

Articulation Coordinating Committee

**Meeting Agenda
March 24, 2004
9:30 a.m. — 12:30 p.m.
1721 Turlington Building
Tallahassee, Florida**

1) Chairperson's Comments: Recognition of New Members	Chairman Winn
Approval:	
2) Minutes of Meeting Held November 19, 2003 (page 2)	Chairman Winn
3) Proposed Amendments to Rule 6A-10.044 (page 9)	Ms. Connie Graunke
4) Additions to Dual Enrollment Course Equivalency List (page 14)	Dr. Laura Hébert
5) Oversight Committee Recommendations (page 17)	Ms. Nell Kelly
Discussion:	
6) Changes to Career/Technical Program Course Standards (p 19)	Ms. Sally Kiser
7) Update on the Acceleration Study (page 24)	Dr. Heather Sherry
8) High School Graduation Trends (page 68)	Ms. Martha Miller
9) ACC Task Force Structure Revisited (page 93)	Ms. Sharon Koon

Next Articulation Coordinating Committee Meeting — May 26, 2004, 1:00 p.m., 1721 Turlington Building, Tallahassee

Articulation Coordinating Committee
March 24, 2004
Item 2

Subject: Minutes of Meeting Held November 19, 2003

Proposed Committee Action

Approval of Minutes of Meeting Held November 19, 2003

Background Information

Committee members will review and approve the minutes of the meeting held November 19, 2003, at the Florida Department of Education, Tallahassee, Florida.

Supporting Documentation Included: Minutes: November 19, 2003

Facilitators/Presenters: Chairman John L. Winn

MINUTES
ARTICULATION COORDINATING COMMITTEE MEETING
November 19, 2003

A meeting of the Articulation Coordinating Committee was held on Wednesday, November 19, 2003, in Room 1703 of the Turlington Building, Tallahassee, Florida. The meeting was called to order by Chairman John L. Winn at 9:35 a.m.

Members Present	Mr. John L. Winn, ARM (Division of), DOE, Chairperson Mr. Ronald Blocker, Public Schools (Orange County) Ms. Brenda Dickinson, Parent Ms. Shan Goff, Public Schools (Division of) Dr. Willis Holcombe, Community Colleges (Broward Community College) Ms. Sally Kiser, Workforce Development (for Dr. Bonnie Marmor) Dr. Theresa Klebacha, Independent Education (Division of) Dr. R. E. LeMon, Colleges and Universities (Division of) Dr. Edwin Massey, Community Colleges (Indian River Community College) Mr. Joseph McCoy, Member-at-Large Dr. Martha Pelaez, Colleges and Universities (FL International University) Ms. Pam Saylor, Public Schools (Lake County) Dr. Pat Windham, Community Colleges (Division of)
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Members Absent	Dr. Arthur Kirk, Jr., Independent Education (St. Leo University) Dr. Bonnie Marmor, Community Colleges & Workforce Development Mr. Jim Patch, Independent Education (FAPSC) Dr. Mark Rosenberg, Colleges and Universities (FL International University)
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1. Chairperson's Comments	Chairman Winn provided a brief summary of FCAT-related items that were discussed at the November 18, State Board of Education meeting. Specifically, the Board voted not to raise the bar on FCAT scores in reading and math; to include ESE students' scores in school grading; and to raise the passing score in writing from a 3 to a 3.5. Chairman Winn announced some changes to the order of the morning's ACC meeting agenda, due to conflicting commitments for some presenters.
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2. Approval of Minutes of Meeting Held Aug. 20, 2003	Chairman Winn asked for a motion to approve the minutes from the August 20, 2003, meeting, as submitted. So moved and seconded, the motion passed unanimously.
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3. Recognition of Dr. Willis Holcombe	Chairman Winn introduced Dr. Heather Sherry, who read a proposed resolution recognizing the contributions of Dr. Willis Holcombe during his years of service to the ACC. Dr. Edwin Massey moved that the resolution be passed. Dr. Martha Pelaez
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seconded the motion, and it passed unanimously. Dr. Holcombe was presented a framed copy of the resolution. Additionally, Chairman Winn thanked Dr. Holcombe and presented to him a “Mr. Articulation” poster signed by the Commissioner.

Dr. Holcombe took a few minutes to reminisce about the early days of the ACC. He commented that he believed the ACC currently to be the most important committee in Florida for students, because it recognizes student mobility and advocates for it. He applauded the proactive nature of the committee.

4. Oversight
Committee
Report

Chairman Winn introduced Ms. Nell Kelly, who reported on Oversight Committee recommendations being presented for approval.

The first item presented for approval was a new AS to BS program in Criminal Justice Technology, requiring 64 credits at the AS level, followed by 66 credits at the university level.

The second item presented for approval was prerequisite changes for the following 12 programs: Music Studies at USF; Resort & Hospitality Management (Hospitality, Resort and Spa Mgmt. – Track 2) at FGCU; Maritime Studies at UWF; Biomedical Sciences at USF; Honors College Research Major at USF; Restaurant and Food Service Management at UCF; Hospitality Administration/Management (Track 3) at USF; Biotechnology at FGCU; Environmental Studies/Geography Option at UWF; Computer & Information Science at FAMU, FAU, FIU, UCF, UF, UNF, and UWF; Studio/Fine Art at FAMU, FIU, FSU, UCF, UF, UNF, and UWF; and Resort & Hospitality Management (Recreation, Resort & Tourism Mgmt. – Track 1) at FGCU.

Chairman Winn called for questions. Dr. Edwin Massey asked about the variability in hospitality prerequisites, and Ms. Kelly explained the different focuses of the hospitality programs being presented.

Chairman Winn asked Ms. Kelly to clarify further the required credits for the AS to BS program in Criminal Justice Technology, as the total credits necessary to earn the BS exceeds 120. Ms. Kelly referred to page 59 of the meeting materials, noting that the AS exceeds 60 credits due to technical requirements and the university credits exceed 60, as there are additional general education courses to be taken that are not included in the AS degree.

Dr. Will Holcombe motioned that all Oversight Committee recommendations be approved, as presented. Dr. Edwin Massey seconded the motion and it passed unanimously.

5. Acceleration Study

Chairman Winn reported to the committee that the State Board had delayed discussion of acceleration issues until the December meeting, when the final draft of the Acceleration Study would be ready. He then reintroduced Dr. Heather Sherry to lead discussion on the final recommendations to be included in the Study.

Dr. Sherry reminded the committee that time constraints had prevented discussion of funding recommendations during the October 15 ACC workshop. She then introduced Dr. Harry Albertson from the Florida Association of Community Colleges (FACC) and Ms. Joy Frank from the Florida Association of District School Superintendents (FADSS), who had information to present on the results *A Joint Study of the Funding and Costs Associated with the Delivery of Dual Enrollment Programs*.

Dr. Albertson reported that the purpose of the joint study was to answer two basic questions: 1) Is dual enrollment “double-funded”? and 2) Is dual enrollment beneficial to the state?

Dr. Albertson said that in studying dual enrollment funding, the eight most popular delivery methodologies were looked at (from among dozens of possibilities). In each case, both the school district and the community college incurred costs that, when combined, exceeded the total funding received by both entities. He emphasized that insufficient textbook reimbursement, the indirect costs incurred by both institutions, and the seat-time differential between high school and college courses were among the primary reasons expenditures exceeded funding. He concluded that dual-enrollment was not “double-funded.”

Dr. Albertson then presented several scenarios to determine the cost to the student and the state when a student takes courses through dual enrollment as compared to taking courses as a regular college student after high school graduation. In all scenarios, there were significant savings if students took courses through dual enrollment. Dr. Albertson concluded that dual enrollment was certainly beneficial to the state.

Finally, Dr. Albertson reviewed the recommendations resulting from the joint dual enrollment funding study. They are as follows:

- Recognition by state lawmakers that dual enrollment courses are not “double funded.”
- Recognition by state lawmakers that it is in the best interest of the state and students to offer dual enrollment as a viable acceleration mechanism.
- Recognition by state lawmakers that in the long term, dual enrollment programs actually save the state and student money.
- Community colleges and school districts need maximum flexibility in designing and delivering dual enrollment programs.
- School districts receive funding in the FEFP for dually enrolled students

who take one or more dual enrollment courses in excess of the 300 minutes a day.

Chairman Winn asked a number of questions about the methodology of the study. He specifically wanted to know about the full indirect costs being incurred by both entities, districts that use cost sharing, and the possibility that some districts use delivery models for which funding is adequate.

Dr. Albertson said there were many models that were not represented in the study, and there was the possibility that some models were adequately funded.

Committee members agreed that dual enrollment is a valuable program with long-term benefits to the state; however, there are many unanswered questions related to funding, and the topic needs further study. Chairman Winn suggested that we do no damage in the absence of data. Dr. Massey made a motion that it is the position of the ACC that the legislature should not take action to reduce funding for dual enrollment and that further collaboration is necessary to study long-term solutions to dual enrollment funding challenges. Mr. Blocker seconded the motion, and it passed unanimously.

Chairman Winn thanked Dr. Albertson and Ms. Frank, and said he would like to schedule a follow-up meeting with those completing the study and DOE representatives to look more closely at the topic.

The committee took a break at 10:50 a.m., returning at 11:00 a.m.

The meeting continued with Dr. Sherry referencing the acceleration study summary and recommendations beginning on page 51 of the meeting materials. She reminded the committee that these were the recommendations that were developed at the October 15 ACC workshop, and asked if anyone had any changes. Chairman Winn said he would like to make an addition to recommendation #14. In addition to the increased standards under the 18-credit graduation option, Chairman Winn asked that the recommendation include American history, world history, economics and American government in the social studies requirements.

Mr. Patrick Sullivan made a motion that the committee approve the acceleration study recommendations, with the noted change. Dr. Martha Pelaez seconded the motion, and it passed unanimously.

Chairman Winn told the committee that he would be in support of a strong recommendation to the commissioner not to support cutbacks on incentives for acceleration mechanisms at this time. He suggested the stance “do no damage in the absence of data” and supported further study. Dr. Massey

made the motion that “it is the position of the ACC that the legislature not take action to reduce funding for dual enrollment while the ACC initiates collaboration to further study long-term solutions to funding challenges.” Mr. Blocker seconded the motion and it passed unanimously.

Committee members briefly discussed the need for guidelines for acceleration mechanisms, which is one of the recommendations of the acceleration study. Chairman Winn said an ACC task force would be involved in researching the topic and recommending guidelines to the committee.

6. Residency Rule
Chairman Winn introduced Ms. Connie Graunke who was scheduled to present, for approval, recommended changes to the residency rule. Ms. Graunke asked that the presentation of recommendations be deferred to a subsequent meeting, as there were still unanswered questions surrounding an institution’s ability to verify students’ residency. Further discussion of the rule was deferred.

7. Statewide Course Numbering System Survey Results
Chairman Winn introduced Mr. Matthew Bouck, who provided the committee with the results of the Statewide Course Numbering System (SCNS) survey, which was completed by ACC members this fall. The results did not indicate any one particular project as a top priority. Instead, the results identified several issues where projects would be beneficial.

Dr. Holcombe suggested that there are two categories into which the issues could be divided. The first category includes projects with set deadlines and specific finished products. The second category includes ongoing projects completed as part of regular system maintenance.

Chairman Winn agreed and proposed that action items for SCNS be brought before the ACC for review on an individual basis. Dr. Holcombe added that if institutions could be provided an annual list of projects, they would stay better-informed and better-able to provide assistance.

Chairman Winn thanked Mr. Bouck for the update.

8. Electives Path Two in SUS Admissions
Chairman Winn introduce Dr. R.E. LeMon, who wanted to briefly address questions concerning Electives Path Two in SUS Admissions. This path, as documented in the 2004 Counseling for Future Education Handbook, contains a conflict. Dr. LeMon related that the language in statute regarding SUS admission needed to be reconciled before any changes are made to the path. Chairman Winn suggested that perhaps the entire electives list, as currently published, should be reviewed. Dr. LeMon agreed that it would simplify matters if we did not try to identify every possible acceptable elective. He concluded that the division will continue to analyze what changes may be appropriate.

Chairman Winn thanked Dr. LeMon and asked that he continue with the next agenda item.

9. Matriculated Students Taking Courses at Other Institutions
- Dr. LeMon related a recent issue where a state university created a policy preventing matriculated students from taking specific courses as transient students. Concerns had been voiced that this policy violates the common course numbering law. Dr. LeMon suggested that this law did not cover transient students; therefore universities must rely upon Board of Trustees rules. He said he would recommend to the chancellor the creation of a policy/rule to prevent this.

Chairman Winn said he intended to take a very hard line against any institution that tries to implement such a policy. He asked Dr. LeMon to forward him a memorandum outlining the situation and the action that is being taken.

10. K-20 Accountability Update
- Chairman Winn introduced Mr. Jay Pfeiffer, who provided the committee with an update on accountability indicators and system measures agreed upon at the October Summit held at the University of South Florida. Though there are several sector measures that have outstanding issues requiring further study, Mr. Pfeiffer related that five system measures were agreed upon, including Student Achievement, Access, Progression & Readiness, Employment & Earnings, and Return on Investment. All products from the Summit will be placed on the web page for further review.

Chairman Winn thanked Mr. Pfeiffer for the update.

The meeting was adjourned at 12:15 p. m.

Announcements: The next ACC meeting will be held on Wednesday, February 25, 2004 at 9:30 a.m. in Tallahassee, Florida in the Turlington Building. (The meeting date was later revised to March 24, 2004)

Minutes Prepared By: Laura Hébert
Office of Articulation

Articulation Coordinating Committee
March 24, 2004
Item 3

Subject: Proposed Amendments to Rule 6a-10.044 (Residency Rule)

Proposed Committee Action

Discussion and Approval

Supporting Documentation Included: Proposed Amendments to Rule 6a-10.044

Facilitators/Presenters: Ms. Connie Graunke

PROPOSED AMENDMENTS TO RULE 6A-10.044

Presented to Articulation Coordinating Committee

March 24, 2004

6A-10.044 Residency for Tuition Purposes.

The State Board of Education ~~Community Colleges and the Board of Regents~~ shall maintain consistent policies and practices for the classification of students as residents for tuition purposes to facilitate the transfer of students among institutions. The ~~policies and practices~~ may vary to accommodate differences in governance, but the determinations of classification or reclassification shall be consistent to assure that students of being are classified the same regardless of the institution determining the classification.

(1) The classification of a student as a Florida resident for tuition purposes by a public Florida community college or university shall be recognized by other public postsecondary institutions to which the student may later seek admission provided that student has attended that institution within the last 12 months. ~~unless the classification was erroneous or the student did not then qualify as a resident for tuition purposes.~~ (2) Once a public institution has classified a student as a resident for tuition purposes, institutions to which the student may transfer are not required to re-evaluate the classification unless inconsistent information suggests that an erroneous classification was made or the student's situation has changed.

~~(3) Changes the State Board of Education Community Colleges and the Board of Regents intend to make in the policies and practices for the classification of students as residents for tuition purposes shall be filed with the Articulation Coordinating Committee.~~

(2) The Articulation Coordinating Committee shall ensure that consistent documents and processes are being used by institutions in carrying out the policies of the State Board of Education in classifying or re-classifying applicants as residents for tuition purposes.

~~(4) (3) Non-U.S. citizens such as permanent residents, parolees, asylees, refugees, or other permanent status persons (e.g., conditional permanent residents and temporary residents), who have applied to and have been approved by the U.S. Immigration and Naturalization Service Bureau of Citizenship and Immigration Services with no date certain for departure shall be considered eligible to establish Florida residency for tuition purposes.~~

(4) In addition, Nonimmigrants holding one of the following visas shall be considered eligible to establish Florida residency for tuition purposes. Persons in visa categories not listed herein shall be considered ineligible to establish Florida residency for tuition purposes.

(a) Visa category A - Government official.

(b) Visa category E - Treaty trader or investor.

(c) Visa category G - Representative of international organization.

(d) Visa category H-1 - Temporary worker performing professional nursing services or in a specialty occupation.

(e) Visa category H-4 - Only if spouse or child of alien classified H-1.

(f) Visa category I - Foreign information media representative.

(g) Visa category K -Fiance, fiancée, spouse or a child of United States citizen(s).

(h) Visa category L - Intracompany transferee (including spouse or child).

(i) Visa category N - Parent or child of alien accorded special immigrant status.

(j) Visa category O-1 - Workers of "extraordinary" ability in the sciences, arts, education, business, or athletics.

(k) Visa category O-3 - Only if spouse or child of O-1 alien.

(l) Visa category R - Religious workers.

(m) Visa category NATO 1-7 - Representatives and employees of NATO and their families.

(n) Visa category T –Victims of trafficking who cooperate with federal authorities in prosecutions of traffickers and their spouses and children.

(o) Visa category V –Spouses and children of lawful permanent residents

(5) Non-U.S. citizens who fall within the following categories shall also be considered eligible to establish Florida residency for tuition purposes:

(a) Citizens of Micronesia.

(b) Citizens of the Marshall Islands.

(c) Beneficiaries of the Family Unity Program.

(d) Individuals granted temporary protected status.

(e) Individuals granted withholding of deportation status.

(f) Individuals granted suspension of deportation status or cancellation of removal.

(g) Individuals granted a stay of deportation status.

(h) Individuals granted deferred action status.

(i) Individuals granted deferred enforced departure status.

(j) Applicants for adjustment of status.

(k) Asylum applicants with INS receipt or Immigration Court stamp.

(6) If a declaration of domicile, pursuant to 222.17, is being used as one of the documents to establish residency for tuition purposes, the date that an applicant shall be deemed as establishing residency for tuition purposes shall be 12 months from the date that the Clerk of Circuit Court notes the declaration was sworn and subscribed to them.

(7) For purposes of this Rule, any reference to federal or state government shall be construed as meaning U.S. federal or state government.

(8) An applicant shall be classified at the time of initial classification as an “All Florida” resident for tuition purposes and the institution to which the applicant is applying shall grant the applicant residency for tuition purposes if all of the following criteria are met. If the applicant does not meet all of the criteria, he or she must be evaluated further to determine residency status.

(a) If the student indicates he/she is an independent person he/she will qualify as an All Florida resident if all of the following criteria are met:

1. Their nation of citizenship is the United States
2. The student is 24 years of age or over
3. Their permanent address is a Florida address
4. The High School from which the student graduated is a Florida High School
5. Every postsecondary school, college, or university attended is located in the State of Florida
6. The student provides two of the following three Florida documents that are dated more than 12 months old: a Florida voter’s registration, a driver’s license or a vehicle registration.

(b) If the student indicates he/she is a dependent person he/she will qualify as an All Florida resident if all of the following criteria are met:

1. Their nation of citizenship is the United States
2. The student is under 24 years of age
3. Their mother, father or legal guardian is the person claiming Florida residence
4. The mother, father or legal guardian claiming Florida residence has a Florida permanent legal address
5. The mother, father or legal guardian claiming Florida residence has two of the following three Florida documents that are dated more than 12 months old: A Florida voter’s registration, a driver’s license or a vehicle registration.

(c) Other applicants who do not fall into either of the above categories shall be further assessed by the institution to determine residency for tuition purposes and shall provide other documentation as required by the institution to make such determination.

(9) In determining the domicile of a married person, irrespective of sex, the determination of a legally married person shall be consistent with Chapter 741 Florida Laws.

(10) No independent or dependent student shall be deemed to have gained or acquired in-state status for tuition purposes while enrolled as a full-time student at any public higher educational institution in this State, unless the student presents clear and convincing evidence that the student is establishing Florida as their permanent domicile and not establishing a mere temporary residence incident to the enrollment in higher education. The definition of full time student shall be based on the federal financial aid definition.

(11) All documentation establishing the fact that a student is a resident eligible for residency for tuition purposes must be presented prior to the last day of registration for the term for which the student intends to enroll or the student will not be classified as a resident for tuition purposes for that term. The residency status will remain in place unless the student files for a re-classification or evidence is presented which indicates the residency status of the student has changed. The institution may define term(s) to include session(s), program(s) and/or course(s) that may be offered at times other than the regular semester term. The burden of establishing the facts, which justify classification of a student as a resident for tuition purposes rests with the applicant.

