

ARTICULATION COORDINATING COMMITTEE MEETING

Agenda

October 24, 2007

Turlington Bldg, 1721/25

Tallahassee, FL

9:30-12:00- 1721/25 Standing Committee on Postsecondary Transition
9:30-12:00 – 1706 Standing Committee on Postsecondary Articulation Policy
1:00 p.m.-4:00-1721/25 Full ACC Meeting

1. Chairperson's welcome and new member recognition	Dr. Ed Massey
Approval	
2. Approval: Minutes from May 23, 2007 Meeting	Dr. Ed Massey
3. Approval: Common Prerequisites for new programs and changes to existing programs	Ms. Pat Frohe Ms. Lynda Page
Discussion	
4. Status report: PSAV to AAS/AS degree articulation agreements that have AS-BS component	Dr. Heather Sherry
5. Interactive articulation database	Mr. Matthew Bouck Dr. Shruti Graf
6. Workforce articulation - Implementation of SB 1232	Dr. Lucy Hadi
7. OPPAGA presentation on interim findings associated with SCNS and articulation report due for publication in February 2008	Ms. Emily Dendy
8. Recommendations from Go-Higher, Florida! Task Force	Dr. Judy Bilsky
9. Update: High School Electronic Personal Education Planner (ePEP)	Dr. Connie Graunke
10. Report from Standing Committee on Postsecondary Articulation Policy	Dr. R.E. LeMon
11. Report from Standing Committee on Postsecondary Transition	Dr. Jill White Dr. Walter Christy
12. Public forum: Questions and comments from audience	

Next ACC meeting: February 27, 2008

Articulation Coordinating Committee

October 24, 2007

Item 3

Subject: Common Prerequisites for new programs and changes to existing programs

PROPOSED COMMITTEE ACTION

Approval of Common Prerequisites for new programs and changes to existing programs.

Supporting Documentation: Materials provided at the meeting

Facilitators/Presenter: Ms. Pat Frohe & Ms. Lynda Page

Articulation Coordinating Committee

October 24, 2007

Item 4

Subject: Status report: PSAV to AAS/AS degree articulation agreements that have AS-BS component

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Materials provided at the meeting

Facilitator/Presenter: Dr. Heather Sherry

PSAV – AS / AS – BS Articulation Agreements

Implementation Plan for Review of Selected Agreements

Phase II of the Postsecondary Adult Vocational (PSAV) to Associate in Applied Science (AAS)/Associate in Science (AS) Articulation Agreements were reviewed and approved at the February 28, 2007, meeting of the Articulation Coordinating Committee—totaling 30 agreements. Approval of those proposed agreements that are linked to existing AS to BA/BS statewide agreements was delayed pending further review by faculty committees with state university representation. Because faculty credential guidelines are different for varying levels of instruction, the initial committees who reviewed the agreements attempted to establish a validation mechanism for each program that must be used before transfer credit is granted. The ACC members expressed a desire to ensure that those validation mechanisms were sufficient to measure quality of instruction and student learning outcomes.

The following represents an initial proposal for review committee representation—these from Statewide Course Numbering System faculty discipline committees. The representatives are from state universities, community colleges with appropriate baccalaureate degree programs, and SCNS discipline coordinators from community colleges.

<u>PSAV Program</u>	<u>CIP</u>	<u>AS Degree Program</u>	<u>CIP</u>	<u>University Degree Program</u>	<u>CIP</u>
Correctional Officer	43.0102	Criminal Justice Technology	43.0103	Criminal Justice	43.0104
Law Enforcement Officer	43.0107	Criminal Justice Technology	43.0103	Criminal Justice	43.0104

Recommended Statewide Course Numbering System Faculty Discipline Committee Reviewers:

<u>Member Name</u>	<u>User Type*</u>	<u>Inst.</u>	<u>SCNS Faculty Discipline Committee</u>
Mr. Jeffery Jacques	C	FAMU	Criminal Justice
Mr. Daryl Johnston	D	SFCC	Criminal Justice
Mr. James Brock	C	SPC	Criminal Justice
Dr. Pamela Grisct	C	UCF	Criminal Justice
Dr. Ron Akers	C	UF	Criminal Justice
Dr. William Blount	C	USF	Criminal Justice
	#	FAU	Criminal Justice
	#	FGCU	Criminal Justice
	#	FIU	Criminal Justice
	#	FSU	Criminal Justice
	#	UNF	Criminal Justice
	#	UWF	Criminal Justice

<u>PSAV Program</u>	<u>CIP</u>	<u>AS Degree Program</u>	<u>CIP</u>	<u>University Degree Program</u>	<u>CIP</u>
Lodging Operations	06.0701	Hospitality & Tourism Management	06.0799	Hospitality Admin/Mgmt (non AACSB)	52.0901

Recommended Statewide Course Numbering System Faculty Discipline Committee Reviewers:

<u>Member Name</u>	<u>User Type*</u>	<u>Inst.</u>	<u>SCNS Faculty Discipline Committee</u>
Ms. Joan Remington	C	FIU	Hospitality Management
Dr. Stephen Lebruto	C	UCF	Hospitality Management

FSU Hospitality Management
 # USF Hospitality Management
 # UWF Hospitality Management

<u>PSAV Program</u>	<u>CIP</u>	<u>AS Degree Program</u>	<u>CIP</u>	<u>University Degree Program</u>	<u>CIP</u>
Practical Nursing	17.0605	Registered Nursing	18.1101	Nursing	51.1601

Recommended Statewide Course Numbering System Faculty Discipline Committee Reviewers:

<u>Member Name</u>	<u>User Type*</u>	<u>Inst.</u>	<u>SCNS Faculty Discipline Committee</u>
Dr. Kathleen Blais	D	FIU	Nursing
Dr. Divina Grossman	C	FIU	Nursing
Ms. Linda Lockshin	C	MDC	Nursing
Dr. Mary Fenimore	D	PHCC	Practical Nursing/Health Care Providers
Dr. Angeline Bushy	C	UCF	Nursing
Dr. Barbara Redding	C	USF	Nursing
	#	FAMU	
	#	FAU	
	#	FGCU	
	#	FSU	
	#	SPC	
	#	UF	
	#	UNF	
	#	UWF	

<u>PSAV Program</u>	<u>CIP</u>	<u>AS Degree Program</u>	<u>CIP</u>	<u>University Degree Program</u>	<u>CIP</u>
Electronics Technology	15.0303	Electronics Engineering Tech.	15.030301	Electronics Engineering Technology	15.0303
Electronics Technology	15.0303	Electronics Engineering Tech.	15.030301	Engineering Technology General	15.1101
Computer Systems Technology	47.0104	Computer Engineering Tech.	15.0402	Information Systems Technology	15.1202
Network Systems Administration	07.0304	Computer Engineering Tech.	15.0402	Information Systems Technology	15.1202
Network Support Services	07.0304	Computer Engineering Tech.	15.0402	Information Systems Technology	15.1202
PC Support Services	07.0305	Computer Engineering Tech.	15.0402	Information Systems Technology	15.1202
Wireless Telecommunications	47.0103	Computer Engineering Tech.	15.0402	Information Systems Technology	15.1202

Recommended Statewide Course Numbering System Faculty Discipline Committee Reviewers:

