1) shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils*

Non-CCAP dual enrollment [Education Code 48802](#) also allows the college to claim apportionment for the enrollment of high school students in college classes:

*(a) For purposes of allowances and apportionments from Section B of the State School Fund, a community college shall be credited with additional units of average daily attendance attributable to the attendance of pupils at the community college as special part-time students pursuant to this article and as set forth in Section 76002.*

## LEAs claim Average Daily Attendance (ADA) for minutes *outside* of the college courses

**240 Minute Rule:** [Education Code 46141](#) sets the minimum instructional minutes at 240 for comprehensive junior high schools and high schools with two exceptions being middle college high schools and early college high schools.

**180 Minute Rule:** [Education Code 46146.5](#) sets the minimum instructional minutes for early college high school and middle college high school students who are also enrolled in a community college, the University of California or a California State University at 180 minutes.

## Does CCAP Require Additional Funding? Yes.

[Education Code 76004](#) (CCAP) dual enrollment has specific legislative requirements that incur additional costs, but for which no on-going funding beyond apportionment has been provided.

1. CCAP partnerships are prohibited from assessing standard fees or supplies, that cost is born by the partnership:

*(f) A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Section 49011.*

And

*(q) The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt pupils seeking to enroll in a community college course required for the pupil's CCAP partnership program from the fee requirements in Sections 76060.5, 76223, 76300, 76350, and 79121.*

2. CCAP partnerships require data sharing between partners.

*(c) (1) The CCAP partnership agreement shall outline the terms of the CCAP partnership, and shall include, but not be limited to, the total number of high school pupils to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those pupils; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of*

*pupils to benefit from those courses. The CCAP partnership agreement shall also establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership.*

3. If offering pre-transfer mathematics CCAP partnerships are required to engage in a collaborative effort to co-design and deliver an innovative pretransfer course:

*(n) The CCAP partnership agreement shall certify that any pretransfer-level course taught by community college faculty at a partnering high school campus shall be offered only to high school pupils who do not meet their grade level standard in mathematics, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district or county office of education, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative pretransfer course as an intervention in the pupil's junior or senior year to ensure that the pupil is prepared for college-level work upon graduation.*

4. CCAP is designed for students who are underrepresented in postsecondary education or who are not already college bound, such as first-time college students, low-income students and current or former foster youth among others. Students who are not already college bound or who are underrepresented may require additional or more focused support, which in turn may require more resources.

*(a) (1) The governing board of a community college district may enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district or a county office of education for the purpose of offering or expanding dual enrollment opportunities for pupils who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.*

*(2) As used in this section, "high school" includes a community school, continuation high school, juvenile court school, or adult education program offering courses for high school diplomas or high school equivalency certificates.*

*(3) As used in this section, "underrepresented in higher education" may include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children.*

## What is Dual Credit

Dual credit is when a LEA gives high school credit for a college course. Dual credit is not currently defined in statute. [Education Code 51225.3](#) sets the requirements for high school graduation requirements, including the provision that LEAs must offer an alternative means to meet those requirements. Among the many examples given as alternatives to complete the prescribed course of study are credits earned as college courses:

*(2)(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.*

Dual credit is not defined by or tied to college course modality, type of dual enrollment, or instructional minutes. How and whether to apply earned college credits toward high school requirements is a local LEA policy decision.

CCAP dual enrollment allows students to take up to 15 college units in a program if it meets certain criteria including that those courses are part of a program designed to award students both a high school diploma and an associate degree, certificate or credential:

*(p) A community college district may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term in courses offered at the community college campus or the participating high school campus, if all of the following circumstances are satisfied:*

*(1) The units constitute no more than four community college courses per term.*

*(2) The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article.*

*(3) The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.*