Specific Authority 1009.21 F.S. ~~229.053(1), 240.325 FS.~~ Law Implemented 240.1201 FS.
History - New 10-6-92, Amended 10-17-2000

Articulation Coordinating Committee

March 24, 2004

Item 4

Subject: Additions to Dual Enrollment Course Equivalency List

Proposed Committee Action

Discussion and Approval

Supporting Documentation Included: List of Recommended Courses
Facilitators/Presenters: Dr. Laura Hébert

**RECOMMENDED COURSES TO BE ADDED TO THE DUAL ENROLLMENT COURSE EQUIVALENCY LIST
March 2004**

POSTSECONDARY DUAL ENROLLMENT COURSE PREFIX AND NUMBER	POSTSECONDARY DUAL ENROLLMENT COURSE TITLE	RECOMMENDED SUBJECT AREA REQUIREMENT SATISFIED AT HIGH SCHOOL	RECOMMENDED HIGH SCHOOL CREDIT AWARDED
AMH X091	History of the African American	Elective	0.5
AML X600	Afro American Writers	Elective	0.5
ANT X100	Introduction to Archaeology	Elective	0.5
ARH X411	Art History: Modern Art	Perf/Fine Arts	0.5
ART X300C	Applied Drawing I	Perf/Fine Arts	0.5
ART X302C	Applied Drawing III	Perf/Fine Arts	0.5
ART X330C	Applied Drawing II	Perf/Fine Arts	0.5
ART X375C	Applied Drawing IV	Perf/Fine Arts	0.5
ART X500C	Painting I	Perf/Fine Arts	0.5
ART X501C	Painting II	Perf/Fine Arts	0.5
ART X502C	Painting III	Perf/Fine Arts	0.5
ART X503C	Painting IV	Perf/Fine Arts	0.5
AST X005/L	Astronomy 1	Science	0.5
AST X006/L	Astronomy 2	Science	0.5
BUL X242	Business Law II	Prac Arts	0.5
CET X178C	PC Operating System A+	Prac Arts	0.5
CET X600C	Networking Fundamentals	Prac Arts	0.5
CET X615C	Advanced Router Theory	Prac Arts	0.5
CGS X100	Microcomputer Applications	Prac Arts	0.5
CHM X020	Chemical Science	Science	0.5
CHM X205	Intro Organic and Biochemistry	Science	0.5
CHM X211C	Organic Chemistry II	Science	1
CJC X000	Introduction to Corrections	Prac Arts	0.5
COP X006	Intro to Programming Concepts	Prac Arts	0.5
COP X010	Visual Basic Programming	Prac Arts	0.5
COP X011	Adv Visual Basic Programming	Prac Arts	0.5
COP X220	Programming in C	Prac Arts	0.5
COP X224	Programming in C++	Prac Arts	0.5
COP X800	Intro to Java Programming	Prac Arts	0.5
DAA X100	Modern Dance I	Perf/Fine Arts	0.5
DAA X101	Basic Contemporary Dance	Perf/Fine Arts	0.5
DAA X104	Contemporary Dance I	Perf/Fine Arts	0.5
DEP 2402	Adult Development and Aging	Elective	0.5
DEP X100	Child Growth and Development	Elective	0.5
EDF 2005	Introduction to Education	Prac Arts	0.5
EDF 2701	Teaching Diverse Populations	Prac Arts	0.5
EGN X007	Engineering Concepts & Methods	Prac Arts	0.5
ENC X210	Technical Report Writing	English	0.5
ENG X101	The Film as Literature	Elective	0.5
ESC X000	Earth Science	Science	0.5
ETD X310C	Auto Cad I	Prac Arts	0.5
ETD X311C	Auto Cad II	Prac Arts	0.5
HUM 2234	Hum – Enlightenment & Romanticism	Elective	0.5
HUM 2410	Asian Humanities	Elective	0.5
HUM 2461	Latin American Humanities	Elective	0.5
HUM X211	Humanities in the Ancient World	Elective	0.5
IDH X121	Honors Interdisciplinary Studies	Elective	0.5

**RECOMMENDED COURSES TO BE ADDED TO THE DUAL ENROLLMENT COURSE EQUIVALENCY LIST
March 2004**

POSTSECONDARY DUAL ENROLLMENT COURSE PREFIX AND NUMBER	POSTSECONDARY DUAL ENROLLMENT COURSE TITLE	RECOMMENDED SUBJECT AREA REQUIREMENT SATISFIED AT HIGH SCHOOL	RECOMMENDED HIGH SCHOOL CREDIT AWARDED
LIN X670	Writing and Grammar	English	0.5
LIN X742	English Grammar and Style	English	0.5
LIT X090	Contemporary Literature	English	0.5
LIT X100	World Literature	English	1
MUT X122	Music Theory II	Perf/Fine Arts	0.5
MUT X126	Music Theory III	Perf/Fine Arts	0.5
OCB X003C	Marine Biology	Science	0.5
PCB X300C	Aquatic Biology	Science	0.5
PGY X401C	Intro to 35 mm Photography	Prac Arts <u>or</u> Perf/Fine Arts	0.5
PGY X410C	Photography I	Prac Arts <u>or</u> Perf/Fine Arts	0.5
PGY X420C	Advanced B&W Photography	Prac Arts <u>or</u> Perf/Fine Arts	0.5
PGY X802C	Digital Photography II	Prac Arts <u>or</u> Perf/Fine Arts	0.5
PHY X007C	Physics	Elective	0.5
PHY X020	Physical Science	Science	0.5
PHY X054C	Introductory Physics II	Science	1
SLS X101	College Success	Elective	0.5
SLS1301C	Career Development	Elective	0.5
SOW X054	Community Involved	Elective	0.5
SYG X441	Social Institutions	Elective	0.5

Articulation Coordinating Committee
March 24, 2004
Item 5

Subject: Oversight Committee Recommendations

Proposed Committee Action

Discussion and Approval

Supporting Documentation Included: Physical Education Worksheet

Facilitators/Presenters: Ms. Nell Kelly

PHYSICAL EDUCATION
CIP 31.0501
UNIVERSITY OF WEST FLORIDA

EDF X005	Introduction to Education	3
EME X040	Introduction to Educational Technology	3
EDG X701	Teaching Diverse Populations	3
BSC X085/L	Anatomy & Physiology I/Lab	4
PEM XXXX	Skill Development Courses in Physical Activities	4-5
XXX XXXX	Conditioning, Fitness & Wellness Courses Courses in Physical Activities	3
One of following courses:		
PET X622	Prevention & Care of Injuries	3 (preferred)
BSC X086/L	Anatomy & Physiology II/Lab	4

This program may meet the requirements for Florida temporary certification. Additional requirements would subsequently be necessary to obtain a professional certificate. Students are advised that this program may not be accepted for certification in other states because it is not a state approved program. Since requirements for teacher certification change, students should contact the advisor to obtain current certification requirements.

**Articulation Coordinating Committee
March 24, 2004
Item 6**

Subject: Changes to Career and Technical Program Course Standards

Proposed Committee Action

Update – for informational purposes only

Supporting Documentation Included: Summary of Major Programmatic Changes

Facilitators/Presenters: Ms. Sally Kiser

SUMMARY OF MAJOR PROGRAMMATIC CHANGES

For ACC

2004-2005

CAREER AND TECHNICAL PROGRAM COURSE STANDARDS

Postsecondary and Community College

2004-2005 Career and Technical Education Program Course Standards

<u>Program/Course Title</u>	<u>CIP Code #</u>	<u>PSAV #</u>	<u>CC Progra m</u>	<u>Change</u>
<u>New Programs/Courses</u>				
<u>Advanced Water Treatment Technologies</u>	0715050606	P150509		New postsecondary program 612 hours with two occupational completion points: OCP A - <i>Membrane Water Treatment Specialist</i> (306 hours) and OCP B - <i>High Purity Water Treatment Specialist</i> (306 hours).
Air Cargo Agent	0649010404 1649010404		CCC	New 16 credit community college credit certificate under the new AAS/AS <i>Aviation Administration</i> degree program
Airline/Aviation Management	0649010403 1649010403		CCC	New 16 credit community college credit certificate under the new AAS/AS <i>Aviation Administration</i> degree program
Airport Management	0649010406 1649010406		CCC	New 16 credit community college credit certificate under the new AAS/AS <i>Aviation Administration</i> degree program
Animal Biotechnology	0102020100	A010403		New postsecondary version of existing secondary program at 450 hours
<i>Autotronics</i>	0647060401	I470614		Program length change from 1770 to 1785 hours. OCP-A length increased 15 hours to become 150 hours to keep OCP consistent with <i>Automotive Service Technology</i> program which was changed to match NATEF requirements.
Aviation Administration	0649010402 1649010402		AAS/AS	New 64 credit community college AAS/AS program
Building Construction Specialist	0615100103 1615100103		CCC	New 18 credit community college credit certificate under the AAS/AS <i>Building Construction Technology</i> program
Child Care Center Management	0420020206 1420020206		CCC	New 12 credit community college certificate under <i>Early Childhood Education</i> AAS/AS program 0420020203
<i>Criminal Justice AS/BS</i>	0743010300 1743010300		AAS/AS	AS <i>Criminal Justice</i> now has a statewide articulation agreement where 64 of the 130 credits necessary for a BS in <i>Criminal Justice</i> are accepted at FL universities
Environmental Resources	0103010101	A010313		New postsecondary version of existing secondary program at 600 hours
Equine Assistant Management	0101050701 1101050701		CCC	New 24 credit community college certificate under the new AAS/AS program <i>Equine Studies</i> .
Equine Studies	0101050700 1101050700		AAS/AS	New 64 credit AAS/AS program
Guest Services Specialist	0206079903 1206079903		CCC	New Community College Certificate program – 15 credit hours under AAS/AS <i>Hospitality Management</i> degree

<u>Program/Course Title</u>	<u>CIP Code #</u>	<u>PSAV #</u>	<u>CC Program</u>	<u>Change</u>
Infant Toddler	0420020207 1420020207		CCC	New 12 credit community college certificate under <i>Early Childhood Education</i> AAS/AS program 0420020203
Landscape and Horticulture Professional	0101060504 1101060504		CCC	New community college credit certificate program – 18 college credits under the <i>Landscape and Horticulture Technology</i> AS and AAS. Students completing this program should be prepared to take the Florida Nurserymen and Growers Association certification examination for the Certified Horticultural Professional.
Landscape and Horticulture Specialist	0101060503 1101060503		CCC	New community college credit certificate program – 12 college credits under the <i>Landscape and Horticulture Technology</i> AS and AAS
<i>Landscape and Horticulture Technician</i>	0101060505 1101060505		CCC	New community college credit certificate program – 30 college credits under the <i>Landscape and Horticulture Technology</i> AS and AAS –two specializations identified in the program – one in <i>Landscape</i> and one in <i>Horticulture</i> .
<i>Landscape and Horticulture Technology</i>	0101060500 1101060500		AAS/AS	New community college credit AS and AAS – 64 college credits –two specializations identified in the program – one in <i>Landscape</i> and one in <i>Horticulture</i> – This program will replace both <i>Environmental Horticulture Technology</i> and <i>Landscape Technology</i> .
Network Systems Administration	0507030405	B079300		New 1050 hour postsecondary program
Passenger Service Agent	0649010405 1649010405		CCC	New 16 credit community college credit certificate under the new AAS/AS <i>Aviation Administration</i> degree program
<i>Plant Biotechnology</i>	0102040100	A010510		New postsecondary version of existing secondary program at 450 hours
Preschool	0420020208 1420020208		CCC	New 12 credit community college certificate under <i>Early Childhood Education</i> AAS/AS program 0420020203
School Age	0420020209 1420020209		CCC	New 12 credit community college certificate under <i>Early Childhood Education</i> AAS/AS program 0420020203
Simulation Technology	0615080101 1615080101		AAS/AS	New 68 credit community college AAS/AS program
<i>Web Programming Services</i>	0507039906	B079200		New postsecondary program at 1200 hours
<i>Changed Programs</i>				

<u>Program/Course Title</u>	<u>CIP Code #</u>	<u>PSAV #</u>	<u>CC Program</u>	<u>Change</u>
<i>Machining</i>	0648050302	I480503		Outcomes and student performance standards changes. <u>Hours reduced</u> to 1500 from 1800.
<i>Transportation Futures</i>	0646049901	I480503		<i>Transportation Futures</i> <u>hours increased</u> each OCP will now have a length of 250 hours for a total program length of 500 hours.
<i>Deleted Programs</i>				
<i>Environmental Horticulture Technology</i>	0101060300 1101060300		AAS/AS	Deleted – No new enrollments –Will remain for students to complete who are in their final courses of the old program.
<i>Landscape Technology</i>	0101060501 1101060501		AAS/AS	Deleted – No new enrollments – Will remain for students to complete who are in their final courses of the old program.

All career and technical program course standards are located on the web at <http://www.firn.edu/doe/dwdframe>

**Articulation Coordinating Committee
March 24, 2004
Item 7**

Subject: Update on Acceleration Study

Proposed Committee Action

Update – for informational purposes only

Supporting Documentation Included: Acceleration Study - Final

Facilitators/Presenters: Dr. Heather Sherry

Study on Acceleration Mechanisms in Florida

**DECEMBER
2003**

**Submitted to the Governor and the Legislature in fulfillment of
the requirements in Section 1007.27, Florida Statutes**



Submitted by:

**Florida Board of Education
Florida Department of Education
325 West Gaines Street, Room 1514
Tallahassee, Florida 32399**

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1. Statutory Requirements for the Report

During the 2003 Regular Legislative Session, the Legislature passed House Bill 1739 which mandated the State Board of Education to submit a report to the Governor and the Legislature on acceleration mechanisms in the state. Specifically, the bill amended Section 1007.27, Florida Statutes, and required the State Board of Education to “conduct a review of the extent to which acceleration mechanisms authorized by this section are currently utilized by school districts and public postsecondary educational institutions.” The legislation further stipulates that “the report must include a summary of ongoing activities and a plan to increase and enhance the use of acceleration mechanisms as a way to shorten the length of time as well as the funding required for a student, including a student with a documented disability, to obtain a postsecondary degree.”

There are seven general areas that the bill required the review to address. These include:

- **Advising** regarding the availability of accelerated mechanisms options;
- Availability of acceleration mechanisms options to eligible students;
- **Grading Practices**, including weighting of courses, with regard to credit earned through acceleration mechanisms;
- Applicability of accelerated credit to postsecondary **general education** requirements;
- Extent to which **class size reduction** issues could be alleviated through the use of acceleration mechanisms;
- **Funding** for instruction associated with accelerated courses;
- Feasibility of providing students with **credit-by examination** opportunities upon completion of dual enrollment courses;

The report is arranged in a manner that addresses each of these seven areas individually, although overlap is unavoidable. The required summary of activities and plan for increasing and enhancing the use of acceleration mechanisms is divided into issue areas as well.

2. Process for Completing the Report

Articulation Coordinating Committee

The Articulation Coordinating Committee (ACC) was established by the Commissioner of Education as an oversight group for K-20 articulation policy. The primary mission of the group is to ensure articulation and seamless integration of the K-20 education system by building and sustaining relationships among K-20 public organizations; between public and private organizations; and between the educational system as a whole and Florida’s communities. The purpose of building and sustaining these relationships is to facilitate the efficient and effective movement of students and to allow students to proceed toward their educational objectives as rapidly as their abilities and circumstances permit. Since student acceleration has been identified as an articulation issue, the State Board of Education charged the ACC with the task of developing the initial report.

The ACC consists of representatives from the various K-20 educational sectors including state universities, community colleges, public school districts (including home education programs), and independent secondary and postsecondary institutions. In addition to the general membership, a number of Task Forces were established to address specific issues that fall within the purview of the ACC. One of these groups is the ACC Task Force on Acceleration Policies.

This group consists of ACC members as well as additional representatives from the various sectors that work closely with acceleration programs.

The Task Force on Acceleration Policies was charged with the primary task of fact finding and was asked to gather information and identify issues related to acceleration mechanisms for review by the ACC. The Task Force held several meetings which focused on the issues to be addressed in the study. In addition, two subgroups relating to the areas of access/advising and grading practices were created to focus on specific issues and each met once separately via conference call.

Statewide data was requested and received from the Department of Education and a survey of school district superintendents was distributed electronically to all 67 districts requesting more specific information not previously collected by the Department. Forty-seven school districts responded to the survey resulting in a 70 percent response rate. Once the data from the survey was gathered, a follow-up qualitative survey was conducted via telephone by Department staff to obtain additional information relating to advising practices.

On October 15, 2003, the ACC held a full day workshop to review the data and address the acceleration issues identified by the Task Force. The ACC approved the final recommendations on November 19. The State Board of Education approved the recommendations of the ACC and the report at the December 16, 2003 meeting. The final report was submitted to the Legislature and the Governor.

3. Statutory Definitions of Acceleration Mechanisms

Dual Enrollment

Dual enrollment is defined as “the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward a career and technical certificate or an associate or baccalaureate degree” (Section 1007.271, Florida Statutes). Vocational-preparatory instruction, college-preparatory instruction, and physical education courses that focus on the execution of a physical skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program.

Student eligibility criteria for participation in dual enrollment include passage of the Common Placement Test (CPT) as well as achievement of a 3.0 un-weighted grade point average for college credit courses and a 2.0 un-weighted grade point average for career and technical certificate courses. Eligible students are permitted to enroll in dual enrollment courses that are conducted during school hours, after school hours, and during the summer term.

Students who meet the eligibility requirements are exempt from the payment of registration, tuition and laboratory fees. Instructional materials for dual enrollment courses shall also be available to Florida public high school students free of charge. Private school and home education students may also be provided with instructional materials, but it is not required by statute.

Early Admission

Section 1007.27(5), Florida Statutes, defines early admission as “a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or

baccalaureate degree.” These students are treated in the same fashion as regular dual enrollment students.

Advanced Placement (AP)

Advanced Placement is “the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board” (Section 1007.27(6), Florida Statutes). Students enrolled in AP courses are eligible to receive postsecondary credit only if they obtain a minimum score of 3, on a 5-point scale, on the corresponding Advanced Placement Examination. However, public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations regardless of whether they achieve a passing score. Postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education.

Credit by Examination

Section 1007.27(7), Florida Statutes, defines credit by examination as “the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized general or subject-area examinations.” Passing scores and course equivalencies for CLEP are determined by the ACC (scores and equivalencies for other national or international examinations are recommended). Community colleges and universities may also develop their own examinations and award credit based on student performance. This option does not require the student to enroll in the course for which credit is being awarded. Credit by exam, such as CLEP and departmental examinations, typically result in students earning credit only toward their postsecondary degree or certificate. Credit earned via these examinations does not apply toward high school graduation.

International Baccalaureate (IB)

The International Baccalaureate Program is “the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Organization Program administered by the International Baccalaureate Office” (Section 1007.27(8), Florida Statutes). IB is an advanced, comprehensive program of study that is designed to meet various international university entrance standards. The program is offered only on selected high school campuses in Florida (through an application process) and administered by the International Baccalaureate Office based in Switzerland.

Students enrolled in an IB program are eligible to receive postsecondary credit only if they obtain a passing score on the corresponding IB Examinations. However, public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations regardless of whether they achieve a passing score. Cut off scores and postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education. Students may be awarded a maximum of 30 semester credit hours earned via the International Baccalaureate program.

Advanced International Certificate of Education (AICE)

Section 1007.27(9), Florida Statutes, defines the AICE Program as “the curriculum in which eligible secondary students are enrolled in a program of studies offered through the Advanced International Certificate of Education Program administered by the University of Cambridge

Local Examinations Syndicate.” Students enrolled in an AICE program are eligible to receive postsecondary credit only if they achieve a passing score on the corresponding AICE examination. However, public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations regardless of whether they achieve a passing score. Cut off scores and postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education. Students may be awarded a maximum of 30 semester credit hours earned via the AICE program.

4. Florida Policies designed to make acceleration mechanisms more “student friendly”

Statewide Course Numbering System

Concern over unnecessary repetition of courses by transfer students led the Florida Legislature to require the development of a statewide course numbering system to facilitate the transfer of credit for equivalent courses among the state's public vocational schools, colleges, and universities. Today the system maintains course information, identifying numbers and prefixes for more than 120,000 courses offered at participating institutions. Faculty discipline committees, institution coordinators, and Department of Education employees maintain this system.

ACC Credit-By-Exam Guidelines for Postsecondary Institutions

In 2001, as part of Senate Bill 1162 relating to education governance reorganization, the Legislature required the Articulation Coordinating Committee (ACC) to establish passing scores and course and credit equivalencies for Advanced Placement (AP), International Baccalaureate (IB), and College-Level Examination Program (CLEP) exams. The DANTES/DSST and Excelsior College exam equivalents were not required by the bill, but recommendations were made for these exams as well under the authority of State Board of Education Rule 6A-10.024.

The ACC Standing Committee on Alternative Ways of Earning Credit, a group consisting of postsecondary faculty and academic administrators, reviewed each examination and determined the appropriate course(s) for which postsecondary credit should be granted. These course equivalencies and associated credit were presented to the ACC for review and adoption. The ACC recommendations for course and credit equivalencies were then adopted by the State Board of Education on November 14, 2001.

In addition to the AP, IB and CLEP examination equivalencies required in 2001, the ACC also determined equivalencies for Advanced International Certificate in Education examinations in 2003 after the program was added to section 1007.27, F.S., as an acceptable acceleration mechanism during the 2002 school code rewrite process.

State universities and community colleges are now required to grant students who earn a specified score on an AP, IB, AICE, or CLEP exam credit for the specific postsecondary courses identified by the ACC. This credit is guaranteed to transfer across all public postsecondary institutions. Institutions may award more credit than the minimum listed by the ACC, but not less. There are also restrictions on the course numbers that can be used. In addition to the increased transferability of courses, the ACC guidelines allow for students to have met the general education, common prerequisite, and Gordon Rule requirements as if they had taken the course at the receiving institution.

Dual Enrollment

Articulation Agreements

Florida requires every school district to enter into an articulation agreement with a community college for the purpose of facilitating articulation and acceleration. These agreements must include a delineation of courses and programs available to students eligible to participate in dual enrollment. In addition, the agreements must outline the institutional responsibilities for assuming the cost of the dual enrollment program. These policies on dual enrollment contribute to Florida leading the nation in providing students with a comprehensive dual enrollment program. In 2001, Education Commission of the States (ECS) found Florida to be one of four states that provide tuition for high school students interested in taking postsecondary classes.

Dual Enrollment Course List

The Articulation Coordinating Committee, as mandated by the Legislature (HB 2105 – Chapter 2000-225, Laws of Florida), established an Ad Hoc Dual Enrollment Committee in September of 2000 to examine several aspects of the dual enrollment program. The committee consisted of representatives from school districts, community colleges, state universities, one nonpublic institution, and Department of Education staff. The charge of the committee was to:

- ◆ Identify postsecondary courses and credits completed through dual enrollment that will satisfy high school graduation requirements;
- ◆ Determine the number of high school credits that will be awarded for completion of each dual enrollment course;
- ◆ Develop a statement on transfer guarantees for dual enrollment courses, including information relating to students' rights and responsibilities; and
- ◆ Establish a procedure for annual review of inter-institutional articulation agreements.

Faculty committees, consisting of school district, community college, and university faculty, were established in the general subject areas required for high school graduation. These included: Language Arts, Mathematics, Science, Social Studies, Practical Arts/Career Education, Performing Fine Arts, and Physical Education/Life Management. Rather than looking at the entire universe of postsecondary courses, the committees focused only on those courses that had been offered as dual enrollment courses in the previous two years. This limitation made the task manageable and it was agreed that any course not included in the discussion could be offered through dual enrollment as an elective.

The faculty committees, facilitated by Department of Education staff, met at Hillsborough Community College and made recommendations regarding specific dual enrollment courses in their discipline areas. Each course was examined to assess whether it would meet a high school graduation requirement or serve only as an elective. Also, postsecondary courses were evaluated to determine the number of high school credits for which each one should be equated. Previously, all three credit postsecondary courses equated to .5 high school credits. The Ad Hoc Committee considered the recommendations of the faculty committees and determined that there were several postsecondary courses (particularly in the areas of foreign language, math, and science) that should equate to 1 full high school credit.

After the passage of Senate Bill 30-A (2003), which created a three-year accelerated graduation option, the ACC convened another faculty committee to re-examine the amount of high school credit that should be awarded for dual enrollment courses in the English/language arts subject

area. The committee recommended the receipt of one full high school credit for a few specific postsecondary composition and literature courses. The ACC accepted this recommendation in August 2003, and the State Board of Education later approved it in September 2003.

The Florida Partnership

Florida has partnered with the College Board to promote equity for all students in Florida. Through the Partnership, resources are dedicated to initiatives such as: familiarizing students with college admission tests such as the PSAT/NMSQT® and the SAT®; building rigorous academic curriculum, including more access for all students to AP® classes and other challenging courses; and encouraging parental involvement to help inspire more students to challenge themselves academically, and prepare for college and careers. Through these efforts, Florida has seen growth in the number of students identified for and participating in Advanced Placement courses. According to the 2003 Florida AP® report, Florida had the second greatest increase in the number of AP Test-takers in the nation.

5. Access to Acceleration Mechanisms

Student Eligibility Criteria

Student eligibility criteria for acceleration mechanisms vary across different types of courses and different school districts. For example, in order to participate in dual enrollment courses, students must meet the statutorily defined requirements of a 3.0 minimum GPA and passage of the appropriate section of the Common Placement Test.