<u>Member Name</u>	<u>User Type*</u>	<u>Inst.</u>	<u>SCNS Faculty Discipline Committee</u>
Dr. Robert Fox	C	UF	Electrical Engineering
Dr. Tayeb Giuma	C	UNF	Electrical Engineering
Dr. Jim Moharam	C	UCF	Electrical Engineering
Dr. E.K. Stefanakos	C	USF	Electrical Engineering
Dr. Leonard Tung	D	FSU	Electrical Engineering

Dr. Parveen Wahid	C	UCF	Electrical Engineering
Mr. Bradley Jenkins	D	SPC	Electrical-Electronic Technology
Dr. King Osborne	C	UCF	Electrical-Electronic Technology
	#	FAU	
	#	UWF	

*University Specialties in Electronics Engineering Tech/Engineering Tech,
General/Information Systems Tech*

Inst.	Program Title
FAMU	Electronics Engineering Tech
UCF	Electronics Engineering Tech
UWF	Engineering Tech-General
FAU	Information Systems Tech
UCF	Information Systems Tech

*** Note:**

C = Committee Member

D = Discipline Coordinator

= Institution offers program, but no SCNS representation

Articulation Coordinating Committee

October 24, 2007

Item 5

Subject: Interactive articulation database

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Materials included in packet

Facilitator/Presenter: Mr. Matthew Bouck & Dr. Shruti Graf

Articulation Issues Interactive Data



Mr. Matthew Bouck
Dr. Shruti C. Graf

Office of K-20 Articulation
Florida Department of Education
October 24, 2007

Interactive data

- Focus on postsecondary articulation issues
- Data from the Education Data Warehouse (EDW)
- Electronic database – under production
- Database will allow for:
 1. Trend data
 2. Sorting by various demographic elements
 3. Printer-friendly graphics
- Annual updates



Why are we doing this?



- Compliance with S.1008.38, F.S.
- Bring articulation issues/trends to forefront
- Focus on system-wide articulation trends instead of limiting focus just to institution and sector-specific trends

3



Data items

- College credits awarded through acceleration mechanisms
- Student enrollment in FL's postsecondary institutions
- Student performance based on CPT cut scores
- Students' course-taking pattern at FL's postsecondary institutions

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Data items contd...

- Postsecondary retention and graduation rates
- Transfer rate from Community College System (CCS) to public and private 4-year institutions

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Acceleration mechanisms

- Number of accelerated college credits earned by FTIC students by the end of their first year.
- Focus on AP, IB, AICE, CLEP, and dual enrollment.

6



Student enrollment in Florida's postsecondary institutions

- Transition of students from secondary to postsecondary.
- How many students remain in state vs. how many move out-of-state?

7



Student performance based on CPT cut scores

- Track students' performance in college-level English and Math courses based on CPT "college readiness".
- Do students who go through remediation in English and Math go on to complete at least one college-level course in English/Math successfully?

8



Student's course-taking pattern

- Number/percentage of lower-level courses that are 'equivalent' and 'unique' per the Statewide Course Numbering System (SCNS).
- Number/percentage of students enrolled in 'equivalent' and 'unique' courses.
- Number/percentage of students taking lower-level courses that are likely to shorten their time-to-degree .
 1. Number/percentage of students taking lower-level courses that are one of commonly offered general education courses .
 2. Number/percentage of A.A. transfers who complete common prerequisite courses.

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Postsecondary retention and graduation rates

- 2-year retention rate within Florida's postsecondary system including public and private colleges and universities.
- 3- 4- and 6-year graduation rate from Florida's postsecondary system including public and private colleges and universities.
- Account for student mobility within FL's postsecondary system.
- Tracking will not be limited to student retention and graduation at/from a specific institution, but rather within/from FL's postsecondary system as a whole.

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Transfer rate from Community College System (CCS) to public and private 4-year institutions

- Students' continuation from one certificate/degree program to higher-level programs.
- Data will include AA, AS, PSAV, and students who transfer without a diploma/certificate.

Articulation Coordinating Committee

October 24, 2007

Item 6

Subject: Workforce articulation – Implementation of SB 1232

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Materials included in packet

Facilitator/Presenter: Dr. Lucy Hadi

Florida Career and Professional Education (CAPE) Act

Chapter 2007-216, LOF

Joint Implementation Team

Co-Chairs:

Chancellor Lucy Hadi (DOE-Workforce Education)

Deputy Director Barbara Griffin (AWI-Workforce Development)

October 2007

Purpose Of the Legislation

- Ensures Career and Technical Education programs are **academically rigorous and relevant** to the work place;
- Creates **statutory bond** between Career and Technical Education and the Workforce Development System;
- Ensures Workforce Education programs meet current and future **needs of Florida's Economy**; and
- Ensures that **every student** who completes a Career and Professional Academy program will graduate from high school with...
 - ◆ One or more industry recognized certifications,
 - ◆ A high school diploma, and
 - ◆ A clear pathway to higher education.

Significant Legislative Provisions

- Requires district school boards to **develop strategic plans** to address and meet local and regional workforce needs;
- **Re-defines** the term “career and professional academy;”
- Requires public schools and school districts to offer **career and professional academies**;
- Requires mechanism for **articulation** to postsecondary institutions;
- Requires that **career courses lead to industry certification**;
- Requires that **specific percentages of students** achieve certification or college credit in order for a course to be continued;
- Requires **academically rigorous and relevant career-themed courses** that articulate to postsecondary-level course work and lead to industry certification;
- Responds to Florida’s **critical workforce needs**; and
- Provides students access to **high-wage and high-demand careers**.

3

Timeline For Major Implementation Tasks

- The curriculum review committee must be established and operational by **September 1, 2007**,
- Data collection changes must be implemented **early in 2008**.
- Each district’s strategic plan must be completed by **June 30, 2008**, and
- Each district must have at least one operational career and professional academy established no later than the **beginning of the 2008-09 school year**.

4

Career Academy Requirements

- Provide a **rigorous** standards-based academic curriculum integrated with a career curriculum.
- Provide **personalized student advisement**, including parent-participation.
- Promote and provide opportunities for career and professional academy students to attain at a minimum the **Florida Gold Seal Vocational Scholars** award.
- Provide Instruction in careers designated as **high-growth, high demand, and high pay** by the local workforce development board, the chamber of commerce or the Agency for Workforce Innovation.
- Deliver academic content through **instruction relevant to the career**, including intensive reading and mathematics intervention required by s. 1003.428.
- Offer **applied courses** that combine academic content with technical skills.

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Career Academy Requirements (continued)

- Provide instruction resulting in competency, certification, or credentials in **workplace skills**, including communication skills, interpersonal skills, decision-making skills, attendance, and work ethic.
- Provide opportunities for students to obtain the **Florida Ready to Work Certification** pursuant to s. 1004.99.
- Include **one or more partnerships with postsecondary institutions**, businesses, industry, employers, economic development organizations or other appropriate partners. (Partnerships with postsecondary institutions including public or private 2-year and 4-year postsecondary institutions and technical centers must be delineated in articulation agreements to provide for career-based courses that earn postsecondary credit.)
- Provide **shared, maximum use of private sector facilities and personnel**.

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Enhanced Accountability

- School Districts must **redirect appropriate** to career and professional academies.
- **All career courses** offered in a career and professional academy **must lead to industry certification or college credit.**
 - ◆ At least **50 percent** of students enrolled in a career course must achieve industry certifications or college credits during the second year the course is offered in order for the course to be offered a third year.
 - ◆ At least **66 percent** of students enrolled in such a course must achieve industry certifications or college credits during the third year the course is offered in order for it to be offered a fourth year and thereafter.