There is no such statutory requirement for AP, IB, or AICE courses. Districts set their own eligibility requirements for student participation. The chart below provides an overview of student eligibility requirements, teacher preparation requirements, and the manner in which high school and college credit is earned for each type of accelerated/advanced course (high school honors courses included):

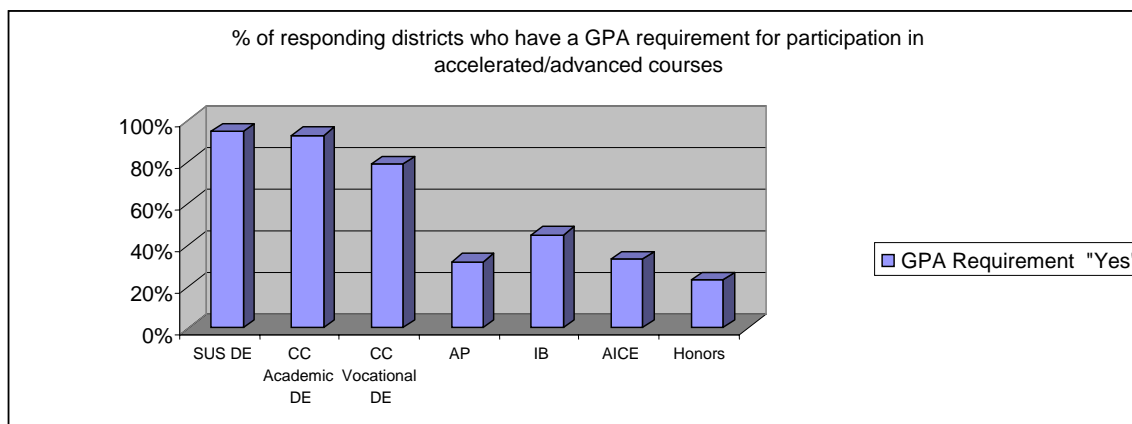
<u>Type of Course</u>	Student Eligibility Criteria	Teacher Qualifications	Manner in which HS credit is earned	Manner in which Postsecondary credit is earned
Dual Enrollment	<i>Section 1007.271, F.S.</i> - 3.0 un-weighted GPA (2.0 for vocational) - Must pass <u>appropriate</u> section of the CPT - Colleges may also set additional admissions criteria – outlined in interinstitutional articulation agreement	Must meet SACS criteria for college faculty (Master's degree + 18 graduate credit hours in subject area)	Receive a passing grade in the course	Receive a C or better in the course (per ACC). Statewide Course Numbering System
Advanced Placement	<i>Section 1007.27(6), F.S.</i> - No eligibility criteria specified in statute or by College Board. - Districts may set own eligibility criteria	No statutory requirement, determined by district. - College Board provides summer teacher training & curriculum guides – <u>NOT required.</u>	Receive a passing grade in the course	Pass standardized exam (scores set by ACC) ACC determines college course equivalencies
International Baccalaureate	<i>Section 1007.27(8), F.S.</i> - No eligibility criteria specified in statute or by IBO. - Districts may set own eligibility criteria	No statutory requirement, determined by IB school. - IBO <u>requires</u> all teachers to receive IBO training in the subject area (school must document this in the application process) – IBO also provides web support and curriculum guides	Receive a passing grade in the course	Pass standardized exam (scores set by ACC) ACC determines college course equivalencies

AICE	Section 1007.27(9), F.S. -No eligibility requirements specified in statute or by Cambridge. -Districts may set own eligibility criteria.	No statutory requirement, determined by the registered Cambridge Center school. Cambridge provides strongly recommended, but not required, annual face to face teacher training conferences. Cambridge also provides free on-line support including syllabuses, sample examinations and mark schemes, and lesson plans.	Receive a passing grade in the course.	Pass standardized exam (scores set by ACC) ACC determines college course equivalencies
Honors (*high school)	No eligibility requirements specified in statute. Districts/schools set own eligibility criteria.	No statutory requirement, determined by district –	Receive a passing grade in the course	There is no college credit earned for high school honors courses

For purposes of this study, the ACC surveyed all 67 school districts in an effort to obtain information on various district policies and practices as they relate to accelerated courses. Forty-seven of sixty-seven school districts responded, making the response rate just over 70 percent. The districts were asked specific questions related to student eligibility requirements, teacher credentials/training, and GPA calculation policies (which will be discussed in detail later in the report). Each district was asked to identify high schools within their district, if any, that they believed have exemplary advising practices. Practitioners from the identified schools were then interviewed by DOE staff to establish best practices. The results of the interview process will be discussed in the advising section.

GPA Requirements

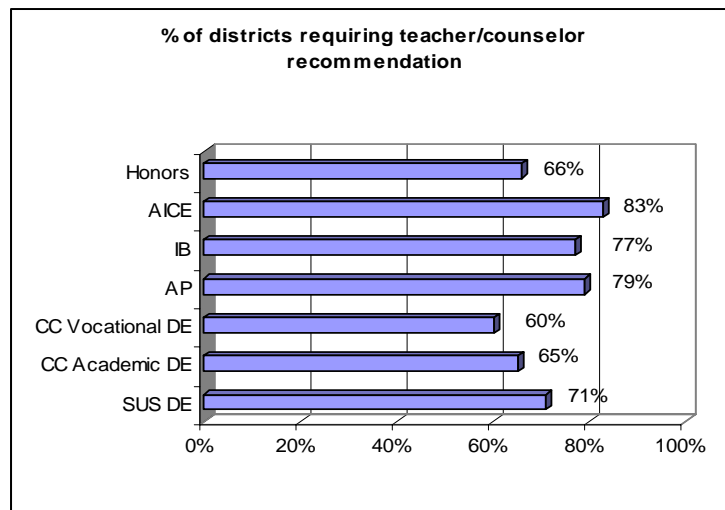
As illustrated in the chart below, the number of districts who require students to meet minimum GPA requirements before allowing them to participate in advanced courses varies across course type. The majority of districts who have a minimum GPA requirement use “un-weighted” GPA to determine student eligibility, however, some do use a “weighted” GPA. There is a statutory GPA requirement for dual enrollment courses (3.0 un-weighted for academic courses & 2.0 un-weighted for career & technical courses), which explains why the number of districts with GPA requirements for dual enrollment is very high. However, there is also a provision for exceptions to the GPA requirement if it is agreed upon by both educational entities and contained within the interinstitutional articulation agreement, so the number is not 100 percent.



Teacher/Counselor Recommendations

Although there are no requirements in statute for students to obtain a teacher or guidance counselor recommendation prior to enrolling in an accelerated/advanced course, a majority of school districts require a recommendation on the local level. There are exceptions to this requirement in many districts on a case-by-case basis. These include obtaining a recommendation from the principal; parental requests (in some cases); a review of the student's overall grades and test scores; and individual circumstances.

The percentage of school districts that have a teacher or counselor recommendation requirement, when broken down by the type of accelerated advanced course, reveals that teacher/ counselor recommendations are most commonly required for AICE (83%), AP (79%), and IB (77%) courses. However, a majority of districts also require recommendations for state university dual enrollment (71%), high school honors (66%), community college academic dual enrollment (65%) and community college vocational dual enrollment (60%).



Testing Requirements

The only acceleration mechanism that has a statutory testing requirement is dual enrollment. Section, 1007.271, Florida Statutes, stipulates that students must “demonstrate readiness” for college-level or career and technical-level coursework if they are to be enrolled in the respective type of dual enrollment course. This demonstration of readiness includes passage of the Common Placement Test (CPT) in conjunction with a specified GPA (3.0 for college-level; 2.0 for career and technical-level). The CPT requirement is necessary because students are prohibited from enrolling in college prep courses through dual enrollment.

However, the statute is not specific regarding what portions of the CPT are appropriate for admission into specific dual enrollment courses. Common practice has been to require a student who wants to dually enroll in a math class to pass the math portion of the CPT. The same holds true for English courses and the English portion of the CPT. The policy becomes less clear in subject areas that do not fall easily into a math or English category. There are several issues that need clarification:

- Should dual enrollment in a course that is not a math or English course (i.e. psychology, speech, humanities, etc.) require passage of the English or reading portions of the CPT?
- Should admission to a dual enrollment science course require passage of the math portion of the CPT? What about the reading portion?
- Do any dual enrollment courses require passage of the reading portion of the CPT? Should ALL of them? What is the reading portion of the CPT measuring?

- How should career & technical dual enrollment students demonstrate readiness (TABE?)?

These questions should be clarified so that the determination of the eligibility of students for dual enrollment courses is consistent across districts.

Additional Eligibility Requirements

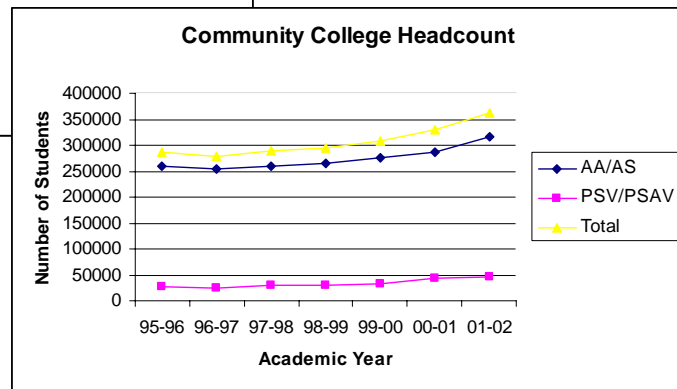
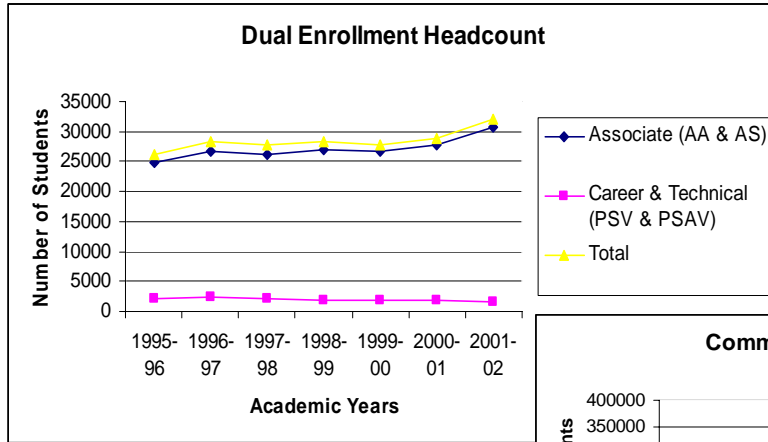
In addition to GPA, teacher/counselor recommendations, and CPT requirements, 57 percent of school districts reported having some additional eligibility requirements for students who wish to participate in accelerated/advanced courses. Some of these additional criteria include: course prerequisites; previous grades in same subject area courses, FCAT reading scores; PSAT, SAT, ACT scores; and specified grade level (e.g. 10th grade or above). In addition, some districts limit the number of accelerated courses that a student can take. Fifteen percent of school districts reported placing a restriction on the number of accelerated courses that students can take. Most of these districts limit the number of dual enrollment courses that can be taken *per semester* to 12 or 15, while one district reported limiting the total number of dual enrollment courses that a student can take to 30 hours. One responding district also reported restricting student participation in accelerated courses to only those that are offered through the district.

Student Participation

Dual Enrollment/Early Admission Participation at Community Colleges

All 28 community colleges participate in the dual enrollment program. Participation in community college dual enrollment has significantly expanded over the last 10 years as evidenced by a growth of 110 percent in Full-Time Equivalent (FTE) student enrollment. In 2001-02, 32,960 high school students enrolled in a total of 98,045 dual enrollment courses at community colleges (637 of those students were classified as early admission). Community colleges with the largest dual enrollment programs in 2001-02 included: Valencia Community College (2,612 students); Indian River Community College (2,511 students); Brevard Community College (2,207 students); Gulf Coast Community College (2,085 students); and Palm Beach Community College (2,048 students).

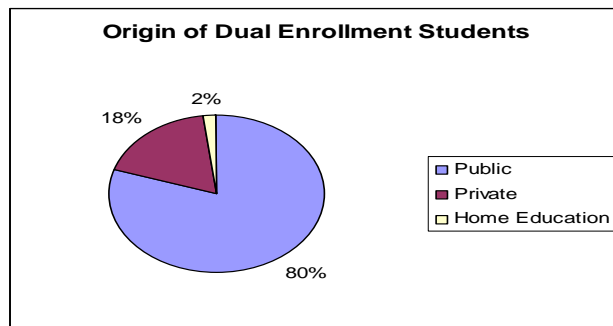
Although the number of courses taken per student per year ranged from 1 to 20 (median = 2), the average number of courses taken per year was 3.1 per student. Ninety-nine percent of dual enrollment students took 11 or fewer courses and 90 percent took 6 or fewer courses. The mode, or most common number of courses taken, was two. Seventy-five percent of dual enrollment students took 4 courses or less per year.

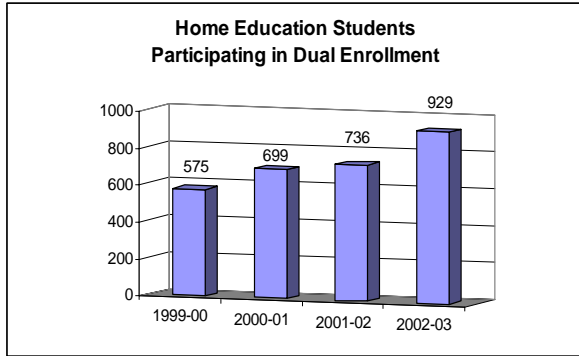


In addition to an increase in the number of courses taken by some dual enrollment students (110% FTE increase), the number of high school students participating in the community college dual enrollment program has also increased by over 56 percent. All growth has occurred in academic (AA/AS) dual enrollment, while career and technical (certificate) dual enrollment has remained relatively constant (see above chart).

With a success rate of 80 percent, students earned a total of 226,215 postsecondary credit hours through participation in dual enrollment programs. For the Community College System, academic dual enrollment accounted for 6,579.9 FTE, and 91 percent of credits earned through dual enrollment. Career and technical dual enrollment accounted for an additional 625.5 FTE and 9 percent of credit earned through dual enrollment. Student participation in dual enrollment courses offered at vocational technical centers will be addressed in the next section.

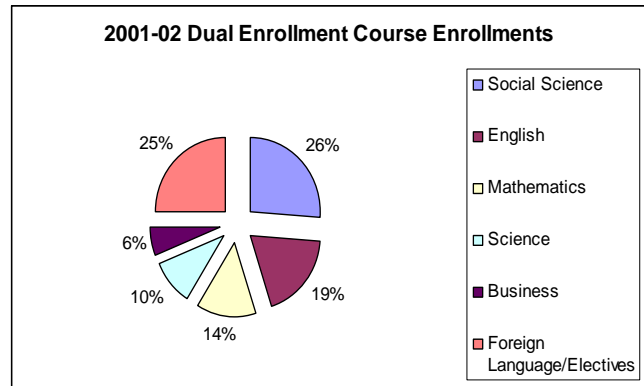
In 2001-02, close to 80% of dual enrollment courses in community colleges were taken by public school students. 18% of the students and course enrollments came from private schools. Home education students comprised the remaining 2% of students and slightly more than three percent of course enrollments.



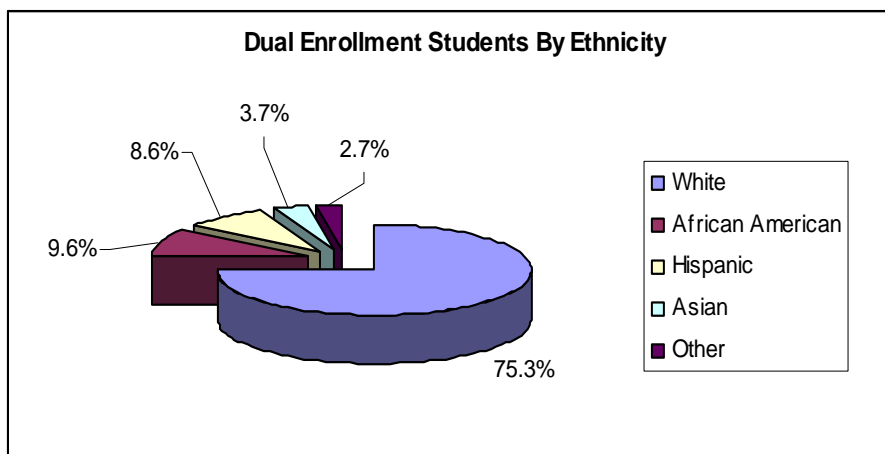


Trend data indicates that home education students are taking advantage of dual enrollment opportunities in increasing numbers. Over the last four years, home education student participation in dual enrollment has increased by 38 percent and many students complete an AA degree through the dual enrollment program.

In 2001-02, students most commonly enrolled in dual enrollment courses in the following subject areas: Social Science (26% of courses), English (19% of courses), Mathematics (14% of courses), Science (10% of courses), and Business (6% of courses). The remaining enrollments were comprised of foreign language courses as well as both academic and vocational electives.



Almost 61 percent of students who participated in dual enrollment in 2001-02 were female. This male/female ratio mirrored that of the general community college student population. However, only 25 percent of dual enrollment students were minorities, which was significantly less than the proportion of minority students in the general community college student population (37%). African-American students represented 9.6 percent of the dual enrollment student population, while Hispanic and Asian students represented 8.6 and 3.7 percent respectively. It is important to note, however, that a comparison between dual enrollment students and the general community college student population may be somewhat misleading because dual enrollment students must meet entrance requirements (GPA and pass the CPT) prior to enrolling while the general community college student population benefits from an open door admissions policy.



Students with documented disabilities were also underrepresented in the dual enrollment program. Between 1.8 and 2.0 percent of the students who were enrolled in community colleges in 2001-02 had a documented disability. However, students with documented disabilities comprised only 0.27 percent of the academic dual enrollment and 0.64 percent of the career and technical dual enrollment population.

Success Story: Community College Dual Enrollment

- FTE enrollment in community college dual enrollment has increased by 110% over the past decade.
- 80% of students who participate in community college dual enrollment earn postsecondary credit.
- Dual enrollment students have successful experiences in subsequent courses taken at a state university.

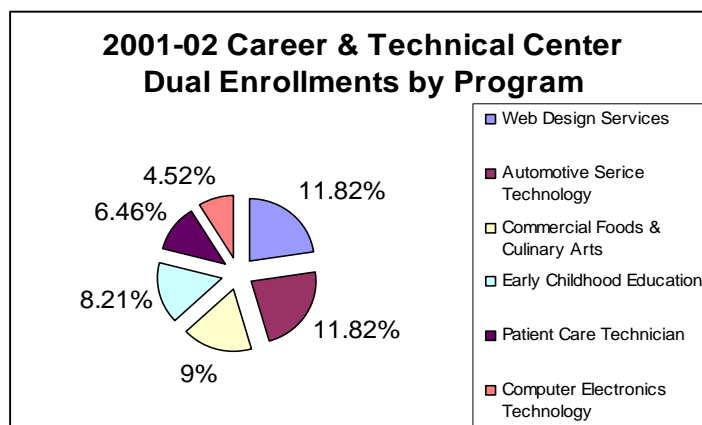


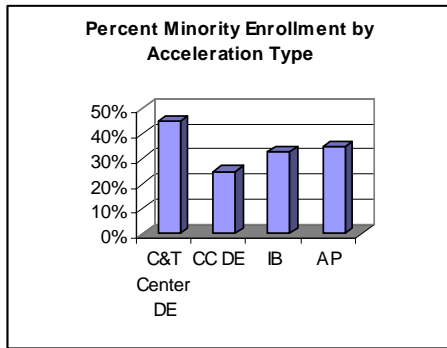
Dual Enrollment Participation in District Technical Center Vocational Programs

Florida has district-operated career and technical education centers in 36 counties. High school students may attend a career and technical education center as a dual-enrolled student to obtain non-college credit career and technical education instruction. This credit counts toward both high school graduation and a postsecondary certificate. In 2001-02, the range of programs in which dual enrollment students enrolled at career and technical education centers was wide, ranging from a single program in some districts to 61 programs in another district. As with other acceleration mechanisms, urban districts had significantly more technical center programs involved in high school dual enrollment than rural areas.

Student participation in dual enrollment courses offered at career and technical education centers also varied widely in 2001-02. There were districts with a single student enrolled and others with as many as 2,129 students participating in a technical program for high school and postsecondary credit.

Although students took courses in 125 different career and technical programs, over 51 percent of career and technical center dual enrollment students enrolled in 6 programs. These included a new program in Web Design Services (11.82%) as well as programs in Automotive Service Technology (11.82%); Commercial Foods and Culinary Arts (9%); Early Childhood Education (8.21%); Patient Care Technician (6.46%); and Computer Electronics Technology (4.52%).





Of the 8,231 students enrolled in programs in 2001-02, 59 percent were male. Minority enrollments accounted for a greater percentage of the total enrollments at technical centers than they did the enrollments in other acceleration mechanisms. Minority enrollments totaled 45 percent of all technical center dual enrollments, as opposed to 35 percent of AP enrollments, 33 percent of IB enrollments, and 25 percent of community college dual enrollments.

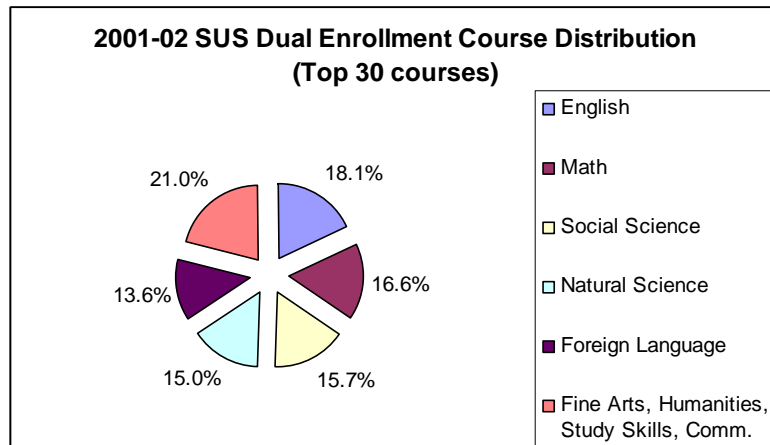
Students with documented disabilities made up 7.5 percent of enrollments in technical center dual enrollment in 2001-02. This is a significantly larger percentage than was

enrolled in other acceleration mechanisms (AP, IB, community college dual enrollment), which, in each case, accounted for less than 1 percent of enrollments.

Dual Enrollment Participation in State Universities

While far less common than community college and technical center dual enrollment, it is possible for high school students to enroll in state university courses as dual enrollment students. In 2001-02, 1,975 students statewide took advantage of this opportunity. The 1,975 students enrolled in 630 different courses for a total of 5,684 enrollments. Half of all enrollments were in just 30 courses.

Of the 30 courses with the highest enrollments, 21.6% were English; 20% were social science; 15.2% were math; 11.5% were natural science; and 9.7% were foreign language; 7% were Orientation; and 6.8% were Engineering. Humanities and communication courses combined for 8.3% of the 30 courses with the highest enrollments.



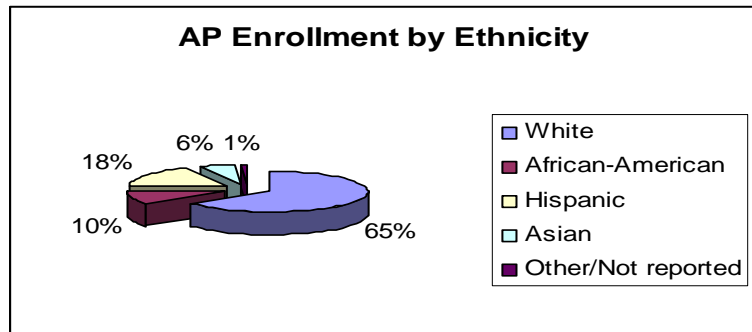
Advanced Placement (AP) Participation

The Advanced Placement Program, sponsored by The College Board, offers motivated high school students the opportunity to enroll in rigorous college-level coursework while still in high school. There are 34 different AP courses in 19 subject areas. Courses are taken for high school credit only; however, scoring well on the optional exam can earn a student college credit at many postsecondary institutions.

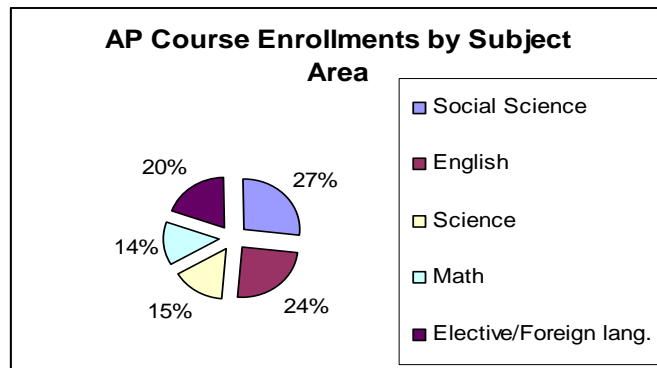
In 2001-02, 55 of Florida's 67 school districts offered AP courses to their public high school students. Courses were not offered in Baker, Calhoun, Desoto, Gilchrist, Glades, Jackson, Lafayette, Liberty, Sumter, Taylor, Union or Walton Counties. The range of course offerings in participating districts was wide, with some districts offering a single AP course district-wide and others offering as many as 26 AP courses at a single high school. Seminole County led the state in AP offerings with an average of 21 AP courses offered per high school.

Student participation in AP courses in 2001-02 also varied widely around the state, with those districts that offered courses having as few as one student enrolled, to districts with as many as 939 participants in a single high school. Student participation was strongest in urban districts, particularly in areas with close proximity to a state university.

Of those students enrolled in AP courses in 2001-02, 65 percent were white; 10 percent were African American; 18 percent were Hispanic; and 6 percent were Asian. All others combined made up 1 percent of the participants.

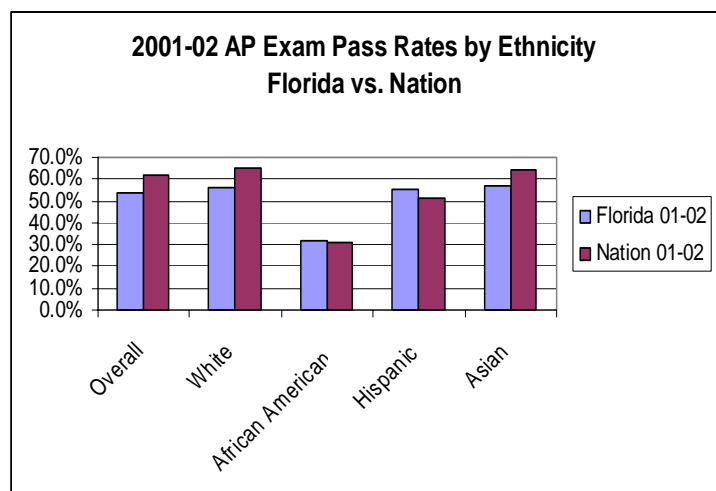


The College Board encourages students with disabilities to participate in the AP program by offering a wide range of accommodations for eligible students during testing. During the 2001-02 academic year, 498 public high school students with documented disabilities enrolled in a total of 557 AP courses. These students represented 44 school districts, and accounted for less than .008 percent of the total AP participants.



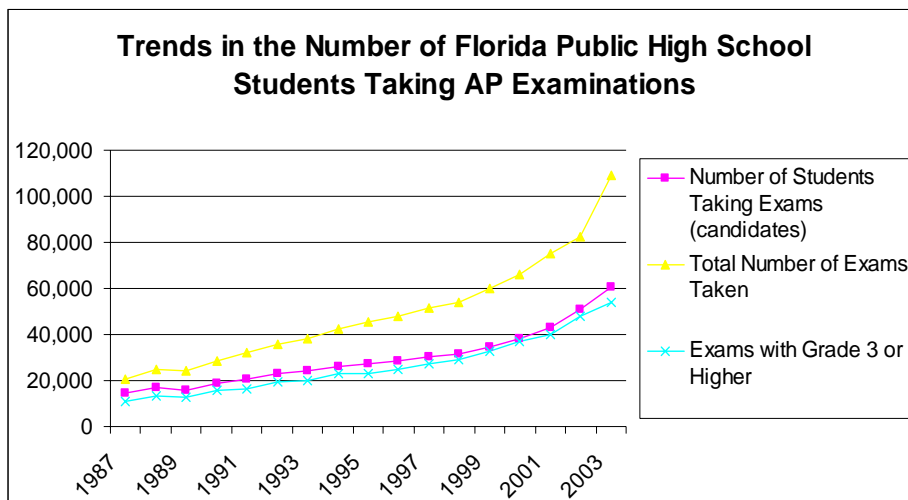
For 2002 high school graduates, students most commonly had enrolled in high school AP courses in the following subject areas: social science (27% of courses); English (24%); science (15%); and math (14%). The remaining enrollments were comprised of electives, foreign language and performing and fine arts courses.

For an Advanced Placement course to truly be considered an acceleration mechanism, students must earn college credit by scoring at or above a level 3 on the corresponding AP exam. At the close of the 2001-02 academic year, 56,272 public school students statewide had taken at least one AP course. At the close of the 2001-02 academic year, 56,272 public school students statewide had enrolled in a total of 97,933 AP courses. Ninety-one percent (88,930) of the enrollments resulted in students taking the



corresponding AP exam. Of those 88,930 exams taken, 47,821 (53.8%) were scored at level 3 or above, allowing students to earn college credit at many institutions.

White students scored at level 3 or above at a rate of 55.9 percent; African American students at a rate of 31.6 percent; Hispanic students at a rate of 55.7 percent; and Asian students at a rate of 56.7 percent. Students in all other groups combined (including no response) scored at level 3 or above at a rate of 49.6 percent. Fifty-nine percent of AP test-takers were female.



The number of Florida public school students who take AP exams has increased significantly over time. Although the number of Florida high school graduates increased by only 3 percent in 2003, the number of AP test takers increased by 19 percent. Nationwide, the number of AP test takers increased by only 10 percent.

Success Story: Advanced Placement 2003

- Florida led all states in the percentage increase in the number of AP Exams taken - - 22%
- Florida had the second greatest increase in the number of AP Exam-takers.
- Florida had the third greatest increase in the U.S. in the number of 3-5 grades received.

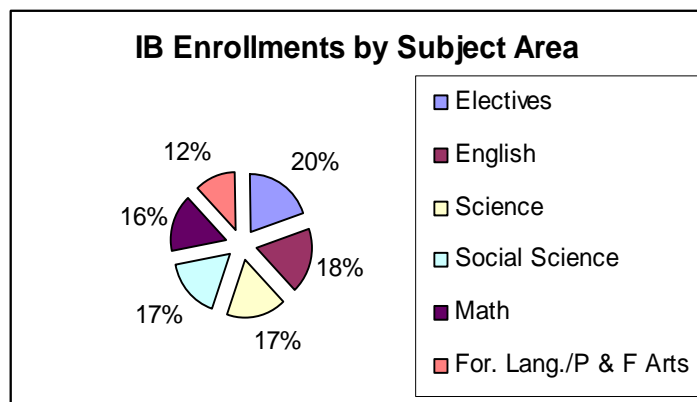
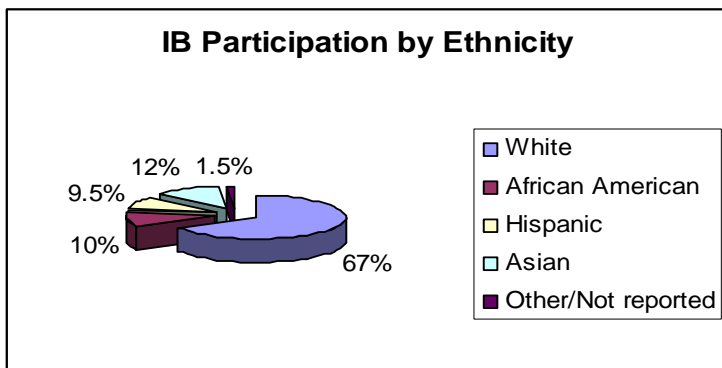


International Baccalaureate (IB) Participation

The International Baccalaureate (IB) Diploma program is a rigorous pre-university course of study, leading to internationally standardized examinations and the awarding of an IB certificate or diploma. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill the requirements of many different nations' education systems. Many school districts that offer IB courses offer Pre-IB to 9th and 10th graders in preparation for the rigor of IB courses and exams.

In 2001-02, 30 of Florida's 67 school districts offered IB and Pre-IB programs to their public high school students. The range of course offerings in participating districts was wide, with some districts offering as few as two courses district-wide and others offering as many as 42 courses at a single high school. Junior and senior participation (IB courses) in 2001-02 also varied widely around the state, with those districts that offered courses having as few as one student enrolled, to districts enrolling as many as several hundred students at a single high school. As with other acceleration mechanisms, IB participation was strongest in urban districts, particularly in areas with close proximity to a state university.

In 2001-02, 67 percent of IB and Pre-IB participants in Florida were white, 10 percent were African American, 9.5 percent were Hispanic, 12 percent were Asian, and less than 2 percent made up all other ethnic groups. Of the 30 school districts with IB programs in 2001-02, 22 districts enrolled a total of 60 students with documented disabilities in a combined 96 IB and Pre-IB courses. This accounted for only .006 percent of the total IB participants.



For 2002 high school graduates, students most commonly had enrolled in IB courses in the following subject areas: electives (20%); English (18%); Science (17%); social sciences (17%); and math (16%). The remaining enrollments were comprised of foreign language and performing and fine arts.

For an International Baccalaureate course to truly be considered an acceleration mechanism, students must earn the opportunity for college credit by

scoring at or above a level 4 on the corresponding IB exam. Of the 10 high schools in the United States taking the greatest number of IB exams in 2002, 8 of the schools (80%) were in Florida. Even more impressive, of the 20 schools in the world taking the greatest number of IB exams in 2002, 8 of the schools (40%) were in Florida. During the 2001-02 academic year, there were a total of 26,399 enrollments in IB courses in Florida public schools. A total of 15,538 exams were taken, which was 23 percent of all IB exams administered in the United States that year. An outstanding 86 percent of the exams were scored at a level 4 or above, allowing students to earn college credit at many institutions.

Success Story: International Baccalaureate 2003

- Florida was 2nd in the nation in the number of schools participating in IB.
- Florida was 1st in the nation in the number of students who took IB Exams.
- Florida was 1st in the nation in the number of exams taken.
- Florida was 1st in the nation in the number of IB diplomas awarded.



AICE Participation

The Advanced International Certificate of Education (AICE) Diploma program is an international pre-university curriculum and examination system, which emphasizes the value of broad and balanced study for academically able students. Its strengths lie in the flexibility and structure of the curriculum encouraging in-depth, working knowledge of each subject, and in essay-based examinations as assessment of that knowledge. The courses are the equivalent to those offered at US university freshmen level or beyond. AICE is administered and assessed by the University of Cambridge International Examinations (CIE), a non-profit department of the University of Cambridge in the U.K.

Within AICE, there are over 40 subjects from three curriculum areas: Mathematics and Sciences; Languages; and Arts and Humanities. Most subjects may be studied at either the Advanced (A) Level, which has been offered worldwide for over 50 years, or at the Advanced Subsidiary (AS) Level. A-Level examinations generally require two years of study in a subject while AS level examinations cover the first year of the two-year A-Level syllabi.

The AICE program was piloted in three Florida school districts for a four-year period and was subsequently approved as of July 1, 2002 for use in any Florida school district looking for an inexpensive, flexible advanced academic program for grades 11 and 12. Schools wishing to offer these and other CIE assessments must register with CIE as Examination Centers.

Because the AICE program had not yet been approved statewide, there were only two schools in Florida with students taking AS or A-Level examinations in 2001. Of the 320 AS or A-Level examinations taken, 186 (58%) received a passing score. Since funding for the AICE program became available to all Florida school districts in 2002, the number of Florida schools registered as Cambridge Centers has tripled. It is anticipated this number will double again in the coming year.

CLEP Participation

The College-Level Examination Program (CLEP) provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. Students are eligible to earn college credit, but not high school credit, for achieving a passing score on specific CLEP examinations. The ACC has determined the equivalent postsecondary course (if any) and the minimum amount of credit that must be awarded for passing scores on each examination.

Since CLEP does not have an associated high school curriculum and students cannot currently earn high school credit simultaneously with college credit, the participation in the CLEP

program will be discussed in further detail later in the report in the section related specifically to credit by examination.

Student Outcomes

Student Success Upon Completion of Various Acceleration Mechanisms

Several research studies have been conducted in Florida evaluating student success and performance as it relates to enrollment in various acceleration mechanisms. In 1999, the State University System presented a study at a forum of the Association for Institutional Research entitled *Students on the Fast Track: Evaluating Acceleration Mechanisms* (Goodman & Howat, 1999). This study compared the academic performance of students (1996 FTIC cohort) in the state university system after earning various types of accelerated credit.

Acceleration mechanisms were broken down in the following categories: AP; IB; CLEP; CC Dual Enrollment; Departmental Exams; and other university determined methods. The predominant methods of acceleration were community college dual enrollment and Advanced Placement. The data indicated that for every type of accelerated mechanism except community college dual enrollment, the average credit earned for males exceeded that of females. While females were more likely than males to have some accelerated credit, males who earned credit had higher average amounts in almost all acceleration mechanisms. Males were more likely to have received IB credit and females were more likely to receive dual enrollment credit.

The study found that students who earned accelerated credit prior to enrolling in college performed better (i.e. achieved a higher SUS GPA) than students who did not earn accelerated credit. This can be partially attributed to the fact that the mean SAT scores and high school GPAs for accelerated students were higher than those who did not earn accelerated credit. However, retention rates for students with accelerated credit were also higher than for those without credit. Students with a mixture of accelerated credit, including dual enrollment, had the highest retention rate (84.5%). This compares favorably with the overall FTIC retention rate of 70.3 percent. Students who earned credit via CLEP (71.4%) or departmental exams (72.8%) had the lowest retention rates of those earning accelerated credit.

Findings indicated that, of the 7,800 students who earned accelerated postsecondary credit, only 7 students were reported by the universities as requiring remediation in the area in which they received credit. Some students (376 duplicated headcount) did repeat courses for which they had earned accelerated credit. Most of the students who repeated courses had previously earned credit in AP (212) and IB (111) courses. It is unknown whether students chose to repeat the course or if they were required to do so by the university.

Dual Enrollment

A joint study, conducted by the Florida Community College System (FCCS) and the State University System (SUS) in 2001, tracked dual enrollment students through the next course in the sequence to assess their success in subsequent coursework at the postsecondary level. The report, entitled *Dual Enrollment as an Acceleration Mechanism: Are students prepared for subsequent courses?* (Perkins & Windham 2002), indicates that dual enrollment students succeed in next level (subsequent) courses at or above the level of non-dual enrollment students. In comparison with other state university students, dual enrollment students were statistically more successful in the “subsequent course.” Only 3.31 percent of dual enrollment students

repeated a dual enrollment course at a state university. It is not known whether these students chose to repeat the course or were required by the state university to do so.

SAT Scores and Student Success in Various Acceleration Mechanisms

Research conducted by the Division of Community Colleges (Fast Facts, February 2001) shows that SAT scores are correlated with successful completion of various acceleration mechanisms:

SAT Scores -

1300 or Above - Likely to be successful in either AP, IB, or DE

1150 to 1300 - More likely to succeed in DE than in AP or IB

Below 1150 - Unlikely to succeed in AP or IB – DE most suitable option

These findings indicate that each student should consider all available acceleration options. It is important that students, parents, and guidance counselors understand the different requirements for earning college credit via acceleration mechanisms and be aware of how well they perform on nationally standardized tests. All of these options provide thousands of high school students the opportunity to accelerate their college careers and to enrich their high school course offerings. Access to complete information will allow each student to make the appropriate choice.

6. Advising Practices

FACTS.org – Florida Academic Counseling and Tracking for Students

FACTS.org is Florida's central web resource for postsecondary education advising. The 1995 legislature mandated the establishment of "a single, statewide computer-assisted student advising system, which must be an integral part of the process of advising, registering, and certifying students for graduation" (Section 1007.28, Florida Statutes). The system was developed with input from representatives of the community college and state university systems. Practitioners, as well as students, were consulted in order to gain perspective on how the different system functions could work to best serve its users.

Currently, FACTS.org is available to assist users in determining their career objectives, choosing the major and institution that are best suited for them, applying for admission and financial aid online, and tracking their progress toward a degree or certificate. They can also plan their courses and access their grades and transcripts online.

Advising Manuals

FACTS.org is the official repository for several manuals and documents related to student advising and articulation. The following list represents the advising manuals available online:

- **Counseling for Future Education Handbook** - The *Counseling for Future Education Handbook* is updated annually for the purpose of providing school counselors with a comprehensive reference to postsecondary education in Florida. In addition to information on how to access one of Florida's postsecondary institutions, the Handbook also serves as a resource on support services for minority and low-income students, counseling for students with disabilities, college credit programs for high school students, and financial aid.

- **Common Prerequisite Manual** – Common prerequisites are required components of the degree programs within the State University System. The *Common Prerequisites Manual* is the centralized compilation of these program prerequisites. Updated annually, the manual provides students and advisors with current information regarding the courses that are required for admission to an upper division program. All Florida public institutions must accept the common prerequisites.
- **Statewide Articulation Manual** – The *Statewide Articulation Manual* identifies the current agreements for articulation from an associate in science to a baccalaureate degree. Included are the Career Ladder agreements and the Interdisciplinary Capstone agreements. The manual also includes information on articulation from an Applied Technology Diploma to an Associate in Science degree.
- **Independent Colleges and Universities of Florida Agreement** – Florida's community colleges have an articulation agreement with the Independent Colleges and Universities of Florida (ICUF). The agreement establishes the provisions for the transfer of Associate in Arts degree students into private colleges and universities. It guarantees that community college Associate in Arts degree students will enter as juniors, receive at least 60 credit hours toward their bachelor's degree, and receive recognition for the general education core taken at the community college.
- **ACC Credit-by-Exam Guidelines** – State Board of Education Rule 6A-10.024 directs the Articulation Coordinating Committee to maintain a list of examinations, minimum scores for guaranteed transfer, and recommended course equivalents for all credits earned by examination. These guidelines include the College Board College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), Excelsior College Examinations, Defense Activity of Non-Traditional Education Support (DANTES), and Advanced International Certificate of Education (AICE).
- **Dual Enrollment Information** – The State Board of Education approves dual enrollment courses that meet high school subject area graduation requirements. In addition, the Board also approves dual enrollment courses eligible for accelerated high school credit. A current listing of the approved dual enrollment courses and credit is maintained on the FACTS.org website.

High School Planning

FACTS.org is driven by a single mission to help students make more informed decisions. As such, several tools have been developed for high school students to increase graduation rates and preparedness for postsecondary education.

- **Earning College Credit in High School** – This menu item provides information on accelerated options such as Advanced Placement (AP), Dual Enrollment, Tech Prep, the College-Level Examination Program (CLEP), the International Baccalaureate (IB) Diploma Program, and the Advanced International Certificate of Education (AICE) Program. The information is adapted from the Counseling for Future Education Handbook on an annual basis or as policy changes affect content. The dual enrollment section includes hotlinks to a list of dual enrollment courses that receive one full high school credit, as well as a complete list of dual enrollment courses and high school equivalencies.

- **High School Academic Evaluations (HSAEs)** – Florida is the first state to provide high school students and parents with direct access to transcript information. With this information, high school students can access their actual academic coursework and grades to compare it with requirements for Bright Futures Scholarships as well as state university admissions.

The evaluations are designed to show students their progress. For example, an evaluation may show that four English classes are required and the student has taken two. This tells the student they are missing requirements. At the same time, students are able to use the Comprehensive Course Table to determine which courses will meet the requirements, including dual enrollment courses.

In November 2003, the HSAEs will include 3 new evaluations that compare a student's coursework to the requirements for the 18-credit college prep, 18-credit career prep, and the 24-credit standard high school diploma options. Again, students will be able to access the Comprehensive Course Table to determine which courses will meet the requirements, including dual enrollment courses.

- **High School Planner** – In Spring 2004, FACTS.org will add a comprehensive planner so students may pick courses from a drop-down box and click/drag them into their high school planner. The list of courses will include dual enrollment courses as well.

Postsecondary Planning

Currently enrolled students attending state institutions can also access their transcripts and grades directly. With transcript information available, FACTS.org provides college advising degree audits that compare the student's completed academic coursework and grades to degree requirements. This provides students with information on which courses are needed to complete a particular degree at either their current institution or a different one. This is especially useful for transfer students as they prepare to articulate from a community college to a university. FACTS.org provides five degree audits:

- Institutional Degree Audit
- Degree Shopping
- Remote Degree Shopping
- Degree Planning
- 2+2 Transfer Evaluation (Coming Soon)

Knowing exactly what courses are required and comparing them to what courses students have completed is likely to reduce excess hours and facilitate a seamless transition between institutions. FACTS.org also provides information on Florida's 2+2 transfer policies. In 2004, automated transient admissions applications for currently enrolled college students registering for courses at another institution on a temporary basis will be added to the system.