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Early Accomplishments

- Established joint implementation team and established five sub-teams: Curriculum Review, Strategic Planning/Implementation, Certification/Credentialing and Data/Evaluation, and Articulation,
- Approved appointees to serve on the Curriculum Review Committee as required by legislation and convened initial meetings of the Curriculum Review Committee,
- Categorized occupations on the state's Targeted Occupations List by those industry sectors addressed in SUCCEED Academies, Florida's Banner Centers and CHOICE Institutes,
- Identified state and national standards to be considered in certifying industry credentialing programs as "highest and best,"
- Published initial certifications for occupations on the state's Targeted Occupations List.
- Developed planning guidance for school districts, regional workforce boards and economic development agencies. Scheduled for release by November 1.
- Identified data system change specifications required to support funding, reporting and evaluation.

8

Next Steps

- Deliver technical assistance through regional workshops in December.
- Solicit industry input on highest and best industry certification standards where none currently exist.
- Implement revised curriculum review process.
- Implement data collection requirements.

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Contacts

Florida Career and Professional Academies Joint Implementation Team

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■ **Curriculum Review Committee**

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■ **Certification and Credentialing**

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Nancy Cordill (850) 245-9890 nancy.cordill@fldoe.org

■ **Strategic Planning and Implementation**

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Mary Lou Reed (850) 651-2315 mlreed@jobsplus02.com

■ **Data and Evaluation**

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Rebecca Rust (850) 245-7257 rebecca.rust@awi.state.fl.us

Staff Support:

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Larry McIntyre-AWI (850) 921-3323 larry.mcintyre@awi.state.fl.us

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Articulation Coordinating Committee

October 24, 2007

Item 7

Subject: OPPAGA presentation on interim findings associated with SCNS and articulation report due for publication in February 2008

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Materials provided at the meeting

Facilitator/Presenter: Ms. Emily Dendy



OPPAGA Update: Articulation Projects

Articulation Coordinating
Committee

October 24, 2007

OPPAGA
Emily Dendy

Florida Legislature Office of Program Policy Analysis & Government Accountability

Overview

- Reports on the Statewide Course Numbering System
 - *Institutions Do Not Have to Accept Credit for Many Courses in the Statewide Course Numbering System*, OPPAGA Report 07-22
 - Companion Report to 07-22, student transcript analysis
- Update on Articulation Project in HB 7147

Florida Legislature Office of Program Policy Analysis & Government Accountability

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What is OPPAGA?

OPPAGA supports the Florida Legislature by providing evaluative research and *objective analyses* to promote government accountability and the efficient and effective use of public resources.

Overview of Findings from OPPAGA Report 07-22

- Students transferring from non-public postsecondary institutions into public institutions may not be able to transfer credit for the courses they have taken
- Transfer level designations in the SCNS may be inaccurate

Overview of Findings from OPPAGA Report 07-22

Barriers to Transferring Credit

- Many courses offered by non-public institutions are not in the SCNS
- Students may not be aware of which courses are in the system
- Some courses in the system are not guaranteed to transfer
- Students may be required to complete additional coursework

Overview of Findings from OPPAGA Report 07-22

Inaccurate Transfer Level Designations

- Faculty credentials are only verified initially when courses are approved
- Errors could mislead college registrars
- Faculty credentials have not be updated due to institutional reporting and SCNS workload

Key Recommendations OPPAGA Report 07-22

- **Non-Public Institution Oversight**
 - Identify which courses in their catalog are eligible to transfer to another institution
 - Report to the SCNS an annual list of SCNS offerings and faculty teaching the courses
- **Maintenance and Communication**
 - Review equivalent courses with differing transfer levels
 - Communicate with non-public institutions about SCNS policies

Upcoming Report on the Statewide Course Numbering System

- **Companion Report to 07-22**
- **Students transferring from non-public institutions in the SCNS to community colleges**
- **Student Transcript Review**
- **Report publication expected in November**

Student Transcript Review

- Commission for Independent Education identified 7 institutions
- Matched students to community colleges
 - Identified 13 community colleges with more than 50 potential transfer students
- Reviewed transcripts for approximately 440 students
 - Non-public institution transcript
 - Community college transcript

Student Transcript Review

- Reviewed over 3,000 courses completed by students
- Examined the following for each course:
 - Was the course in the SCNS?
 - Did it meet the requirements for transfer to a public institution?
 - Did the student receive credit at the community for the course? Was it the appropriate course number?

Articulation Project in HB 7147

- Implementation of statewide articulation policies
- The effectiveness of the articulation accountability process (1008.38)
- Any barriers or impediments to the progression and transfer of students
- Credit transfer across public postsecondary institutions
- Acceleration credit earned in high school

Research Methodology

- Review all state laws, rules, and policies related to articulation
- Interview Department of Education and institutional personnel to identify benefits and barriers of statewide articulation policies
- Conduct transcript analyses of students who transferred within the public sectors

Articulation Topics to be Reviewed

- 2+2 system
- Common Pre-Requisites
- Credit By Exam Policies (Accelerated Credit)
- Statewide Course Numbering System
- FACTS.org
- ACC

Evaluating Student Data

- Did students receive appropriate credit?
 - Acceleration programs (AP, IB, Dual Enrollment)
 - Transfer coursework at another public institution
 - Statewide Course Numbering System
- Did transfer credit apply to a student's degree program?
- Reasons why students did not receive credit
 - Follow-up with institutions

OPPAGA CONTACTS

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Dendy.emily@oppaga.fl.gov

850-487-9227

OPPAGA Reports

<http://www.oppaga.state.fl.us/>

Articulation Coordinating Committee

October 24, 2007

Item 8

Subject: Recommendations from Go-Higher, Florida! Task Force

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Materials included in packet

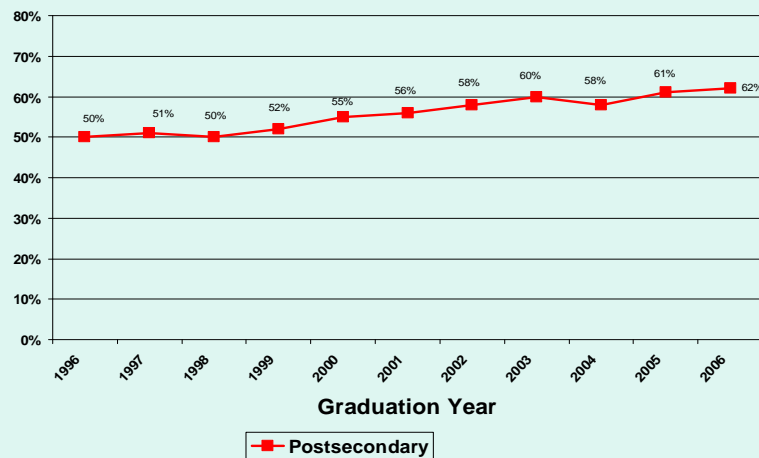
Facilitator/presenter: Dr. Judith Bilsky



Summary Go Higher, Florida! Task Force

Dr. Judith Bilsky
Division of Community Colleges

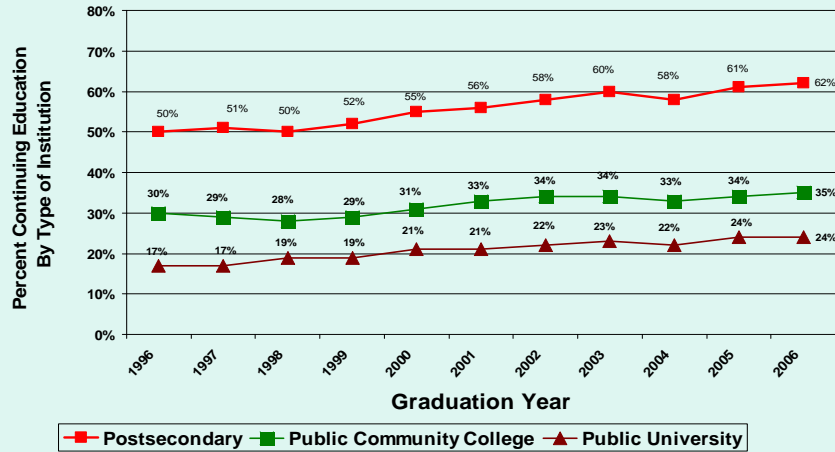
Rate* Attending Postsecondary in the Fall Following Graduation



* Percentage of high school graduates who were enrolled in October after completing high school

Source: Florida Employment & Training Placement Information Program (FETPIP), Florida Department of Education.

Rate* Attending Postsecondary in the Fall Following Graduation



* Percentage of high school graduates who were enrolled in October after completing high school

Source: Florida Employment & Training Placement Information Program (FETPIP), Florida Department of Education.

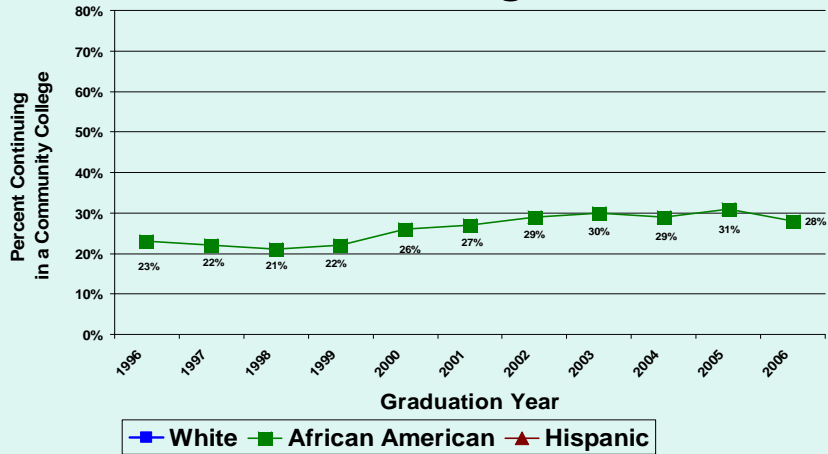
Where Do High School Grads of 2005-06 Continue* Education

Entered Florida Public Community College	35%
Entered Florida Public University	24%
Entered Florida Private University	4%
Other Postsecondary	1%
Total	62%

Percentage of high school graduates who were enrolled in October after completing high school

Source: Florida Employment & Training Placement Information Program (FETPIP), Florida Department of Education.

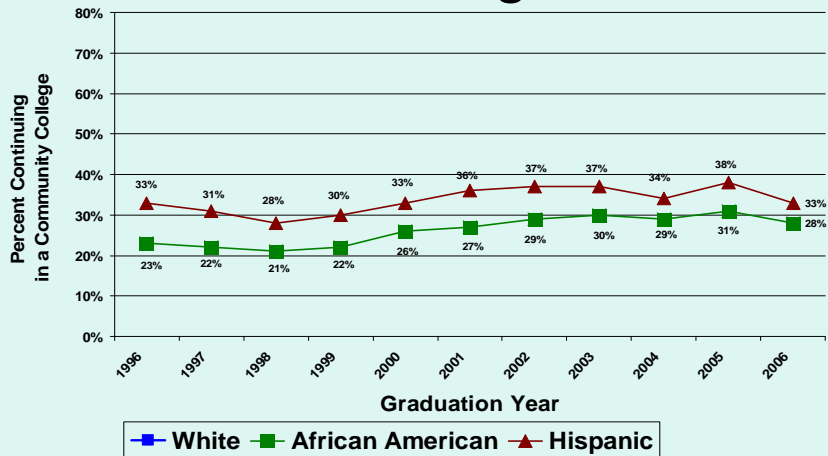
Community College Enrollment by Race/Ethnicity in the Fall Following Graduation



* Percentage of high school graduates who were enrolled in October after completing high school

Source: Florida Employment & Training Placement Information Program (FETPIP), Florida Department of Education.

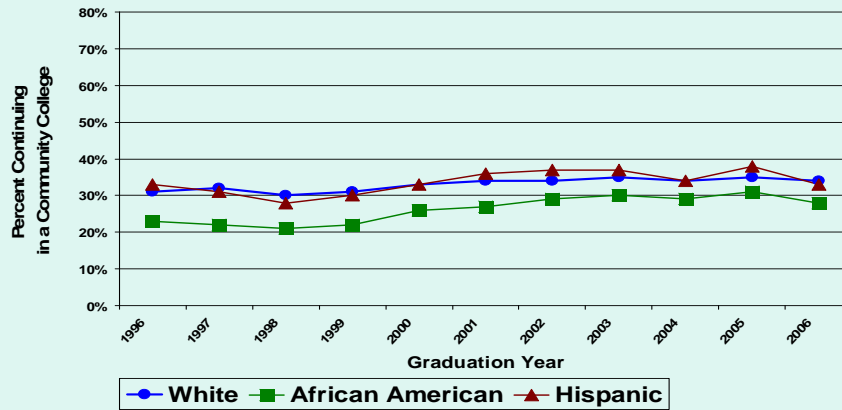
Community College Enrollment by Race/Ethnicity in the Fall Following Graduation



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Community College Enrollment by Race/Ethnicity in the Fall Following Graduation



* Percentage of high school graduates who were enrolled in October after completing high school

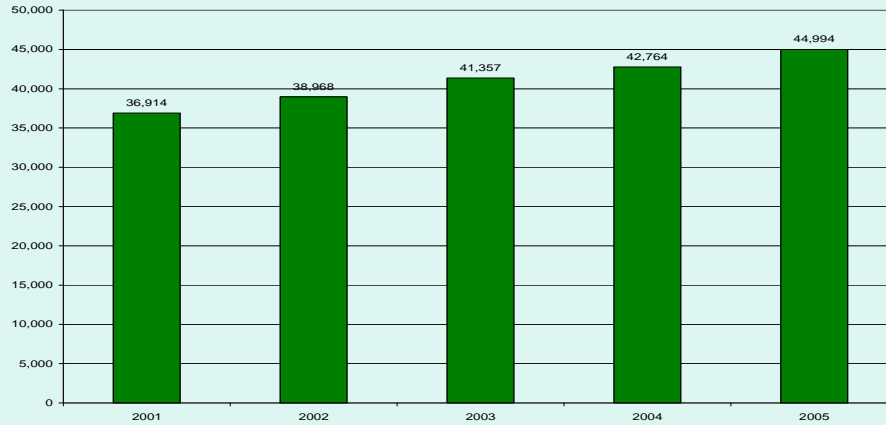
Source: Florida Employment & Training Placement Information Program (FETPIP), Florida Department of Education.