Students with Disabilities

Currently, students with disabilities are advised of the availability of acceleration mechanism options as inclusive members of the overall student body. No special techniques or methods are used to inform or recruit students with disabilities for participation in acceleration mechanisms. Students with disabilities may choose selected acceleration options whether they have chosen a

Special Diploma or a Standard Diploma option for high school graduation. The method of acceleration most frequently chosen by students with disabilities is dual enrollment. Students participate in both academic and vocational dual enrollment.

Some students with disabilities require accommodations in order to participate in the acceleration mechanism options. Reasonable accommodations are provided by the local school districts or the participating postsecondary institution. The funding for accommodations and services necessary for students with disabilities to participate in acceleration methods is provided by the school districts or the participating postsecondary institutions. The costs of accommodations and the assistive technology provided as accommodations are negotiated between the school districts and the participating postsecondary institution.

Recommendations to increase and enhance the use of acceleration mechanism options by students with disabilities should consider the following:

- Developing guidelines for academic advisement which include:
 1. Methods of informing and encouraging eligible students with disabilities to participate in acceleration mechanism options.
 2. Information to the student on potential differences in requirements for documentation of disability by the participating postsecondary institution.
- Expanding the curriculum of life skills management classes at the middle and high schools to include a module that teaches students with disabilities to self-advocate regarding their needs.
- Ensuring that parents of students with disabilities are informed of acceleration mechanisms as are parents of non-disabled students. Provide a sample letter to districts so that uniform information is provided to parents across the state.
- Ensuring that all guidance counselors have access to paperless communication and receive updated and current advisement information relative to acceleration mechanism options.
- Including discussion of acceleration mechanisms by the team on the Individualized Education Plan (IEP) checklist.
- Including pictures of students with disabilities on brochures, handbooks and other printed ads to inform parents about acceleration mechanism options.
- Reviewing existing rules and policies to clarify agency responsibility for funding the costs of accommodations. Clarify cost-sharing in local interagency agreements.
- Authorizing funding and management strategies which are flexible and supportive of access and availability of acceleration mechanism options by students with disabilities.
- Increasing availability and access to technology by ensuring that computer software, web pages and electronic information is usable by students with disabilities (i.e. all videotapes to carry captions and all web pages to provide text alternatives that can be read by speech and Braille outlet systems).
- Developing policies and procedures that allow transfer of technology with the student from K-12 to postsecondary.
- Developing strategies to complement the provisions of 30A.

Current District/School-Level Advising Practices

As part of the online survey conducted with school districts, each district was asked if it had a high school with exemplary advising practices, and if so, to provide contact information for follow-up with that school. Of those districts responding to the survey, eleven provided contact

information for a high school with exemplary advising practices. Each of the eleven schools was contacted by telephone, and eight schools were able to participate in a telephone interview related to advising. The participating schools were: West Shore Jr./Sr. High in Brevard; Coral Springs High in Broward; Riverview High in Hillsborough; Tavares High in Lake; Martin County High in Martin; Boone High in Orange; Gulf Breeze High in Santa Rosa; and Bartram Trails High in St. Johns.

Communication and Training for Guidance Counselors

Guidance counselors in each of the eight schools emphasized the use of the paperless communication system for keeping current with policy changes and technical assistance from the Department of Education. Several schools said they often had information before their districts disseminated it, because they received it directly from the state. Guidance chairs said they printed key correspondences, placed copies in each counselor's mailbox, and discussed the information at the weekly guidance staff meeting. All eight schools also reported that district meetings for guidance supervisors were extremely useful, particularly for discussing new information. Each school felt adequately informed on most issues, and said excellent communication within the school and beyond was one of the keys to success.

Most of the schools rely heavily on outside agencies for training opportunities for guidance counselors. Counselors regularly attend workshops sponsored by the College Board, ACT, local community colleges, SUS, mental health agencies, etc. Staffing constraints prohibit attendance by all counselors, and most of the schools rotate participation in workshops, having the attending counselor report the information at a staff meeting. Several schools said they weigh how a workshop will improve academic and test performance before they make the decision to participate. Each school said there is also in-service training available from the district, as well as the ability to attend a limited number of conferences each year. Most felt the availability of training was adequate, but said time constraints often made it impossible to take advantage of the opportunities.

Communication with Parents and Students

Each of the eight schools reported at least three methods of communicating information about acceleration mechanisms with parents and students. These methods include the following:

- All of the schools publish a curriculum guide/bulletin annually. This document discusses all curricular options at the school. Every student receives this document and is encouraged to take it home for parents to review.
- Guidance counselors present information on acceleration options in English classes. The presentations include handouts that students can share with their parents.
- Academic departments within the school advertise acceleration options in honors classes.
- Many of the schools have a periodic newsletter that is mailed directly to students' homes. These newsletters regularly contain information on acceleration options, the process for participating, and important deadlines.
- Each school reported holding large-group parent meetings, which include extensive information about acceleration options. The time of year, and grade-level to which the meetings are directed, varied from school to school. Most schools had small-group break out sessions as well, so parents could ask questions about specific programs.
- A number of the schools hold formal parent conferences, where parents and students receive individual advising about the options that would be most appropriate.

- Several schools reported that the community college mails all eligible students (3.0 GPA) information about dual enrollment, including the course offerings, program application, and procedures for participating.
- Most schools post information about acceleration options on their school Website.

Advising for Students with Disabilities

Most of the schools participating in the interviews reported have a full-time specialist, counselor, or team leader that worked specifically with advising students with disabilities. They all suggested that disabilities did not stand in the way of enrolling students in the appropriate courses. Advising is based on academic performance, and accommodations are made, as needed, if students meet program prerequisites. Most schools said that relatively few students with disabilities participate in acceleration mechanisms. The most common accelerated placement is dual enrollment at a career and technical center.

Innovative Ideas and Practices

Schools participating in the interviews each suggested a best practice that was particularly successful in the advising process. These practices include the following:

- Community college advisors meet with students on the high school campus for dual enrollment advising.
- An advising office is set up adjacent to the cafeteria to handle general guidance functions (transcripts, grades, scholarship applications, FAFSA questions, etc.) without an appointment during the lunch hours. This frees up the remainder of the guidance staff to meet with students for individualized academic counseling/advising.
- A computer program was developed to provide early identification for counselors of students at risk for failing any class. Intervention can then take place before it's too late for the student to catch up.
- Counselors hold large-group information sessions to disseminate general information so there is more time for personalized service in individual advising sessions.
- The guidance department conducts an annual needs assessment with faculty, students, and parents. An annual plan is created from that assessment, and all guidance activities and dates are published on the school calendar at the beginning of the school year.
- One counselor is devoted strictly to "services." Other counselors can then spend more time on academic advising/counseling.
- Counselors go into all 10th grade classrooms and encourage ALL students to take the PSAT. Results are used in academic advising.

7. Grading Practices

Purpose of Weighting Courses in Calculation of Grade Point Averages (GPA)

In order to ensure adequate academic preparation for postsecondary education, students are encouraged to take the most rigorous courses available to them during high school. Recommended courses for capable students include International Baccalaureate (IB), Advanced Placement (AP), Advanced International Certificate in Education (AICE), dual enrollment, and high school honors courses. These types of courses are expected to be more rigorous and challenging to students than other high school courses. In addition, all of these courses, excluding high school honors courses, provide students with an opportunity to earn postsecondary credit while still in high school.

Additional GPA weighting for these courses provides an academic incentive for students to enroll in and succeed in advanced courses. Since there is an increased academic challenge associated with advanced courses, the GPA weighting given to these courses encourages students to enroll in difficult courses rather than to simply enroll in easy courses in which they may be able get better grades. Given that admission to postsecondary institutions has become more selective and competitive over the last several years, this boost to the GPA associated with taking more difficult courses is beneficial to students.

Purpose of GPA Calculation	State Policy	Local Policy
State Graduation Requirements	<input checked="" type="checkbox"/>	
Talented 20		<input checked="" type="checkbox"/>
Valedictorian/Salutatorian		<input checked="" type="checkbox"/>
Bright Futures Initial Eligibility	<input checked="" type="checkbox"/>	
State University Admissions		<input checked="" type="checkbox"/>

High School GPA Weighting Practices

State GPA for High School Graduation

4-Year/24 Credit Option

A student who selects the four-year graduation program must achieve a cumulative GPA of 2.0 on a 4.0 scale or its equivalent in the courses required for graduation as identified in Section 1003.43(1), Florida Statutes (General requirements for high school graduation.). Section 1003.43(5)(e), Florida Statutes, requires that any course grade not replaced according to the district school board forgiveness policy be included in the calculation of the cumulative GPA required for graduation via the four-year graduation program. This includes all course grades earned by a student and all courses, even if “forgiven,” must be listed on the student’s high school transcript.

3-Year/18 Credit Option

Section 1003.429(5)(b), Florida Statutes, relating to accelerated high school graduation options, requires that students must achieve a cumulative GPA of 2.0 on a 4.0 scale or its equivalent only in the courses required for high school graduation (18 credits). Any additional courses taken beyond the 18 required credits are not calculated in the GPA. This policy is inconsistent with the 4 year/24 credit option which considers ALL courses taken in the calculation of GPA.

School District GPA Calculation Policies

In addition to the state GPA that is calculated to determine if a student meets high school graduation requirements, school districts calculate a number of different grade point averages (GPAs) for various reasons, including Talented 20 calculation and determination of valedictorian/salutatorian. Not only are GPAs calculated for different purposes within a district, but there are also variations between districts with regard to their policies for calculating GPAs.

Seventy-four percent of the districts that responded to the ACC survey indicated that they use a weighted GPA to determine Valedictorian/Salutatorian, while 13 percent use an un-weighted GPA (remaining 13% = a combination). For purposes of calculating Talented 20, 72 percent of responding districted reported using weighted GPA, while 21 percent reported using un-weighted GPA (remaining 7% = a combination). Although the majority of districts do not exclude any courses from GPA calculation, some districts reported that some dual enrollment courses and other courses that do not apply toward high school graduation requirements are not included in GPA calculation when determining class rank.

Weighting of Accelerated/Advanced Courses

Section 1007.271(16), Florida Statutes, specifies that “*school districts and community colleges must weigh college-level dual enrollment course the same as honors course and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.*” This language was intended to protect dual enrollment students from discriminatory practices by school districts in the calculation of GPA. However, the language is unclear because many districts do not weigh AP and high school honors courses the same. Therefore, the language stating that dual enrollment courses must be weighed the same as honors and AP courses is problematic. Common practice has been to interpret that language to mean honors or AP.

A survey of school districts found that, for the purposes of GPA calculation, accelerated courses (Dual Enrollment, AP, IB, AICE) and high school honors courses receive varying weights across districts. The table below indicates the frequency of various GPA calculation policies as reported by districts:

Type of Advanced Course	> 1.0 Q-Point	1.0 Q-point	0.5 Q-points	< 0.5 Q-Points	No Additional Weighting	% of responding districts who offer course type in at least 1 high school
Academic Dual Enrollment	9%	63%	11%	11%	6%	98%
Vocational Dual Enrollment	2.5%	25%	2.5%	2.5%	67.5%	85%
Advanced Placement (AP)	16%	55%	11%	13%	5%	81%
International Baccalaureate (IB)	9.5%	71%	10%	9.5%	0%	45%
AICE	0%	75%	0%	0%	25%	8.5%
Honors	3%	58%	13%	7%	9%	96%

* Some districts (approximately 30%) also provide some additional weighting for certain Level 3 courses.

State University GPA Weighting Practices

State universities calculate high school GPA during the admissions process. Common practice among state universities (9 of 11) has been to provide AP, IB, AICE, and high school honors courses with 1 additional quality-point in the calculation of GPA. Dual enrollment courses did not receive any additional weighting. The remaining two state universities (University of Florida and New College of Florida) provided AP, IB, and AICE courses with 1 additional

quality-point and assigned .5 additional quality-points to both high school honors and dual enrollment courses.

At the July 23, 2003 meeting of the state university admissions directors and registrars, the group recommended a new statewide policy on GPA calculation for purposes of state university admissions. This recommendation does not require statutory change. This change will constitute the first time that all 11 state universities will follow the same policy for calculating GPAs and will reduce students' confusion about how their GPA will be calculated for purposes of state university admissions. The recommended new policy is as follows:

For academic courses only (with a grade of C or better) –

- AP, IB, and AICE courses = 1 additional quality-point
- Dual enrollment courses and high school honors courses = .5 additional quality-points

Bright Futures GPA Weighting Practices

For the purposes of determining Bright Futures initial eligibility, the GPA calculated by the Florida Bright Futures Scholarship Program evaluation system is based on the weighting of certain courses. Section 1009.531(3), Florida Statutes, addresses which courses must be weighted in determining GPA for initial Bright Futures eligibility. The following courses are weighted .25 per semester course and .50 per year course:

- Courses identified in the Course Code Directory as Advanced Placement, Pre-International Baccalaureate, International Baccalaureate, or Honors;
- Courses designated as academic dual enrollment courses in the Statewide Course Numbering System; and
- State university approved courses identified in the Course Code Directory as Level 3 in the subject areas of mathematics, language arts, science, and social studies. These are listed in the Counseling for Future Education Handbook (Note: All level 3 courses are not weighted).

This policy differs from the GPA calculation utilized by state university admissions officers. However, the policy is consistently applied for all students.

8. General Education/College Graduation Requirements

The state's 36-hour general education program is designed to introduce college and university students to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines. Each institution established its own general education requirements. General education requirements include courses within the subject areas of communications, mathematics, humanities, social sciences, and natural sciences. The statewide general education agreement stipulates that public universities and participating ICUF institutions cannot require students to take additional general education courses if they already have successfully completed a general education sequence at a community college. However, if a student does not complete the general education core prior to transfer, the general education requirement becomes the responsibility of the new institution.

Common prerequisites are lower-division courses that students must successfully complete for a specific bachelor's degree. Section 1007.25 requires the Department of Education to identify common prerequisite courses and course substitutions for degree programs across all

institutions. The identified prerequisites and substitutions are contained in the *Common Prerequisites Manual*. Common prerequisites listed in the manual must be accepted by all state universities and applied toward the degree. The ACC approves common prerequisites.

Community College Dual Enrollment

In 2001-02, high school students enrolled in 1,901 different dual enrollment courses with their local community colleges. Of those 1,901 courses, there were just 120 courses that had 100 or more enrollments statewide. Enrollment in these 120 courses accounted for 68,985 (70%) of the 98,045 dual enrollments that year. Narrowed still further, 50% of all dual enrollments were in just 25 courses. All but one of those 25 courses met a postsecondary general education requirement. Sixty percent of the top 25 courses met a general education requirement at 23 or more of the 39 public colleges and universities. Fifty-six percent of the top 25 courses also met a common prerequisite requirement.

State University Dual Enrollment

Two hundred ninety-eight (47.3%) of the 630 state university dual enrollment courses met general education requirements for at least one public institution in Florida and 41 (6.5%) of the courses met general education requirements for at least half of the public colleges and universities in the state. One hundred twenty-three (19.5%) of the courses met a common prerequisite requirement. Fifty percent of enrollment was in 30 courses. Of the 30 courses with the highest enrollments, 20 (66.7%) of the courses met general education requirements at a minimum of one public institution, and 14 (46.7%) of the courses met general education requirements for at least half the public institutions in Florida. Thirteen (43.3%) of the 30 courses with the highest enrollments met a common prerequisite requirement.

SUS Graduates and Accelerated Credits Counted Toward Graduation

An important aspect of acceleration mechanisms is the ability to count credits earned toward college graduation requirements. Though the Statewide Common Course Numbering System facilitates the transfer of credits, ensuring that credit will be granted, there are no guarantees that the credits will be counted toward graduation requirements. The institution attended (Courses meeting general education requirements vary from institution to institution) and the choice of major, both impact the usefulness of credits earned through acceleration mechanisms.

State University System graduates for the year 2002 were awarded a total of 92,118 credits for their combined 32,655 enrollments in acceleration mechanisms. These acceleration mechanisms included IB, AP, dual enrollment, departmental exams, CLEP, and Nursing Mobility Exams. The most widely earned credits were those earned through dual enrollment, with 2002 SUS graduates earning 41,075 credits through this mechanism. AP also earned students a significant number of credits, with graduates earning 38,447 credits through this mechanism. Dual enrollment and AP credits accounted for 79,522 or 86 percent of all accelerated credits earned by 2002 SUS graduates. IB earned students 7,730 credits; departmental exams earned students 2,245 credits; CLEP earned students 2,569 credits; and Nursing Mobility exams earned students 53 credits.

Of the 92,118 credits earned through acceleration mechanisms, 78,301 credits (85%) counted toward the students' college graduation requirements. Nursing Mobility Exam credits counted toward graduation requirements 100 percent of the time; departmental exams – 98 percent of

the time; IB - 87.5 percent of the time; dual enrollment - 87.4 percent of the time; AP - 82.6 percent of the time; and CLEP - 62.9 percent of the time.

The 92,118 credits that 2002 SUS graduates earned through acceleration mechanisms were awarded for 1,509 different courses. The vast majority of the credits (56,328 credits or 61%), however, were earned in just 30 courses. These 30 courses were in the following areas: Social Science (32.5%); English (27.5%); Math (19.2%); Foreign Language (11%); and Natural Science (9.8%). Eighty-five percent of the credits earned in these top 30 courses were earned through dual enrollment and AP. Ninety percent of the top 30 courses met a general education requirement for 1 or more institutions, and 63 percent met general education requirements for at least half the public institutions in Florida. Fifty-seven percent of the top 30 courses also met a common prerequisite requirement.

The data indicates that most students are taking and earning credit in accelerated courses that apply toward their graduation. This enables students to accelerate through their postsecondary education by getting a head start on meeting graduation requirements. However, credit earned through CLEP examinations applies toward graduation at a significantly lower rate than credit earned through other acceleration mechanisms.

9. Class Size Reduction

In November 2002, Section 1 of Article IX of the State Constitution was amended by the voters of Florida. The amendment required that, by the beginning of the 2010-2011 school year, the number of students in core-curricula courses assigned to a teacher in each of the following three grade groupings will be *no more than*: (1) 18 students in Pre-Kindergarten through grade 3; (2) 22 students in grades 4 through 8; and (3) 25 students in grades 9 through 12. Beginning with the 2003-2004 fiscal year, the Legislature is required to provide sufficient funds to reduce the average number of students in each classroom by at least two-students-per-year until the number of students per classroom does not exceed the maximum. Payment of the costs associated with reducing class size to meet these requirements is the responsibility of the state and not of local school districts.

In 2003, the Legislature enacted SB-30A to assist in the implementation of the class size amendment. The bill specified that, if a district's class size does not meet the required maximum, the district must reduce to the constitutional maximum in each of the three grade groupings or the average number of students in each of the three grade groupings by at least two-students-per-year as follows:

- 2003-2004, 2004-2005 and 2005-2006 at the district level
- 2006-2007 and 2007-2008 at the school level
- 2008-2009 at the classroom level

District flexibility is a key principle outlined in Senate Bill 30-A. The "Toolbox" for implementation provides a wide range of options to assist all districts with meeting the class size reduction requirement. Two of these options are specifically related to this study, including: 1) Adopting policies to encourage qualified students to take dual enrollment courses at community colleges; and 2) Adopting policies to encourage students to enroll in courses from the Florida Virtual School.

House Bill 1739 required an examination of the extent to which "secondary instruction associated with acceleration mechanism options could be offered at sites other than public K

through 12 school sites to assist in meeting class size reduction needs.” These needs may be addressed by a variety of “non-traditional” ways in which high school students can earn credit towards high school graduation, including dual enrollment on community college campuses, increased participation in the Florida Virtual School, and the possible establishment of a statewide dual enrollment articulation agreement with the Distance Learning Consortium/Virtual Campus.

Dual Enrollment on Community College Campuses

Approximately 56.5 percent of dual enrollment courses taught in 2002-03 were taught on community college campuses, with the remaining 43.5 percent taught at the high schools. Since dual enrollment instructors must meet the faculty qualifications for an adjunct instructor at the community college (master’s degree and 18 graduate hours in the subject area to be taught), the majority of instructors for dual enrollment courses are community college faculty. In approximately one half of the dual enrollment courses that are taught on a high school campus, the community college pays the salary of the instructor.

Increasing the number of dual enrollment students who travel to the community college campus may have some impact on class size reduction at the high schools, but there are other variables that must also be considered, including:

- Community colleges have been unable to meet current enrollment demands and may not have the capacity to add additional sections for dual enrollment students;
- Seat time (hours in the classroom) for dual enrollment courses taught on a college campus is less than for those courses taught at a high school, which may impact school district (FEFP) funding. (This issue will be discussed in more detail in the funding section.);
- Many high school students will need transportation to the community college campus.

Florida Virtual School

The Florida Virtual School (FLVS) provides online learning opportunities for students throughout the state of Florida, and beyond. Course offerings range from FCAT and GED prep to Honors and AP courses. Currently, the Florida Virtual School offers 75 different courses and serves grades 7 through 12. There is no cost for Florida students to enroll in the Florida Virtual School and the credits earned are transferable.

During the 2001-02 school year, 4,992 students from 64 districts took courses with the Florida Virtual School totaling 7,977 enrollments (Hamilton, Lafayette, and Liberty Counties did not have any enrollments.). Enrollments varied from district to district, with some districts having a single participant to one district with 514 students enrolled. Seventy-eight percent of participants were white; African American students accounted for 7 percent; Hispanic students 7 percent; and Asian students 4 percent. All others (including those who did not report ethnicity) combined to make up 4 percent of the participants. A significant number of students withdrew from their online courses because they were failing - - 15.6 percent of all participants withdrew-failing, with 21.9 percent of African American participants, 16.9 percent of Hispanic participants, and 7.2 percent of Asian participants withdrawing due to failure.

The Florida Virtual School provides students the opportunity for acceleration by offering online Advanced Placement courses. In 2001-02, ten different AP courses were offered through the Florida Virtual School. There were a total of 573 enrollments in the 10 AP courses. Students

most often enrolled in Social Science AP courses (54.8% of enrollments), followed by Computer Science (20.2%), English (10.8%), Natural Science (7.3%), and Math (6.8%).

For an AP course to truly provide acceleration, students must take the corresponding exam and score at level 3 or above. This score allows students to earn college credit at many institutions. Of those enrolled in the online AP courses, 44 percent actually took the corresponding exams. Of those who took the exams, 55.6 percent scored at level 3 or above. This pass rate is comparable to that of students taking their AP courses in a traditional environment. The percent of scores of 3 and above in the various subject areas were 70% for Computer Science, 68% for Math, 55% for Natural Science, 50% for English, and 46% for Social Sciences.

Success Story: Florida Virtual School

- Students in Florida schools that have limited AP course offerings can now enroll in 10 different AP courses through the Florida Virtual School.
- The percent of students scoring at a level 3 or above on AP Exams following courses taught through the Virtual School is comparable to the rate of those from a traditional classroom setting.