Postsecondary Enrollment in the Fall Following High School Graduation, 1996-2005

Grad Year	White	African American	Hispanic
1995-96	53%	41%	51%
1998-99	55%	42%	51%
2001-02	62%	48%	57%
2005-06	61%	48%	52%

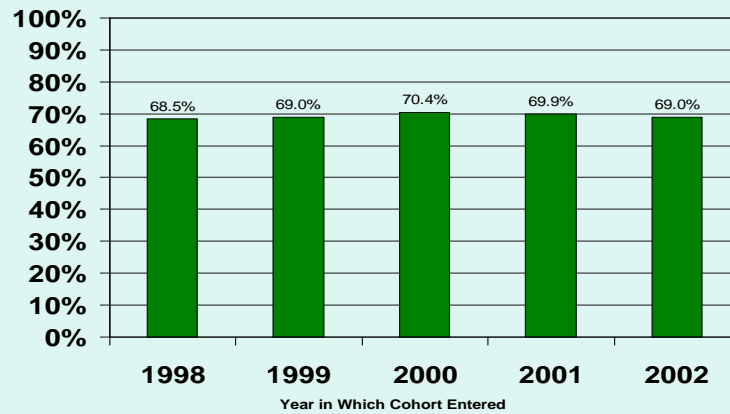
Source: Florida Employment & Training Placement Information Program (FETPIP), Florida Department of Education.

AA/AS Degrees Awarded



Source: Florida Community Colleges, 2001-02 through 2005-06 Student Data Base

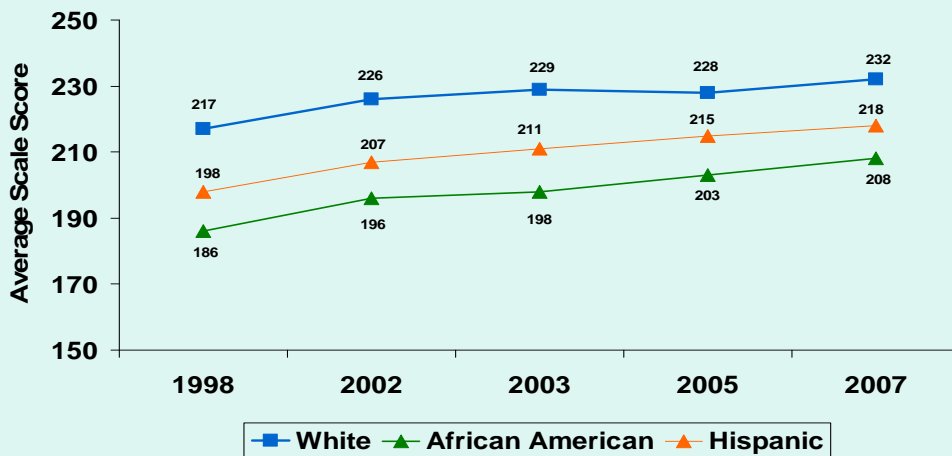
SUS 4-Year Graduation Rate for AA-Transfer Students



Source: Figure 5, Report on State University System of Florida Accountability Measures Referenced the General Appropriations Act Implementing Bill, December 31, 2006.

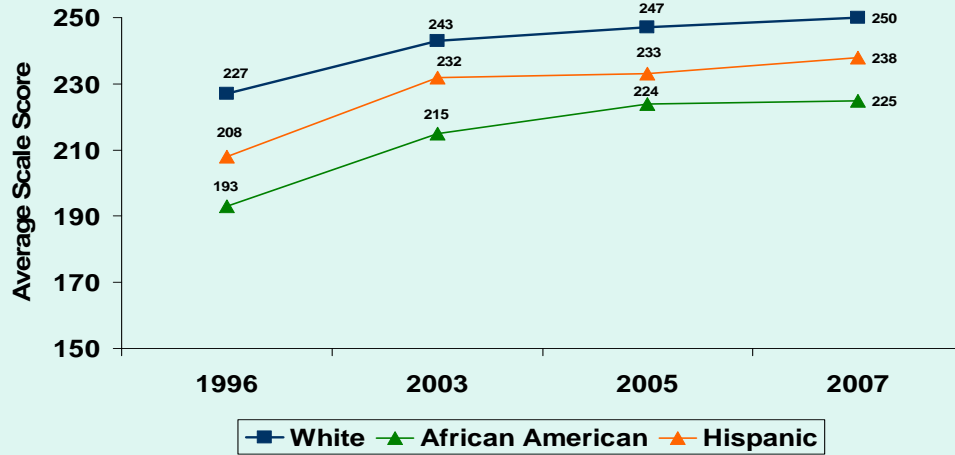
We're making some progress in addressing these problems in the public schools...

NAEP Reading, Grade 4: Florida Performance



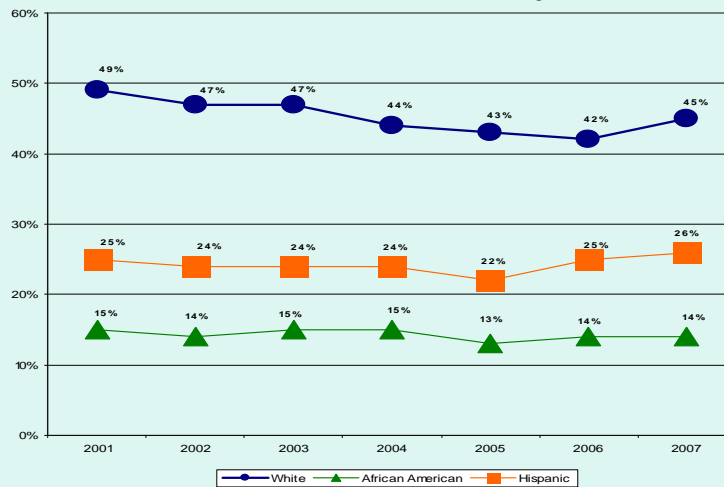
Source: National Center for Education Statistics