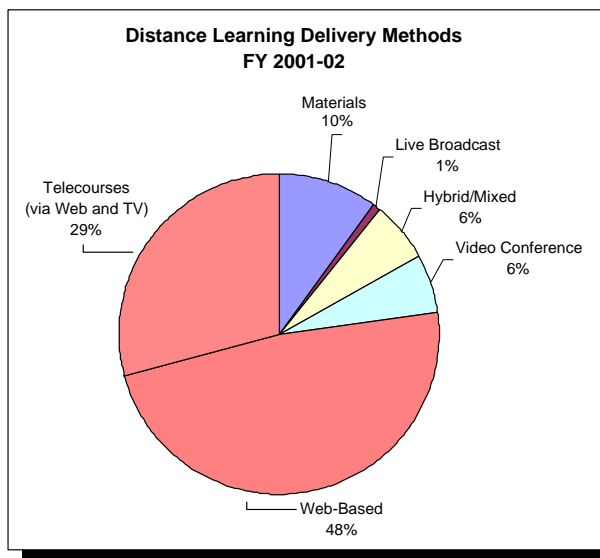


Florida Distance Learning Consortium

The Florida Community College Distance Learning Consortium (FCCDLC) and the Florida Virtual Campus (FVC) were consolidated as of July 1, 2003 to create a single entity, the Florida Distance Learning Consortium (Consortium), that is responsible for providing strong distance learning leadership for the K-20 system. As a result of statewide leadership and coordination, post-secondary distance learning enrollments have grown by 161 percent in the last six years, with Web-based courses at most institutions reaching full capacity before on-campus classes.

Technology savvy students expect to find distance learning opportunities listed in one central place, accessible via the Internet. To support this student expectation, the Consortium has created a Web site where higher education institutions can list their distance learning courses and students can easily find them. The current online catalog lists 5,706 courses for FY2002-03, and it receives more than 32,000 “hits” per week. In the last year alone, the FCCDLC has experienced a 41 percent growth in users accessing its Web site, www.distancelearn.org.

Having a single site that lists all statewide post-secondary distance learning courses offered by all institutions is convenient for the students and saves them time in locating needed instruction. In addition, the Consortium can offer an ideal mechanism to further enhance distance learning efforts by providing a one-stop site for supportive student services or by making it easy for students to access the virtual library provided by the community college’s College Center for Library Automation (CCLA) or the



university system's Florida Center for Library Automation (FCLA).

In a survey conducted by the Florida Distance Learning Consortium, several community colleges reported that they offer *dual enrollment courses* to high school students within their service area via distance learning. The extent to which distance learning courses are offered to and utilized by dual enrollment students varies throughout the state. Some community colleges allow dual enrollment students to register for any approved dual enrollment course that is offered via distance learning. Other colleges offer only specific dual enrollment courses at specific high school sites.

The reported number of students participating in distance learning dual enrollment courses is relatively small compared to the number of students who participate in dual enrollment overall. Some colleges and high schools do not encourage dual enrollment students to take courses online and limit participation to students who are in need of alternative scheduling. It does not appear that the potential to serve dual enrollment students in distance learning courses has been fully explored. Currently, a majority (if not all) of the courses on the approved state dual enrollment course list are offered by at least one community college or state university in a distance learning format.

Distance Learning Opportunities at Community Colleges

Community colleges in Florida offer just over 1,100 *credit* courses through distance learning. Many of these courses provide excellent opportunity for high school students with accessibility issues (such as transportation, proximity to a community college, or unusual schedules) to enroll as dual enrollment students. Two hundred fifty-three of the distance learning courses offered meet a general education requirement at one or more public institution in Florida, and 50 of the courses meet general education requirements for at least half of the public colleges and universities in the state. Eighty-five of the courses meet a common prerequisite requirement.

Distance Learning Opportunities at State Universities

Much like the community colleges, the state universities offer a wide variety of credit courses through distance learning. They also offer 1,100 courses that could help close the accessibility gap by allowing a student to enroll in courses that might otherwise be unavailable in his district. One hundred eighty-nine of the distance learning courses offered meet a general education requirement at one or more public institution in Florida, and 27 of the courses meet general education requirements for at least half of the public colleges and universities in the state. Sixty-six of the courses meet a common prerequisite requirement. See chart below.

*Applicability of Distance Learning Courses to
General Education and Common Prerequisite Requirements*

Institution offering DL course	# of courses meeting gen. ed. requirements at 1 or more public institutions	# of courses meeting gen. ed. requirements for at least 1/2 of public institutions	# of courses that meet a common prerequisite requirement	Total # of Distance Learning Courses
Community College	253	50	85	1,101
State University	189	27	66	1,099

10. Funding for Acceleration Mechanisms

FEFP Funding for Acceleration Mechanisms

School districts receive full FTE funding for Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses in the Florida Education Finance Program (FEFP). School districts also receive full FTE funding for dual enrollment in the FEFP, but since FTE funding is based on seat time/instructional hours, dual enrollment courses taught on community college campuses do not generate the same FTE as those taught on high school campuses. A course taught for 1 full high school credit on a high school campus requires 150 instructional hours (a.k.a. seat time). One half of a high school credit requires 75 hours of seat time. Typically, a one semester dual enrollment course equates to .5 high school credits, but a 16 week semester course meets for only 40 instructional hours (a 35 hour difference). For those dual enrollment courses that now count as 1 full year of high school credit, the difference in seat time is 110 hours.

Aside from seat time conversion issues, courses taken beyond the 300 minute instructional day do not receive FTE funding in the FEFP. This can be problematic because many dual enrollment courses, particularly those taught at community colleges, are taken outside of regular school hours in addition to a full high school schedule. These courses cannot be reported for FTE purposes by school districts.

Incentive Funding for Acceleration Mechanisms

In addition to receiving full base FTE funding, school districts also receive incentive funding for AP, IB, and AICE courses. According to Section 1011.62(n), Florida Statutes, *“a value of 0.24 full-time equivalent student membership shall be calculated for each student in each advanced placement course who receives a score of 3 or higher on the College Board AP Examination for the prior year and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year.”* Eighty percent of the incentive funds provided to a school district for advanced placement instruction must be distributed to the high school that generates the funds. A value of 0.24 full-time equivalent student membership is also assigned to IB students who earn a score of 4 or higher and AICE students who earn a score of 2 or higher on their respective subject examinations (ss. 1011.62(1)(l) & 1011.62(1)(m), F.S.). An additional value of 0.3 full-time equivalent student membership is calculated for students who earn an IB or an AICE diploma.

School districts use these incentive dollars to award teachers \$50 for every one of their students that pass an AP, IB, or AICE examination in order to earn postsecondary credit. An additional one-time \$500 bonus is awarded to teachers in “D” and “F” schools who had at least one student pass an AP, IB, or AICE examination. Bonuses shall not exceed \$2,000 in any given school year and shall supplement any regular wages or other bonuses that the teacher may be eligible to receive.

In 2001-02, the total amount of incentive fund for AP, IB, and AICE programs was \$40,670,257. This figure does not include the regular FTE funding that was also provided for each program. The incentive funding was broken down by program in the following way:

- AP = \$30,379,000 [9,210 FTE]
(includes 0.24 FTE per exam for school districts + teacher bonuses)
- IB = \$10,158,460 [3,079.74 FTE]
(includes 0.24 FTE per exam and 0.3 FTE per diploma for school districts + teacher bonuses)
- AICE = \$132,797 [40.26 FTE]
(includes 0.24 FTE per exam and 0.3 FTE per diploma for school districts + teacher bonuses)

Dual Enrollment Funding

Career & Technical Center Dual Enrollment

Career and technical centers are funded as part of the public school system through the FEFP. This means that dual enrollment students enrolled at career and technical centers are funded twice in the FEFP, since the FTE is counted for both the high school and the career and technical center.

State University Dual Enrollment

The small number of students who take dual enrollment courses at a state university are calculated in the state university FTE. State universities are allocated funds based on these enrollment figures.

Community College Dual Enrollment

As previously stated, school districts receive FTE funding for dual enrollment students. However, there are no additional incentive funds associated with the dual enrollment program. Community colleges do not receive direct FTE funding for dual enrollment students because they are not funded based on enrollment, but they do count dual enrollment students in their FTE calculation. The FTE is currently used as one of many factors in determining the distribution of new dollars to each college in the Community College Program Fund (CCPF).

Funding History
Community College Dual Enrollment

1973-74	Dual enrollment FTE authorized for community colleges. Community colleges are funded for FTE, but not school districts. Funding provided for instructional materials in K-12 budget.
1983-84	Dual enrollment FTE funding authorized for both community colleges and K-12. An additional 0.30 FTE is provided for each dual enrollment FTE to compensate for fee exemption.
1988-89	Additional FTE for fee exemption reduced to 0.25
1991-92	Three year average FTE enrollment changed to prior year FTE for funding purposes.
1992-93	FTE enrollment no longer used to allocate funding for community colleges.
1998-99	Additional 0.25 FTE for dual enrollment fee exemption eliminated.
2000-01	An amount of \$4 million added to the Community College Program Fund (CCPF) for dual enrollment. Allocation is based on public school 12 th grade enrollment in college district.
2001-02	Resource Allocation Funding Model utilized by the Legislature to allocate a portion of new CCPF funds to colleges. Three year average dual enrollment FTE and recognition of the fee exemption were incorporated into the model.

Recent Proposals for Dual Enrollment Funding

In 2003, the Governor recommended reducing the amount of FTE provided to school districts for dual enrollment from 1 to 0.5 of an FTE for the hours of instruction provided. The Florida Senate also proposed a change in the manner in which dual enrollment is funded. Neither of these recommendations was incorporated into the 2003 General Appropriations Act (GAA). The Senate proposal included the following key points:

- Funded all dual enrollment through the FEFP
- Addressed the issue of seat time/credit conversion for FTE in the FEFP
 - .5 high school credit = 75 membership hours
 - 1 high school credit = 150 membership hours
- Specified that FTE funding earned through dual enrollment would be distributed to the *employer* of the instructor of the dual enrollment course (community college or school district)
- Ensured that school districts could not restrict/limit participation in dual enrollment as a result of changes in funding – provided a penalty if school districts decreased participation (denied access to AP, IB, AICE incentive pot)
- Ensured that school districts meet the statutory requirement of informing students about dual enrollment options by requiring the commissioner of education to perform

compliance audits and the State Board of Education to withhold discretionary lottery dollars from school districts that are not in compliance.

- Provided language stipulating that school districts may negotiate with community colleges in their local articulation agreements to cover the administrative costs associated with record keeping, guidance, and instructional materials (when the community college provides the instructor and receives the FTE).

Joint Study of the Funding and Costs Associated with Dual Enrollment

The Florida Association of Community Colleges (FACC) and the Florida Association of District School Superintendents (FADSS) recently collaborated in an attempt to address what the two groups believe to be misconceptions regarding the funding of dual enrollment programs. A committee of college presidents, school superintendents, and business officers from both the public school and community college systems was convened to identify the different scenarios under which dual enrollment instruction is provided and the costs associated with each delivery method for both systems.

The results of their cost analysis indicated that there is no scenario for the delivery of dual enrollment instruction in which the total funding provided to the community college and the school district is greater than the total costs associated with the instruction for both systems. These findings suggest that the common perception that dual enrollment is “double-funded” (funded for both the school district and the community college) is incorrect. In fact, their analysis concluded that dual enrollment is actually “under-funded” because, in every scenario examined, the total costs were greater than the total appropriations to both systems.

The group recommended that “both a short-term and a long-term solution to the funding of dual enrollment programs be developed to ensure that the dual enrollment program remains a viable acceleration option for students to pursue.” In addition, the group purported that any long term funding methodology that is developed should “provide for the actual costs of text books as well as tuition, matriculation, and discretionary fees which dual enrollment students are exempt from paying.”

In the short term, the group asked for recognition by state lawmakers that:

- Dual enrollment courses are *not* “double funded”;
- It is in the best interest of the state and students to offer dual enrollment as a viable acceleration option;
- Dual enrollment programs actually save the state money in the long run; and
- Flexibility in designing and delivering dual enrollment courses is necessary, in light of inadequate funding to fully cover all of the associated costs.

In addition to requesting that state lawmakers continue to provide at least the current level of support for dual enrollment programs, the analysis pointed out that dual enrollment courses taken beyond the 300 minute instructional day do not receive any FTE funding. This results in additional costs that are not covered by the current appropriation in the FEFP. Therefore, the group recommended that dual enrollment courses taught beyond the 300 minute instructional day be eligible to receive FTE funding in the FEFP. This recommendation would have a fiscal impact because it would increase the amount of funds appropriated to school districts in the FEFP.

Delivery of Dual Enrollment Instruction

The FACC/FADDS study mentioned above suggests that the percentage of the cost borne by each system is in direct correlation with which system pays the instructor of the dual enrollment course. Invariably, the entity (community college or school district) which pays the instructor expends more for the delivery of a dual enrollment course than it receives in funding.

A recent survey, conducted by the Division of Community Colleges, found that 56.6 percent of dual enrollment courses are taught on community college campuses, while 43.4 percent are taught at high schools. Regardless of where the course is taught, community colleges pay the dual enrollment instructor 74.5 percent of the time. More specifically, the community college pays the dual enrollment instructor for 96 percent of the instruction offered on community college campuses and 47 percent of the instruction offered on high school campuses.

Dual Enrollment Text Books

Instructional materials for dual enrollment courses have been an issue for some time. The Legislature appropriates funds in the FEFP for the purchase of instructional materials, including text books. There is a 6 year cycle for text book replacement in the K-12 system. Students are not required to pay for text books and the same books are re-used by districts to serve different students for a number of years.

Students use community college text books for dual enrollment courses, which are chosen by community college faculty and updated more frequently than K-12 textbooks. The textbooks used by community colleges usually have a much higher cost associated with them than those used by school districts for regular high school instruction. Since dual enrollment students are not required to purchase their own text books, as are regular college students, the school districts must pay for these books. This cost can be prohibitive for school districts that have a limited budget for instructional materials. In some instances, the community colleges share some of the cost for instructional materials with the school districts, but community colleges do not receive any funding to cover these costs.

11. Credit-By-Examination

Credit by Examination differs from other acceleration mechanisms because a student is allowed to earn credit toward a postsecondary degree, but no credit is granted toward high school graduation. The most commonly used type of credit by examination is the College Level Examination Program (CLEP). The CLEP program is administered by the College Board and has a statewide guarantee of credit based on the ACC Credit-by-Exam equivalency chart. In addition, the ACC determined equivalencies for two other examinations, including DANTES and Excelsior, but the granting of credit is not guaranteed. The ACC has made recommendations for credit equivalencies, but individual institutions have the authority to make their own decisions regarding whether to grant credit.

In addition to credit that is granted for passing scores on nationally standardized examinations, individual institutions also offer students opportunities to earn credit through departmental exams. These examinations are developed by faculty within each department and are administered to students who can demonstrate competencies in specific subject areas. These examinations are also used for placement and there is no statewide regulation of such exams.

CLEP Examinations

During the 2001 Legislative Session, the CLEP program received a great deal of attention in Florida. Senate Bill 1162 established the Florida Bright Futures Testing Program which required all initial Academic and Merit Scholarship recipients to complete up to 5 CLEP examinations by the end of their first semester in college. The testing program was optional in 2001-02 and required of students in 2002-03. Students could substitute credit earned via another acceleration mechanisms as an attempt. The legislature appropriated \$7.9 million to pay for the administration of the examinations and colleges increased their capacity to offer CLEP examinations. The program resulted in a large increase in CLEP participation, but the pass rate for Bright Futures students was very low and the program was repealed in 2003.

In 2001-02 (through July), 2,504 CLEP examinations were taken by Bright Futures recipients in 35 different subjects. The majority of exams were taken in the areas of College Algebra (14.7%), American Government (10.7%), English Composition with Essay (9.6%), Biology (8.6%), and Introductory Psychology (8.6%). The overall pass rate for Bright Futures students was 27.4 percent.

Non-Bright Futures recipients took 7,635 CLEP examinations in 2001-02. The vast majority of exams were taken in Spanish Language (36.5%). The subject area in which the next largest number of exams was taken was College Mathematics (4%). The overall pass rate for non-Bright Futures students was 76 percent.

12. Summary and Recommendations

Student Eligibility

- 1. Develop state guidelines that address minimum requirements for participating in acceleration mechanisms. Specify that these guidelines are only a minimum and that additional eligibility criteria may be added by participating entities.
** Exceptions to the established minimum requirements are permissible, but should be granted only on an individual basis (no blanket exceptions).*
- 2. Review the CPT requirement for admission to academic dual enrollment courses and clarify the state policy guidelines relating to “readiness” for certain dual enrollment courses.*
- 3. Review the requirements for career & technical dual enrollment students and determine how students can appropriately “demonstrate readiness.”*

Student Participation

- 4. Define what is meant by “successful participation.”

** There are 2 levels of successful participation to consider:
1) passing the course
2) earning postsecondary credit*
- 5. Identify schools/programs that have demonstrated success in encouraging the participation of underrepresented populations in acceleration mechanisms. Identify specific strategies to increase the successful participation of these students across the state.*

Advising

6. *Develop a sample Parental Notification document to be used by school districts when informing parents of accelerated options.*
7. *Develop (re-create) the Student Bill of Rights in relation to acceleration mechanisms.*
8. *Develop a sample format for local articulation agreements as well as a review process for the DOE.*
9. *Increase the utilization of the FACTS system in advising students regarding acceleration options.*

Grading Practices

10. *Align the state GPA weighting policies for high school graduation across the various graduation options (traditional – 24 credit vs. accelerated – 18 credit).*
11. *Endorse the State University Admissions and Registrars recommendation to standardize GPA calculation for purposes of state university admissions and amend the Board of Governors Rule 6C-6 to reflect the proposed change.*

*** Endorsement is made with the provision that research be conducted to demonstrate a sound academic rationale for the proposed policy that is supported by empirical data.*

General Education

12. *Develop a program of study for accelerated courses that includes suggested “modules” for students to complete on their way to earning a postsecondary degree.*

These modules should be based on courses that are most commonly accepted as general education courses and common prerequisites by postsecondary institutions. Students should be strongly encouraged to complete these modules as they are most likely to transfer to any public institution.

Class Size Reduction

13. *Explore the feasibility of increasing access to dual enrollment courses via distance learning.*
Step 1. Establish a pilot agreement between selected school districts and the distance learning consortium that is limited to a few courses that are most likely to count toward general education and common prerequisite requirements.
Step 2. If students who participate in the pilot are successful in earning postsecondary credit, work toward developing a broader statewide articulation agreement between the 67 school districts and the Florida Distance Learning Consortium.

14. Increase academic standards by raising eligibility requirements for the 18 credit accelerated graduation option. Standards should include:

- *Minimum level 3 score on grade 8 FCAT*
- *3.0 Un-weighted GPA*
 - *To ease implementation, it was suggested that students who choose the 18 credit/3 year option be required to maintain a 3.0 GPA through their sophomore year. If they do not maintain a 3.0 GPA in the first 2 years, then they will be required to switch to the 24 credit option prior to beginning their junior year.*
- *Requirement that at least 3 of the 18 credits be in dual enrollment, AP, IB, or honors courses.*
- *Requirement that the 3 social science include American history, world history, economics, and American government*

Funding

15. Continue funding student participation in dual enrollment courses using the current methodology until further study determines a more appropriate method. It is the position of the Articulation Coordinating Committee that the Legislature should not take action to reduce funding for dual enrollment courses.