NAEP Math, Grade 4: Florida Performance

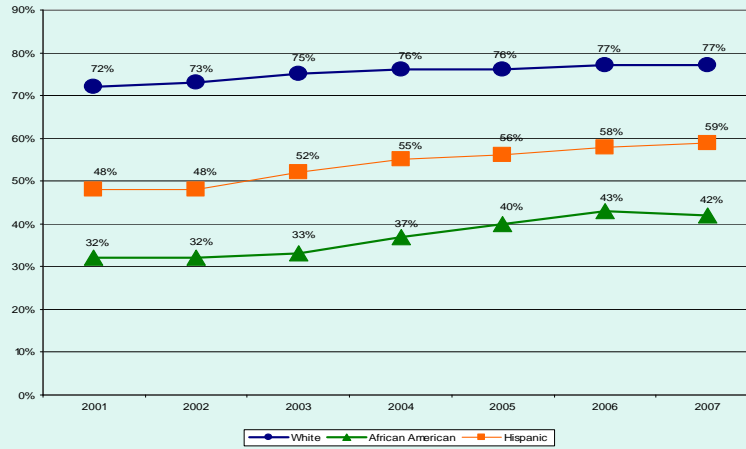


Source: National Center for Education Statistics

FCAT, Reading, 10th Grade Students Scoring 3 or Above by Race/Ethnicity

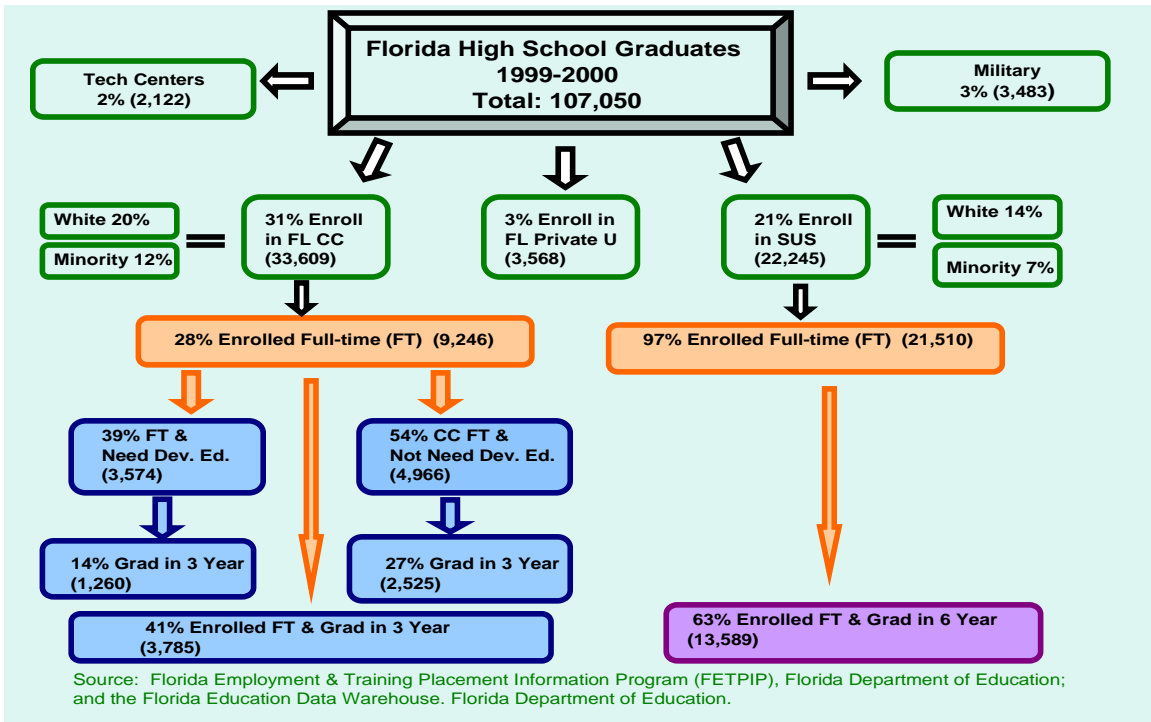


FCAT, Math, 10th Grade Students Scoring 3 or Above by Race/Ethnicity

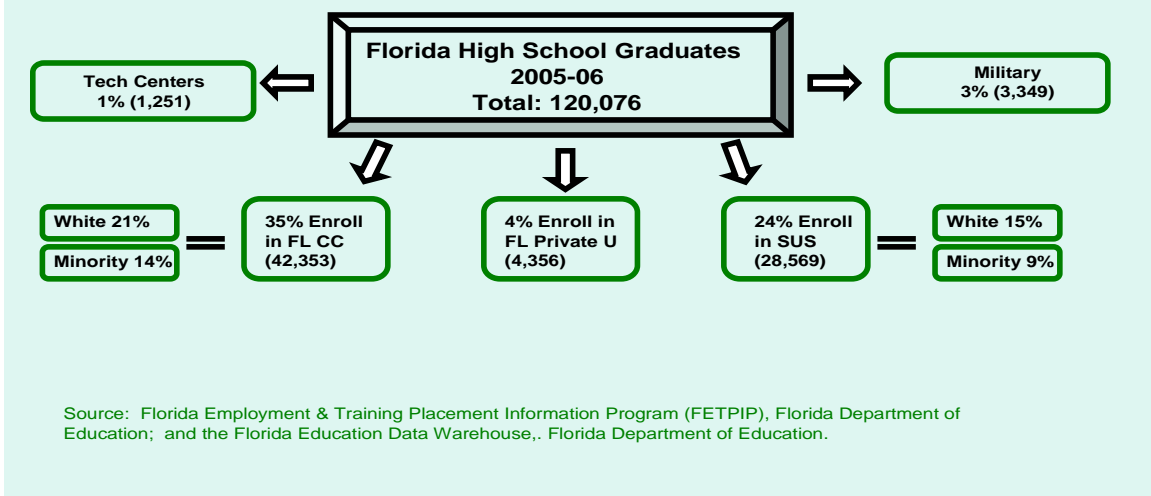


Florida High School Graduates 1999-2000

Do they continue their education?



The Next Cohort How Does It End?



Go Higher, Florida! Draft Recommendations

1. Development and adoption of a definition of college and career readiness.

Go Higher, Florida! Draft Recommendations

2. Acknowledge that 21st century college readiness and career skills are one and the same by working cross sector (K12 + workforce + postsecondary) to identify core competencies which are required for high school graduation.

Go Higher, Florida! Draft Recommendations

3. Streamline/adopt assessments which are clear in purpose and function, and provide measures appropriate for high school exit as well as the ability to demonstrate readiness for college.

Go Higher, Florida! Draft Recommendations

4. Use FACTS.org and other available avenues to increase public awareness/understanding of Florida's educational assessments and their uses.

Go Higher, Florida! Draft Recommendations

5. Join the 30 states currently participating in The American Diploma Project to acknowledge and facilitate Florida's commitment to better preparing students for the 21st century workplace.

Go Higher, Florida Task Force
January – October 2007
Summary

Meeting Dates:

Jan. 31, 2007
March 12, 2007
April 30, 2007
June 27, 2007
October 11, 2007

The Go Higher Florida Task Force was created at the direction of Commissioner John Winn in order to address issues which could facilitate improved seamless transition among and between Florida's education sectors: K12, community colleges and the state's public and private universities. The charge to the Task Force was to work collaboratively to develop recommendations which would help prepare all Florida students for a successful transition to college education and/or other postsecondary training for career preparation. Membership consisted of representatives from K12, community colleges, workforce, the state university system, the state's private non-profit colleges and universities as well as the commissioner, chancellors from each sector and appropriate support staff. In addition, Dr. David Spence, President of the Southern Regional Education Board (SREB) attended all meetings serving as consultant to the Task Force. The charge to the Task Force was to develop policy recommendations in regard to:

- Increasing postsecondary enrollment by prior year high school graduates
- Reducing the need for postsecondary remediation by prior year high school graduates
- Aligning K-16 curriculum and assessments
- Improving readiness for entry into Florida's workforce

Over the course of five meetings held in Tallahassee, Task Force members reviewed and discussed a variety of resources ranging from the relationship (or lack of relationship) between FCAT, CPT, SAT and ACT, Florida high school graduation rates, and the educational pipeline, the differences between college placement and university admissions standards, the Sunshine State Standards, and the move to increase rigor and relevance in the secondary curriculum to "World Class Standards." In addition to presentations by Chancellors Yecke and Armstrong, Cornelia Orr, Pat Windham, Heather Sherry, and Jay Pfeiffer, the Task Force also heard informative presentations by Dr. David Spence (SREB) and Dr. Michael Cohen, President of Achieve, Inc. (The American Diploma Project)

The Task Force culminated its work at the 5th meeting on October 11, 2007 with the approval of five recommendations which are being prepared for presentation to the Commissioner's

Policy Council in anticipation of being forwarded to the State Board of Education as well as the Board of Governors. Recommendations (language is being finalized) include:

- Development and adoption of a definition of college and career readiness
- Acknowledge that 21st century college readiness and career skills are one and the same by working cross sector (K12 + workforce + postsecondary) to identify core competencies which are required for high school graduation.
- Streamline/adopt assessments which are clear in purpose and function, and provide measures appropriate for high school exit as well as the ability to demonstrate readiness for college.
- Use FACTS.org and other available avenues to increase public awareness/understanding of Florida's educational assessments and their uses.
- Join the 30 states currently participating in The American Diploma Project to acknowledge and facilitate Florida's commitment to better preparing students for the 21st century workplace.