Articulation Coordinating Committee
March 24, 2004
Item 8

Subject: High School graduation Trends

Proposed Committee Action

Update – for informational purposes only

Supporting Documentation Included: Reports on Current Trends and Projections

Facilitators/Presenters: Ms. Martha Miller

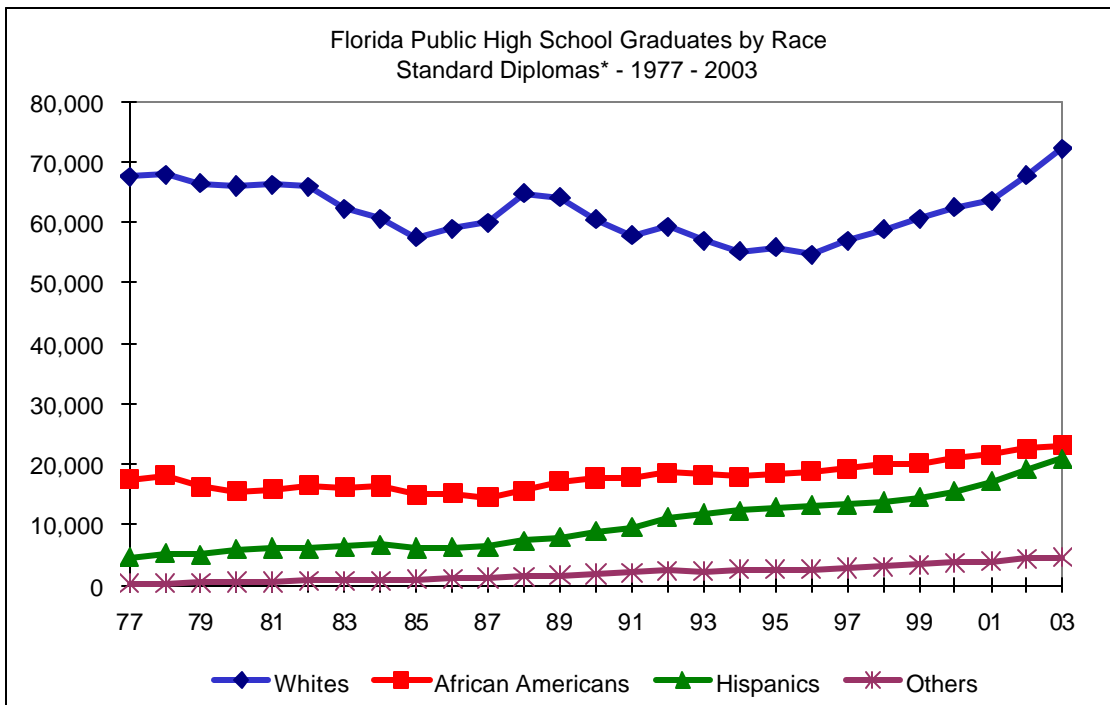
**Florida Public High School Students
Receiving Standard Diplomas**

1977-2003

January 2004

Division of Accountability, Research and Measurement
Florida Department of Education
(850) 245-9626 Suncom 205-9626

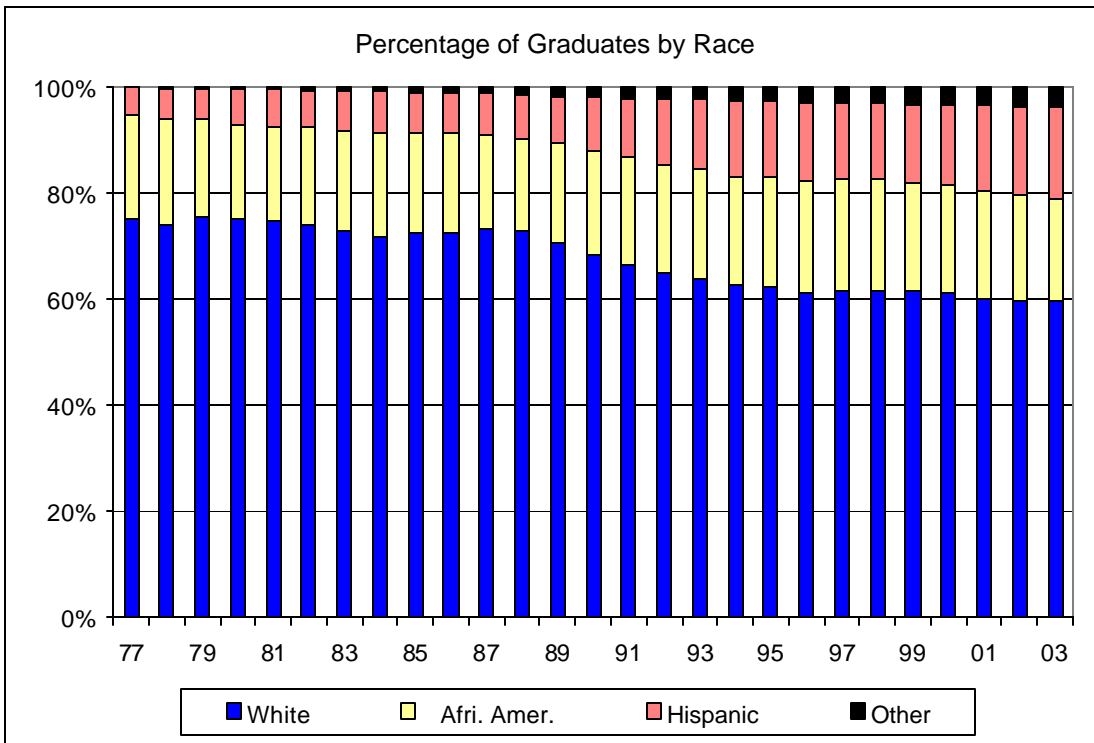
For more information, contact:
Martha J. Miller, Educational Policy Consultant
Division of Accountability, Research and Measurement
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Florida Public High School Graduates by Race
Standard Diplomas*
1977-2003

Year	White	Afri. Amer.	Hispanic	Other	Total
1976-77	67,506	17,497	4,645	289	89,937
1977-78	67,827	18,149	5,289	348	91,613
1978-79	66,478	16,329	5,080	431	88,318
1979-80	65,966	15,447	5,883	530	87,826
1980-81	66,229	15,777	6,144	605	88,755
1981-82	65,867	16,520	6,080	732	89,199
1982-83	62,238	16,092	6,398	777	85,505
1983-84	60,629	16,384	6,690	793	84,496
1984-85	57,578	15,014	6,142	952	79,686
1985-86	58,985	15,246	6,204	1,073	81,508
1986-87	59,931	14,613	6,436	1,204	82,184
1987-88	64,798	15,583	7,370	1,431	89,182
1988-89	64,092	17,088	7,911	1,668	90,759
1989-90	60,500	17,697	8,876	1,861	88,934
1990-91	57,847	17,822	9,610	2,130	87,409
1991-92	59,276	18,609	11,229	2,365	91,479
1992-93	56,933	18,260	11,812	2,266	89,271
1993-94	55,151	17,905	12,374	2,588	88,018
1994-95	55,816	18,501	12,882	2,629	89,828
1995-96	54,623	18,791	13,178	2,650	89,242
1996-97	56,961	19,324	13,312	2,833	92,430
1997-98	58,805	19,902	13,737	3,095	95,539
1998-99	60,572	20,195	14,524	3,350	98,641
1999-00	62,468	20,913	15,558	3,682	102,621
2000-01	63,561	21,517	17,203	3,880	106,161
2001-02	67,720	22,626	19,137	4,353	113,836
2002-03	72,166	23,169	20,960	4,610	120,905

*Includes special districts, but not university-based demonstration schools.
Based on data from the Office of Education Information and Accountability Services,
Florida Department of Education



Percentage of Graduates by Race
1977-2003

Year	White	Afri. Amer.	Hispanic	Other	Total
1976-77	75.1	19.5	5.2	0.3	100.0
1977-78	74.0	19.8	5.8	0.4	100.0
1978-79	75.3	18.5	5.8	0.5	100.0
1979-80	75.1	17.6	6.7	0.6	100.0
1980-81	74.6	17.8	6.9	0.7	100.0
1981-82	73.8	18.5	6.8	0.8	100.0
1982-83	72.8	18.8	7.5	0.9	100.0
1983-84	71.8	19.4	7.9	0.9	100.0
1984-85	72.3	18.8	7.7	1.2	100.0
1985-86	72.4	18.7	7.6	1.3	100.0
1986-87	72.9	17.8	7.8	1.5	100.0
1987-88	72.7	17.5	8.3	1.6	100.0
1988-89	70.6	18.8	8.7	1.8	100.0
1989-90	68.0	19.9	10.0	2.1	100.0
1990-91	66.2	20.4	11.0	2.4	100.0
1991-92	64.8	20.3	12.3	2.6	100.0
1992-93	63.8	20.5	13.2	2.5	100.0
1993-94	62.7	20.3	14.1	2.9	100.0
1994-95	62.1	20.6	14.3	2.9	100.0
1995-96	61.2	21.1	14.8	3.0	100.0
1996-97	61.6	20.9	14.4	3.1	100.0
1997-98	61.6	20.8	14.4	3.2	100.0
1998-99	61.4	20.5	14.7	3.4	100.0
1999-00	60.9	20.4	15.2	3.6	100.0
2000-01	59.9	20.3	16.2	3.7	100.0
2001-02	59.5	19.9	16.8	3.8	100.0
2002-03	59.7	19.2	17.3	3.8	100.0

Graduates by Race and Gender*
1976-77 - 2002-03

Year	76-77	80-81	85-86	90-91	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
White												
Male	32,847	31,786	28,736	28,410	26,399	27,386	28,160	29,058	29,806	30,526	32,357	36,782
Female	34,659	34,443	30,249	29,551	28,224	29,575	30,645	31,514	32,662	33,035	35,363	38,219
Total	67,506	66,229	58,985	57,961	54,623	56,961	58,805	60,572	62,468	63,561	67,720	75,001
Afri. Amer.												
Male	8,216	7,241	6,986	8,009	8,321	8,556	8,755	8,836	9,024	9,506	9,818	11,836
Female	9,281	8,536	8,260	9,817	10,470	10,768	11,147	11,359	11,889	12,011	12,808	13,693
Total	17,497	15,777	15,246	17,826	18,791	19,324	19,902	20,195	20,913	21,517	22,626	25,529
Hispanic												
Male	2,184	2,844	3,028	4,613	6,183	6,364	6,506	6,757	7,204	8,138	8,913	10,456
Female	2,461	3,300	3,176	5,000	6,995	6,948	7,231	7,767	8,354	9,065	10,224	11,376
Total	4,645	6,144	6,204	9,613	13,178	13,312	13,737	14,524	15,558	17,203	19,137	21,832
Other												
Male	152	302	538	1,008	1,290	1,380	1,508	1,599	1,722	1,813	2,104	2,282
Female	137	303	535	1,131	1,360	1,453	1,587	1,751	1,960	2,067	2,249	2,421
Total	289	605	1,073	2,139	2,650	2,833	3,095	3,350	3,682	3,880	4,353	4,703
Total												
Male	43,399	42,173	39,288	42,040	42,193	43,686	44,929	46,250	47,756	49,983	53,192	61,356
Female	46,538	46,582	42,220	45,499	47,049	48,744	50,610	52,391	54,865	56,178	60,644	65,709
Total	89,937	88,755	81,508	87,539	89,242	92,430	95,539	98,641	102,621	106,161	113,836	127,065

*Graduates receiving a standard diploma. Based on data from the Office of Education Information and Accountability Services.

Percentage of Graduates by Race and Gender
1976-77 - 2002-03

Year	76-77	80-81	85-86	90-91	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
White												
Male %	48.7	48.5	48.6	48.7	48.3	48.1	47.9	48.0	47.7	48.0	47.8	49.0
Female	51.3	51.5	51.4	51.3	51.7	51.9	52.1	52.0	52.3	52.0	52.2	51.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Afri. Amer.												
Male %	47.0	45.8	46.0	45.8	44.3	44.3	44.0	43.8	43.2	44.2	43.4	46.4
Female	53.0	54.2	54.0	54.2	55.7	55.7	56.0	56.2	56.8	55.8	56.6	53.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Hispanic												
Male %	47.0	46.8	47.8	48.8	46.9	47.8	47.4	46.5	46.3	47.3	46.6	47.9
Female	53.0	53.2	52.2	51.2	53.1	52.2	52.6	53.5	53.7	52.7	53.4	52.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Other												
Male %	52.6	54.5	50.7	50.1	48.7	48.7	48.7	47.7	46.8	46.7	48.3	48.5
Female	47.4	45.5	49.3	49.9	51.3	51.3	51.3	52.3	53.2	53.3	51.7	51.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total												
Male %	48.3	48.0	48.1	48.2	47.3	47.3	47.0	46.9	46.5	47.1	46.7	48.3
Female	51.7	52.0	51.9	51.8	52.7	52.7	53.0	53.1	53.5	52.9	53.3	51.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Graduates by Race for Each Gender
1976-77 - 2001-02

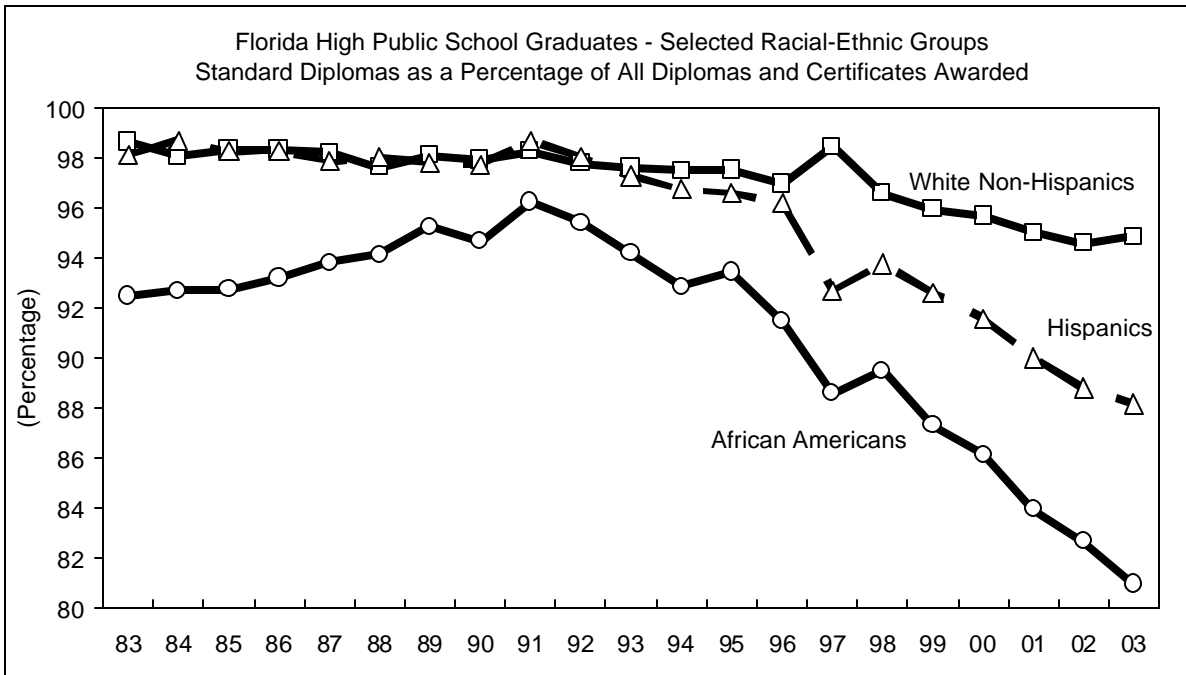
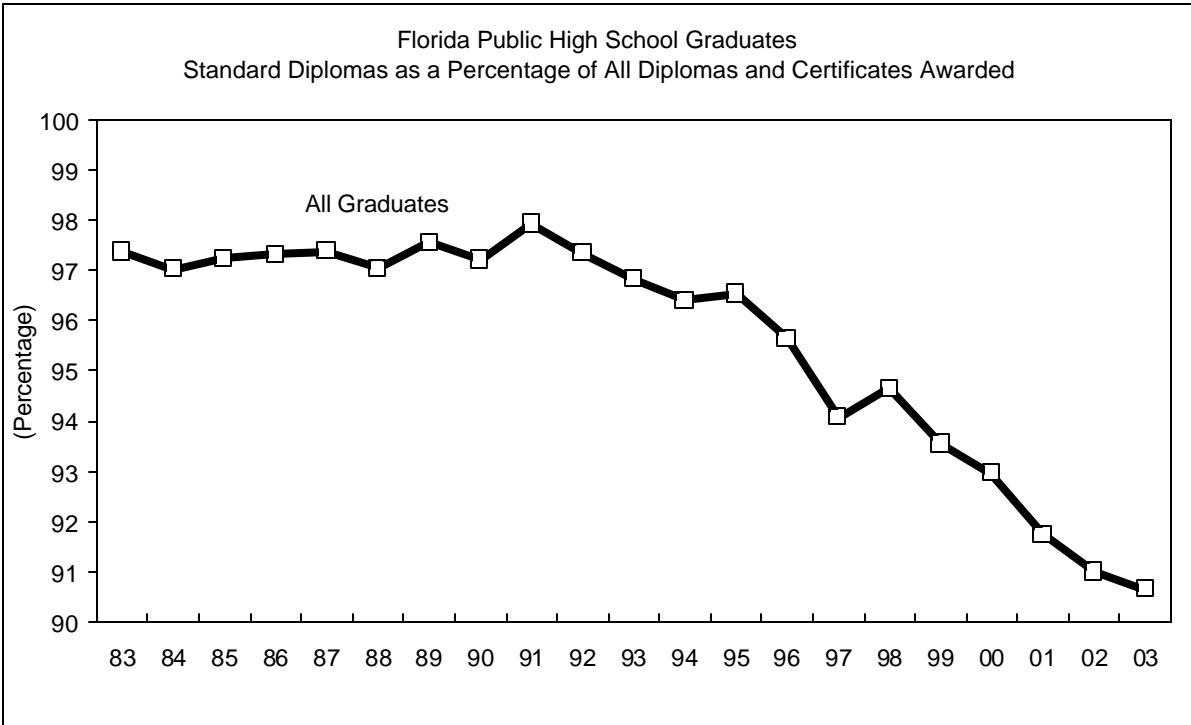
Year	76-77	79-80	82-83	85-86	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Male %												
White	75.7	75.4	73.1	67.6	62.6	62.7	62.7	62.8	62.4	61.1	60.8	59.9
Afri. Amer.	18.9	17.2	17.8	19.1	19.7	19.6	19.5	19.1	18.9	19.0	18.5	19.3
Hispanic	5.0	6.7	7.7	11.0	14.7	14.6	14.5	14.6	15.1	16.3	16.8	17.0
Other	0.4	0.7	1.4	2.4	3.1	3.2	3.4	3.5	3.6	3.6	4.0	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Female %												
White	74.5	73.9	71.6	64.9	60.0	60.7	60.6	60.2	59.5	58.8	58.3	58.2
Afri. Amer.	19.9	18.3	19.6	21.6	22.3	22.1	22.0	21.7	21.7	21.4	21.1	20.8
Hispanic	5.3	7.1	7.5	11.0	14.9	14.3	14.3	14.8	15.2	16.1	16.9	17.3
Other	0.3	0.7	1.3	2.5	2.9	3.0	3.1	3.3	3.6	3.7	3.7	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total %												
White	75.1	74.6	72.4	66.2	61.2	61.6	61.6	61.4	60.9	59.9	59.5	59.0
Afri. Amer.	19.5	17.8	18.7	20.4	21.1	20.9	20.8	20.5	20.4	20.3	19.9	20.1
Hispanic	5.2	6.9	7.6	11.0	14.8	14.4	14.4	14.7	15.2	16.2	16.8	17.2
Other	0.3	0.7	1.3	2.4	3.0	3.1	3.2	3.4	3.6	3.7	3.8	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

5

Florida High School Completers
By Type of Diploma/Certificate*

	1 Standard Diploma	2 Special Diploma	3 Certificate of Completion	4 Special Cert. Of Completion	5 Total	Percentage				
						6 Standard Diploma (1/5)	7 Special Diploma (2/5)	8 Certificate of Completion (3/5)	9 Special Cert. Of Completion (4/5)	10 Total Spec. Dip/Cert (7+8+9)
All Graduates*										
1985-86	81,508	1,521	361	373	83,763	97.3	1.82	0.43	0.45	2.69
1990-91	87,419	1,418	271	176	89,284	97.9	1.59	0.30	0.20	2.09
1995-96	89,175	2,320	1,500	247	93,242	95.6	2.49	1.61	0.26	4.36
1996-97	92,332	2,652	2,949	218	98,151	94.1	2.70	3.00	0.22	5.93
1997-98	95,514	2,673	2,543	191	100,921	94.6	2.65	2.52	0.19	5.36
1998-99	98,625	3,393	3,204	184	105,406	93.6	3.22	3.04	0.17	6.43
1999-00	102,577	3,783	3,839	157	110,356	93.0	3.43	3.48	0.14	7.05
2000-01	106,128	4,653	4,762	133	115,676	91.7	4.02	4.12	0.11	8.25
2001-02	113,595	5,638	5,489	110	124,832	91.0	4.52	4.40	0.09	9.00
2002-03	120,612	6,108	6,224	114	133,058	90.6	4.59	4.68	0.09	9.35
Whites										
1985-86	58,985	671	133	215	60,004	98.3	1.12	0.22	0.36	1.70
1990-91	57,847	809	112	95	58,863	98.3	1.37	0.19	0.16	1.73
1995-96	54,583	1,163	399	147	56,292	97.0	2.07	0.71	0.26	3.04
1996-97	56,881	411	431	48	57,771	98.5	0.71	0.75	0.08	1.54
1997-98	58,791	1,302	662	112	60,867	96.6	2.14	1.09	0.18	3.41
1998-99	60,563	1,688	766	99	63,116	96.0	2.67	1.21	0.16	4.04
1999-00	62,441	1,813	917	91	65,262	95.7	2.78	1.41	0.14	4.32
2000-01	63,542	2,136	1,127	70	66,875	95.0	3.19	1.69	0.10	4.98
2001-02	67,585	2,634	1,181	57	71,457	94.6	3.69	1.65	0.08	5.42
2002-03	71,985	2,806	1,049	63	75,903	94.8	3.70	1.38	0.08	5.16
African Americans										
1985-86	15,246	788	185	142	16,361	93.2	4.82	1.13	0.87	6.81
1990-91	17,832	507	126	66	18,531	96.2	2.74	0.68	0.36	3.77
1995-96	18,772	866	819	73	20,530	91.4	4.22	3.99	0.36	8.56
1996-97	19,311	1,007	1,412	74	21,804	88.6	4.62	6.48	0.34	11.43
1997-98	19,897	1,029	1,257	50	22,233	89.5	4.63	5.65	0.22	10.51
1998-99	20,191	1,250	1,640	54	23,135	87.3	5.40	7.09	0.23	12.73
1999-00	20,902	1,471	1,866	38	24,277	86.1	6.06	7.69	0.16	13.90
2000-01	21,509	1,859	2,223	42	25,633	83.9	7.25	8.67	0.16	16.09
2001-02	22,546	2,153	2,553	29	27,281	82.6	7.89	9.36	0.11	17.36
2002-03	23,082	2,347	3,058	37	28,524	80.9	8.23	10.72	0.13	19.08
Hispanics										
1985-86	6,204	61	34	13	6,312	98.3	0.97	0.54	0.21	1.71
1990-91	9,610	90	25	11	9,736	98.7	0.92	0.26	0.11	1.29
1995-96	13,171	261	240	22	13,694	96.2	1.91	1.75	0.16	3.82
1996-97	13,311	332	692	28	14,363	92.7	2.31	4.82	0.19	7.32
1997-98	13,734	313	575	28	14,650	93.7	2.14	3.92	0.19	6.25
1998-99	14,521	426	706	29	15,682	92.6	2.72	4.50	0.18	7.40
1999-00	15,552	454	961	19	16,986	91.6	2.67	5.66	0.11	8.44
2000-01	17,197	609	1,290	17	19,113	90.0	3.2	6.7	0.1	10.02
2001-02	19,117	785	1,613	21	21,536	88.8	3.65	7.49	0.10	11.23
2002-03	20,943	863	1,941	14	23,761	88.1	3.63	8.17	0.06	11.86

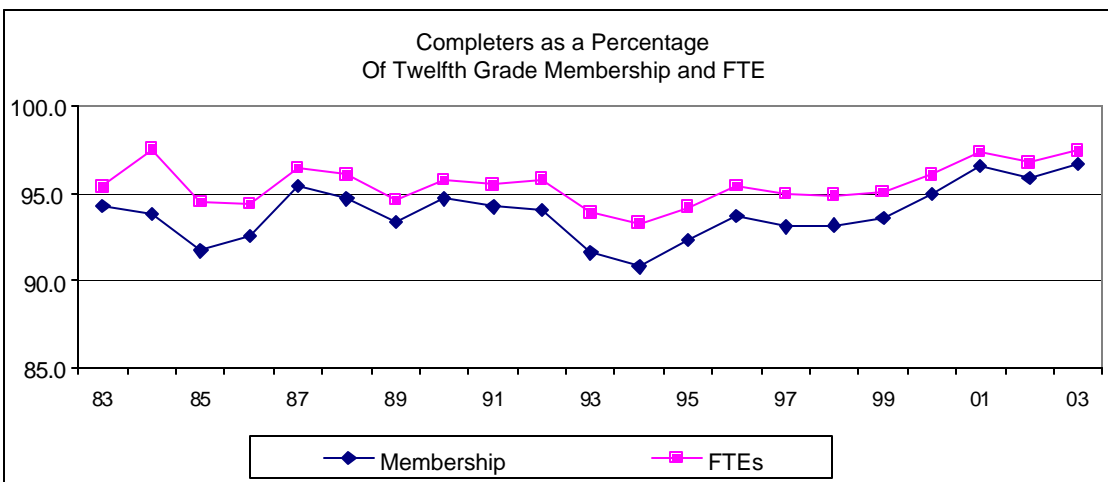
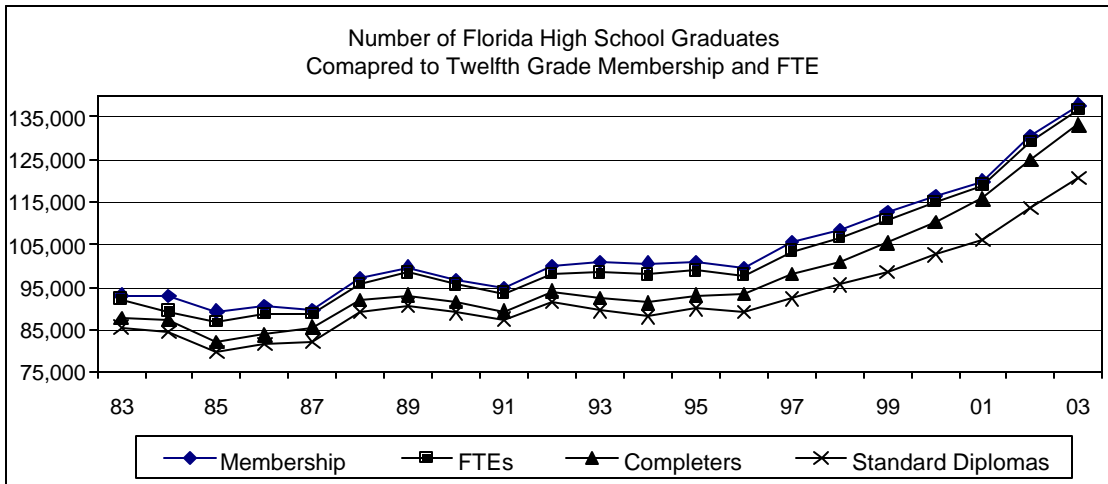
*Includes only the 67 county school districts.