Upon approval/adoption of these recommendations, workgroups will be established to focus on each of the tasks noted in order to develop initiatives for implementation.

Articulation Coordinating Committee

October 24, 2007

Item 9

Subject: Update: High School Electronic Personal Education Planner (ePEP)

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Materials included in packet

Facilitator/presenter: Dr. Connie Graunke



Florida's Student Advising System

Articulation Coordinating Committee
Florida Department of Education
October 24, 2007



Go Higher Florida *education pays!*

Florida Academic Counseling and Tracking for Students

Florida's official online student advising system

Logout INFO FEEDBACK TOUR

Choose A Link

- Career Planning
- High School Planning
- College/Career Tech Planning
- Financial Aid
- Admissions
- Transfer Services
- College Advising Tools
- College Transcripts & Grades
- Fees & Payments
- Records & Registration
- Distance Learning
- Library Services
- Advising Manuals
- Other Links & Resources
- Site Tour
- Site Map

of interest available at Florida's public high schools. [Click here for details.](#) **!

[En Español](#)

Welcome! FACTS.org is Florida's official online student advising system! High school students, college students, parents, and even counselors can use the services provided on this website to help plan and track educational progress in Florida! FACTS.org is provided free by the Florida Department of Education to help students make informed choices about their education.

With FACTS.org, you can:

- Determine career objectives
- Evaluate high school progress
- See high school course summaries and grades
- Learn about higher-ed opportunities in Florida
- Apply to college online
- Choose the right major
- Access college transcripts and grades
- Track progress towards college graduation
- Determine what matters in bachelor's degree completion

ePEP & High School Evaluations

Search HIGH SCHOOL Majors

Choices PLANNER Explore Careers

Make a Plan ... Win a Laptop

Contest Rules

Mission: To help students prepare for and enroll in postsecondary education and achieve their educational goals as rapidly as their circumstances permit.

ePEP Student Information Last Transcript Update: No Transcript

Student Name: MARIA LOPEZ Middle School: Swift Creek Middle School, Leon High School: Leon High School, Leon Graduation Year: 2011	Graduation Track/Diploma Type: Graduation Plan: Career Cluster: Major Area of Interest:	ePEP Settings 4-year/24-credit, Standard Diploma College and Career Prep Business, Management & Administration Business Technology Education
---	--	---

You are on your way to building a high school academic plan! The State requires a minimum of 24 credits in specified subject areas for graduation; your district/school may require more credits.

The subject areas and credit requirements for graduation are listed down the left side of the ePEP. State universities and Bright Futures Scholarship awards require certain types of courses which are listed on the right side of the ePEP in red. When you add courses that meet the requirements, they will be marked with red dots.

For the College & Career Prep graduation plan you need:

- 3 credits (minimum) designated as College Prep academic electives for the state university system
- 2 credits (minimum) in the same foreign language
- 3 credits in single career technical education program as provided by the Bright Futures Gold Seal Scholarship.

These courses are typically electives. You may add them as part of your Major Area of Interest or Additional Electives. To find out what Gold Seal programs are available, you may use Electives "Add Course" link and search by Career Prep subject area electives, visit the [Comprehensive Course Table](#), or see school guidance counselor for assistance.

Advisor Notes
My Profile Information
ePEP Settings
High School Evaluations
Programs of Study
Compare
Print
Help

View By: Subject Area	DEL	Course Number	Course Title	Credit	Grade	Grade Level	School Name/ Course Type	Acad Elect	For Lang	Career Tech
For your plan, you need:								3	2	3
English Add Course										
Required: 4 credits (with major concentration in Composition, reading for Information, and literature)										
	X	1001320	English Honors 1**	1.0		9	Leon High School			
	X	1001350	English Honors 2**	1.0		10	Leon High School			
	X	1001380	English Honors 3**	1.0		11	Leon High School			
	X	1001420	AP English Lang & Composition**	1.0		12	Leon High School			
Mathematics Add Course										
Required: 4 credits (one credit must be Algebra I or its equivalent, or a higher-level math course)										
	X	1200370	Algebra 1-A	1.0		9	Leon High School			
	X	1200380	Algebra 1-B	1.0		10	Leon High School			
	X	1206310	Geometry	1.0		10	Leon High School			

Physical Education Add Course										
Required: 1 credit										
	X	1501390	Comprehensive Fitness	0.5		9	Leon High School			
	X	1502410	Individual & Dual Sports 1	0.5		9	Leon High School			
Fine Arts Add Course										
Required: 1 credit										
	X	0101300	Art/2-D Comprehensive 1	1.0		11	Leon High School	•		
Major Area of Interest Electives Add Course										
Required: 4 credits (credits may be from different Major Areas of Interest)										
	X	8205220	Computing for College & Careers	1.0		9	Leon High School			•
	X	8212120	8200 - Business Technology Education	1.0		10	Leon High School			•
	X	8207110	Web Design 1	1.0		11	Leon High School			•
	X	8207120	8200 - Business Technology Education	1.0		12	Leon High School			•
Additional Electives Add Course										
Required: 4 credits (may be a second major area of Interest, a Minor area of Interest or other elective courses)										
	X	0708340	Spanish 1	1.0		10	Leon High School		•	
	X	0708350	Spanish 2	1.0		11	Leon High School		•	
								5.0	2.0	3.0

Summary Evaluation			
Subject Area	Required	Planned	Comments
English	4.0	4.0	
Mathematics	4.0	4.0	
Science	3.0	3.0	
American History	1.0	1.0	
World History	1.0	1.0	
American Government	0.5	0.5	
Economics	0.5	0.5	
Physical Education	1.0	1.0	
Fine Arts	1.0	1.0	
Major Area of Interest Electives	4.0	4.0	
Additional Electives	4.0	2.0	
Total:	24.0	22.0	
College Prep Academic Electives	3.0	5.0	
College Prep Foreign Language	2.0	2.0	
Career Prep Technical Program	3.0	3.0	

You do not have enough planned courses to meet the standard high school graduation requirements; you must have 24 credits (minimum) in specified subject areas for graduation.

- You have planned 9 rigorous course(s).
- AP courses are rigorous courses that provide an opportunity to earn college credit by taking the AP College Board Exam. To see the required exam scores and possible college credit awarded, please see the [Credit-by-Exam Equivalency Chart](#).
- Remember, four-year universities have additional requirements concerning grade point average and scores on college entrance exams (SAT/ACT). The coursework you have selected will be considered during admissions decisions; the stronger your coursework the better prepared you will be for success.
- Use the High School Evaluations tab for a full evaluation of eligibility for graduation, Bright Futures Scholarships, and State University System (SUS) admissions.

DISCLAIMER: Students in all courses of study must meet state and district graduation requirements. Individual schools may have additional requirements. Proper registration, fulfilling graduation requirements, and passing coursework are the direct responsibility of each student. The courses selected above are a plan, it is not a guarantee of scheduled courses. Course substitutions may be made during registration due to circumstances at the school or district level. This course of study should be reviewed and updated each year as part of an annual course registration process.

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Student Activity System

School Year: 2007 - 2008
 District / County: Putnam
 School: Interlachen High School
 Grade level: 9th grade 10th grade 11th grade 12th grade All grades

Submit

[Survey Information](#)
[FACTS.org Information](#)
[Transcript Information](#)

289 students found, displaying all items. Click an underlined column header to sort.

Last Name	First Name	Grade Level	Graduation Plan	ePEP Date Created(C)/ Date Last Updated(U)	Total Credits Planned	Major Area of Interest	Total Major Area of Interest Credits Planned
<u>Sort</u>	<u>Sort</u>	<u>Sort</u>	<u>Sort</u>	<u>Sort</u>	<u>Sort</u>	<u>Sort</u>	<u>Sort</u>
ALEMAN	DAVID	09	College Prep	05/02/07(C) - 05/02/07(U)	21	Arts - Visual Arts	4
ALEXANDER	TAYLOR	09	College Prep	05/02/07(C) - 07/04/07(U)	7	BUS ED - Administrative Assistant	1
ALFORD	KELSEY	09	College Prep	05/02/07(C) - 05/02/07(U)	0		0
ALLEN	AUTUM	09	College Prep	05/15/07(C) - 05/15/07(U)	0	Public Service Education	0
ALLEN	CHARLENE	09	College Prep	05/02/07(C) - 05/02/07(U)	0		0
ANDREASEN	LOGAN	09	College Prep	05/02/07(C) - 05/02/07(U)	0		0
ANDREWS	AMANDA	09	College Prep	05/02/07(C) - 05/02/07(U)	0	Physical Education	0
ARNOLD	CATHERINE	09	College Prep	05/02/07(C) - 05/02/07(U)	5	Health Science Education	0
ATKINS	ANTOINE	09	College Prep	05/02/07(C) - 05/02/07(U)	5	Health Science Education	0
AVILES	WILLIAM	09	College Prep	05/02/07(C) - 05/02/07(U)	0		0
BADEN	KATIE	09	College Prep	05/02/07(C) - 05/02/07(U)	0		0

Summary Information

District: Polk
 School: Frostproof Middle/Senior High
 Date: Mon Jul 30 12:25:53 EDT 2007

The following report summarizes the number of ePEPs by grade level for the school selected as well as other items contained within the student's academic plan. Some items are unavailable to certain grade levels and are noted with "N/A", such as career cluster and major area of interest (which only pertain to students entering 9th grade in 2007-08 and thereafter). In addition, only major areas of interest and their associated career cluster that are available at the school selected are displayed; and, percentages are based on the number of students that have an ePEP.

[Print](#) | [Export to Excel](#)

	7	8	9	10	11	12	Total
Student Enrollment	171	201	226	199	143	126	1066
Total Epeps Created	1	25	7	5	1	1	40
Percentage of Students with ePEP	0.58%	12.44%	3.10%	2.51%	0.70%	0.79%	3.75%
Percentage of Students without ePEP	99.42%	87.56%	96.90%	97.49%	99.30%	99.21%	96.25%
ePEP Graduation Plans	7	8	9	10	11	12	Total
ePEP with Special Diploma	0.00%	0.00%	0.00%	N/A	N/A	N/A	0.00%
ePEP with Standard Diploma	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
ePEP with Standard, College Prep	0.00%	24.00%	28.57%	80.00%	100.00%	100.00%	35.00%
ePEP with Standard, Career Prep	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	2.50%
ePEP with Standard, College & Career Prep	100.00%	72.00%	57.14%	N/A	N/A	N/A	57.50%
ePEP with Standard, Standard Prep	0.00%	4.00%	14.29%	0.00%	0.00%	0.00%	5.00%
ePEP Career Clusters	7	8	9	10	11	12	Total
Agriculture, Food & Natural Resources	0	0	0	N/A	N/A	N/A	0
Architecture & Construction	0	0	0	N/A	N/A	N/A	0
Arts, A/V Technology & Communication	0	0	0	N/A	N/A	N/A	0
ePEP Major Areas of Interest	7	8	9	10	11	12	Total
Agriscience and Natural Resources Education	0	1	0	N/A	N/A	N/A	1
Architecture and Construction Integrated	1	2	0	N/A	N/A	N/A	3
Arts - Visual Arts	0	0	0	N/A	N/A	N/A	0
Business Technology Education	0	10	1	N/A	N/A	N/A	11
Drama - Theatre Arts	0	2	0	N/A	N/A	N/A	2
Family and Consumer Sciences	0	0	0	N/A	N/A	N/A	0
Foreign languages - French	0	2	0	N/A	N/A	N/A	2
Foreign languages - Spanish	0	3	1	N/A	N/A	N/A	4

District Reporting – MAIs 3 methods

1. District-Generated
2. Download FACTS MAI & Course File
3. Download DOE Reconciliation File

Materials and Training

- ▶ Toolkit of materials
- ▶ ePEP Training
 - Call 866-324-2619
 - email facts.training@fldoe.org





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Articulation Coordinating Committee

October 24, 2007

Item 10

Subject: Standing Committee on Postsecondary Articulation Policy

PROPOSED COMMITTEE ACTION

Information and discussion; No action required

Supporting Documentation: Agenda in packet

Facilitator/presenter: Dr. R.E. LeMon

**ARTICULATION COORDINATING COMMITTEE
STANDING COMMITTEE ON POSTSECONDARY ARTICULATION POLICY**

**October 24, 2007
9:30am – 12:00pm
Tallahassee, Florida
1721/25 Turlington Building**

Nonpublic Institution Participation on the SCNS

HB 7147 Implementation

Nonpublic Courses with Inappropriate Numbers

Policy Change for Nonpublic Institution Course Submissions

Re-establish Sub-committee for Nonpublic Participation on the SCNS

Alignment of Courses and Standards

Activities to address standards in Language Arts and Mathematics for:

Course identification by competencies/learning outcomes

Redefinition of SCNS course equivalencies

Identification of K-12 standards for college readiness

Re-evaluation of CLAST competencies

Classification of Instructional Programs (CIP) Proposal

Ed Cisek will speak to the Committee regarding a move by the community college system from the Information Classification Structure (ICS) codes to CIP codes.

Common Prerequisite Data Analysis and Updates

Update on General Education Survey

From the initial 15 courses offered or accepted for general education by all public institutions there are now 20 courses.

Other Issues for Consideration

Articulation Coordinating Committee

October 24, 2007

Item 11

Subject: Standing Committee on Postsecondary Transition

PROPOSED COMMITTEE ACTION

Information and discussion; No action required.

Supporting Documentation: Agenda in packet

Facilitator/Presenters: Dr. Jill White & Dr. Walter Christy

Standing Committee on Postsecondary Transition

Oct 24, 2007
9:30 a.m. – 12:00 p.m.
1706 Turlington Building
Tallahassee, Florida

AGENDA

1. Welcome & Comments from new co-chairs	Dr. Jill White & Dr. Walt Christy
2. Criteria for approving statewide dual enrollment agreements for programs with statewide appeal [s.1007.271 (17), F.S.]	Dr. Heather Sherry
3. Impact of secondary courses paired with AP courses on block schedules	Dr. Heather Sherry
4. FCR-STEM standards database and Course Code Directory	Mr. J.R. Sheets
5. Major Areas of Interest (MAI) and Dual Enrollment	Ms. Julie Alexander & Ms. Lillian Finn
6. SB 2800, Specific Appropriation 86 – District FTE reporting and funding for dual enrollment	Dr. Heather Sherry
7. General updates	
8. Other business	