Number of Completers*
Compared to Twelfth Grade Membership and FTE

	Fall Membership	Regular Term FTEs	Completers	Completers As a Percentage of	
				Membership	Regular Term FTEs
1982-83	93,109	92,072	87,785	94.3	95.3
1984-85	89,383	86,764	81,963	91.7	94.5
1986-87	89,663	88,760	85,557	95.4	96.4
1988-89	99,659	98,339	93,046	93.4	94.6
1990-91	94,776	93,516	89,284	94.2	95.5
1992-93	100,835	98,376	92,350	91.6	93.9
1994-95	100,835	98,815	93,079	92.3	94.2
1996-97	105,454	103,373	98,151	93.1	94.9
1997-98	108,335	106,379	100,921	93.2	94.9
1998-99	112,649	110,863	105,406	93.6	95.1
1999-00	116,259	114,895	110,356	94.9	96.0
2000-01	119,824	118,850	115,676	96.5	97.3
2001-01	130,267	129,088	124,832	95.8	96.7
2002-03	137,688	136,590	133,058	96.6	97.4

*Includes total diploma graduates (both standard and special) and students receiving certificates in the 67 county school districts. Does not include students who received GED diplomas.



Projected Florida High School Graduates

2003-04 through 2020-21

January 2004

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Projected Florida Public High School Graduates 2003-04 - 2020-21

Projections of Florida public high school graduates are provided periodically by the Department of Education for use in long-range planning. This report updates projections that were released in January 2003.

Because this series is often used in the context of projecting enrollments in Florida community colleges and state universities and the number of Bright Futures scholarship awards, the projections focus on the number of graduates receiving standard diplomas--the type of diploma accepted by most colleges and universities. The number of standard diploma graduates in 2002-03 totaled 120,847, 6 percent higher than the prior year (113,813) and 2.5 percent higher than projected (117,860). This is the fourth year in a row that the number of graduates has been higher than projected.

Trends in the number of high school graduates are influenced by a number of other variables, including the following:

1. Demographic trends. In 1997 the leading edge of the children born during the 1979-1990 baby boom graduated from high school. Projections made at the time foresaw rather continuous annual growth in the number of graduates through 2007, except for a dip in 2003 and 2004, corresponding to the unexpected smaller-than-anticipated entering kindergarten classes in 1991 and 1992. In reality, the two-year plateau in growth never took place, as enrollment trends intersected with unexpected increases in the statewide population growth. The one-percent decrease in the number of graduates projected earlier for 2003-04 has now become a projected increase of 2.9 percent—smaller than the 6.2 percent growth seen in 2002-03 and the 4.9 percent projected for 2004-05, but not the decrease projected earlier.

2. Shifts in grade progression ratios (GPRs).
A GPR is defined as the ratio between the number of students in a given grade one year and the number in the prior grade the prior year. Table 1 shows the grade progression ratios for grades 9-12 for 1990-91 through 2002-03.

Grade 9 has historically had the largest GPR of all the grades because of the large number of students from K-8 nonpublic schools who transfer each year to public schools. However, this trend does not explain the steady increase in GPRs, from 1.16 in 1996-97 to 1.30

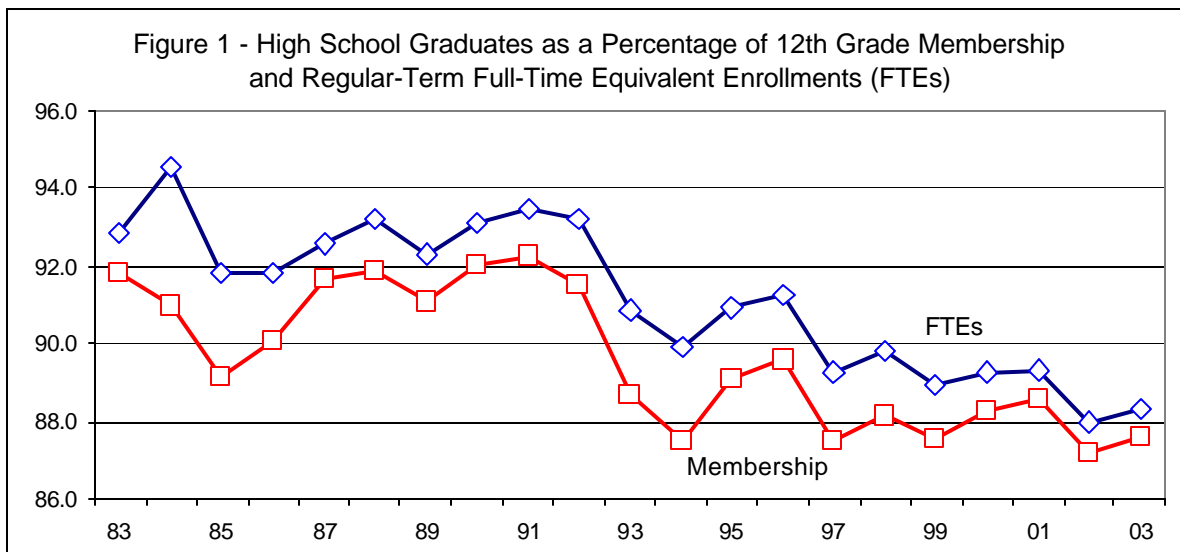
Years	G R A D E S			
	9th	10th	11th	12th
1990-91	1.12	0.92	0.87	0.86
1993-94	1.13	0.90	0.86	0.87
1996-97	1.16	0.88	0.83	0.85
1999-00	1.22	0.80	0.82	0.87
2000-01	1.29	0.76	0.85	0.88
2001-02	1.30	0.73	0.89	0.91
2002-03	1.24	0.76	0.92	0.92

*Ratio of number of FTEs in a grade one year and the number in the prior grade the prior year. At the 9th grade level, the ratios greater than one indicate that there were more 9th graders that there were 8th graders the prior year.

in 2001-02. The 2002-03 GPR declined to 1.24, but it remains significantly higher than prior to 1999-2000. At the same time, the GPRs for the 11th and 12th grades are at an all-time high. Compared to five years ago, the GPRs for 11th and 12th graders have risen from about 0.84 to 0.92.

In a period of steady change, it is difficult to know whether the trend will continue in the same direction or if the trend line is at a turning point, set to move in the opposite direction. Projections made a year ago assumed that the 12th grade GPR would moderate slightly. This year's projections are based on the same assumption, since it does not seem likely that the 11th and 12th grade GPRs will continue to rise. The change in direction at the 9th grade GPR noted above may mark a movement toward trends that are at least slightly closer to those experienced in the past.

3. Fluctuating relationships between the number of graduates and the number of 12th graders. The number of graduates as a percentage of 12th grade enrollment, whether measured by membership (fall headcount) or full-time equivalents (regular-term FTEs), has been decreasing slowly, but erratically, through the years. This fluctuation means that, even if the numbers of 12th graders are projected accurately, the number of 12th graders who complete the year and receive diplomas remains a moving target. Indeed, the trend lines between graduates and both FTEs and membership number graduates reversed direction in 2002-03, as the increase in the number of graduates outstripped the increases in both headcount and FTEs. This upward shift may be the result of a decrease in dropouts or an indication that some of the 9th graders retained for the second year may be catching up so that they are able to graduate with their original class.

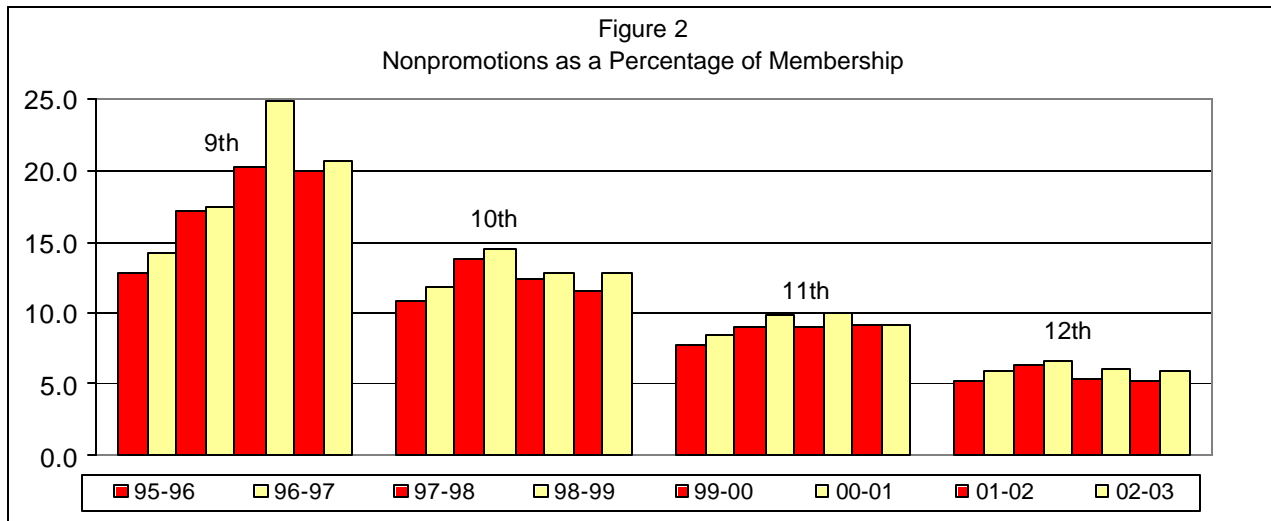


4. Nonpromotions. Another factor that reflects the shift in grades 9 to 12 is the percentage of students who are not promoted from one grade to the next at the end of the school year. Table 2 and Figure 2 show these statistics for grades 9-12 for the last ten years. The nonpromotion rate in all four grades

increased significantly from 1995-96 through 2000-01. The largest increases occurred in grade 9, where reportedly one quarter of the students were not promoted at the end of the 2000-01 school year. One reason why more 9th graders are being held back appears to be that they have not yet demonstrated the mastery of the skills necessary to pass the Florida Comprehensive Assessment Test (FCAT), given at the tenth grade. The nonpromotion rates were slightly smaller in 2001-02 than they were the prior year, but the rate from the 9th to 10th grade remains double what it was ten years ago.

Years	G R A D E S			
	9th	10th	11th	12th
1990-91	8.4	8.5	6.3	5.3
1993-94	10.8	9.5	7.9	5.5
1995-96	12.8	10.8	7.8	5.2
1996-97	14.1	11.7	8.4	6.0
1997-98	17.2	13.8	9.0	6.4
1998-99	17.5	14.5	9.8	6.6
1999-00	20.2	12.4	9.0	5.4
2000-01	24.9	12.9	10.1	6.1
2001-02	20.0	11.5	9.1	5.2
2002-03	20.7	12.8	9.1	5.9

*Based, for example, on the number of students in 2000-01 not promoted into the next grade in fall 2001.



Continued fluctuation in the progression of students through high school will likely continue to affect the accuracy of projections of graduates.

Because of the larger-than-expected number of graduates in 2002-03 and the shifts in the grade distribution in grades 9-12, the projections in this report are larger than those released a year ago. High school completers may receive one of four types of credentials, a standard diploma, a special diploma, a standard certificate of completion, or a special certificate of completion. As can be seen in Table 3, the total number of completers (graduates plus those receiving special diplomas or certificates of completion) is projected to increase to 137,396 in 2003-04, 161,775 in 2010-11, and 197,354 in 2020-21. The number of standard-diploma graduates is projected to reach 124,292 in 2003-04, 144,090 in 2010-11, and 171,830 in 2020-21. This represents an increase of 19 percent between 2002-03 and 2010-11 and another 19 percent between 2010-11 and 2020-21.

Statewide trends through 2020-21 are shown on Table 4 and Figure 3. The relatively large percentage of growth in the number of graduates seen over the last three years is expected to taper off, but to continue to fluctuate from year to year, influenced by changes in state and district policy. For instance, the 5-percent increase in graduates expected in 2004-05 stems from the unusually large number of 9th graders retained at the end in 2000-01. The 4.4 **decrease** in 2011-12, followed by a 5.0-percent anticipated the next year is the long-term effect of the significantly increase in the number of third-grade retentions in 2003-04 that, in turn, resulted in an atypically small 4th grade.

Table 5 includes the actual number of graduates by school district through 2002-03. Table 6 includes projected graduates through 2010-11. The projections are based on (1) projected 12th grade FTE enrollments by district and (2) district-specific patterns in the relationship between FTEs and the number of standard diploma graduates. The largest **percentages** of increase in the number of graduates over the next five years are projected for Liberty, Osceola, Flagler, Sarasota, and Dixie. The largest increases in **numbers** of graduates are projected for Hillsborough, Osceola, Broward, Sarasota, and Palm Beach.

In 2002-03, standard diploma graduates represented 90.7 percent of all completers, down from 91.0 percent the prior year and 93.6 five years earlier. As in the past, the projections assume a gradual decrease in the proportion of students receiving standard diplomas, with the percentage projected to drop to 89.1 percent by 2010-11 and 87.1 percent by 2020-21. (See Tables 3 and 7 and Figures 4-5.) Reasons for the increases in the percentage of nonstandard diplomas awarded may include (1) higher standards for students receiving standard diplomas, (2) decreases in the dropout rate, and (3) recent federal requirements that students with handicapping conditions who have not yet completed high school be provided educational services through age 21. Both of the latter factors could result in students completing high school who would have dropped out in the past.

Table 3
Number of Graduates - Florida Public High Schools*

ACTUAL				PROJECTED			
Year	All Graduates & Cert.	Standard Diploma Graduates	Percentage Standard Diplomas	Year	All Graduates & Cert.	Standard Diploma Graduates	Percentage Standard Diplomas
1982-83	87,819	85,505	97.4				
1983-84	87,102	84,496	97.0				
1984-85	81,963	79,686	97.2				
1985-86	83,763	81,508	97.3				
1986-87	84,402	82,184	97.4				
1987-88	91,914	89,206	97.1				
1988-89	93,046	90,759	97.5				
1989-90	91,716	89,162	97.2				
1990-91	89,512	87,647	97.9				
1991-92	94,235	91,726	97.3				
1992-93	92,590	89,646	96.8				
1993-94	91,517	88,220	96.4				
1994-95	93,299	90,062	96.5				
1995-96	93,466	89,397	95.6				
1996-97	98,350	92,531	94.1				
1997-98	101,148	95,739	94.7				
1998-99	105,673	98,892	93.6				
1999-00	110,615	102,835	93.0				
2000-01	115,696	106,374	91.9				
2001-02	125,050	113,813	91.0				
2002-03	133,293	120,847	90.7				
				2003-04	137,396	124,292	90.5
				2004-05	144,439	130,381	90.3
				2005-06	148,452	133,707	90.1
				2006-07	149,117	134,008	89.9
				2007-08	150,974	135,375	89.7
				2008-09	155,845	139,431	89.5
				2009-10	159,178	142,095	89.3
				2010-11	161,775	144,090	89.1
				2011-12	154,979	137,728	88.9
				2012-13	163,093	144,612	88.7
				2013-14	170,159	150,536	88.5
				2014-15	173,492	153,138	88.3
				2015-16	178,122	156,868	88.1
				2016-17	183,468	161,208	87.9
				2017-18	191,276	167,685	87.7
				2018-19	196,842	172,171	87.5
				2019-20	197,005	171,920	87.3
				2020-21	197,354	171,830	87.1

* From 1989-90 on includes university-based research schools.

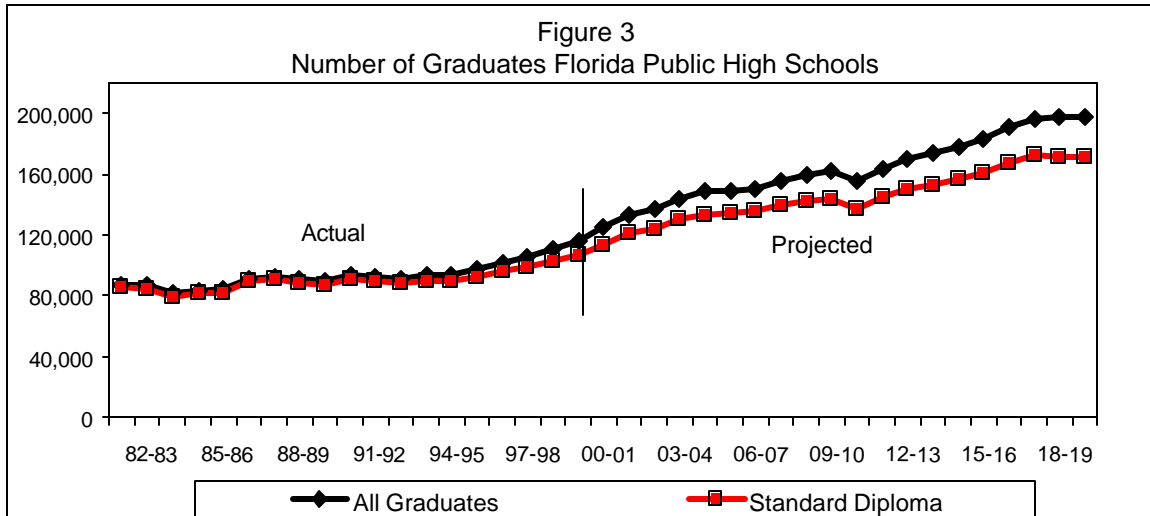


Table 4
Florida Public High School Graduates Receiving Standard Diplomas* and
Annual Percentage Differences

Actual Graduates				Actual Graduates			
Year	Number	Diff.	% Diff.	Year	Number	Diff.	% Diff.
		Previous Year	Previous Year			Previous Year	Previous Year
1969-70	71,900			1997-98	95,739	3,208	3.5
1971-72	75,649	3,749	5.2	1998-99	98,892	3,153	3.3
1971-72	78,296	2,647	3.5	1999-00	102,835	3,943	4.0
1972-73	81,773	3,477	4.4	2000-01	106,374	7,482	7.6
1973-74	84,098	2,325	2.8	2001-02	113,813	10,978	10.7
1974-75	86,651	2,553	3.0	2002-03	120,847	7,034	6.2
1975-76	88,932	2,281	2.6				
1976-77	89,937	1,005	1.1				
1977-78	91,613	1,676	1.9				
1978-79	88,318	(3,295)	(3.6)				
1979-80	87,826	(492)	(0.6)				
1980-81	88,755	929	1.1	2003-04	124,292	3,444	2.9
1981-82	89,199	444	0.5	2004-05	130,381	6,090	4.9
1982-83	85,505	(3,694)	(4.1)	2005-06	133,707	3,325	2.6
1983-84	84,496	(1,009)	(1.2)	2006-07	134,008	302	0.2
1984-85	79,686	(4,810)	(5.7)	2007-08	135,375	1,367	1.0
1985-86	81,508	1,822	2.3	2008-09	139,431	4,056	3.0
1986-87	82,184	676	0.8	2009-10	142,095	2,663	1.9
1987-88	89,206	7,022	8.5	2010-11	144,090	1,995	1.4
1988-89	90,759	1,553	1.7	2011-12**	137,728	(6,362)	(4.4)
1989-90	89,162	(1,597)	(1.8)	2012-13	144,612	6,884	5.0
1990-91	87,647	(1,515)	(1.7)	2013-14	150,536	5,925	4.1
1991-92	91,726	4,079	4.7	2014-15	153,138	2,601	1.7
1992-93	89,646	(2,080)	(2.3)	2015-16	156,868	3,730	2.4
1993-94	88,220	(1,426)	(1.6)	2016-17	161,208	4,340	2.8
1994-95	90,062	1,842	2.1	2017-18	167,685	6,477	4.0
1995-96	89,397	(665)	(0.7)	2018-19	172,171	4,486	2.7
1996-97	92,531	3,134	3.5	2019-20	171,920	(251)	(0.1)
				2020-21	171,830	(90)	(0.1)

*From 1989-90 on includes university-based research schools.

**Reflects one-year decrease tied to change in 3rd grade nonpromotion policy beginning in 2003-04.

Table 5
Florida High School Graduates Receiving Standard Diplomas

Schools Districts	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	2000-01	01-02	02-03
Alachua	1,218	1,203	1,191	1,134	1,196	1,299	1,348	1,436	1,424	1,366	1,575	1,532
Baker	194	193	199	200	179	155	214	196	198	205	221	205
Bay	1,139	1,141	1,018	1,078	1,036	1,141	1,129	1,138	1,189	1,150	1,154	1,298
Bradford	215	181	188	163	140	158	203	186	173	200	195	214
Brevard	3,013	2,884	2,692	2,905	2,851	3,024	3,162	3,214	3,367	3,503	3,502	4,039
Broward	7,930	8,052	7,149	7,925	8,201	8,851	9,112	9,325	10,056	10,320	11,314	11,439
Calhoun	104	97	100	126	85	92	108	116	101	114	99	109
Charlotte	794	787	782	791	802	904	821	864	893	1,027	1,057	1,021
Citrus	595	525	602	649	631	603	630	684	670	713	786	895
Clay	1,238	1,231	1,217	1,182	1,134	1,168	1,250	1,282	1,391	1,471	1,554	1,848
Collier	860	979	895	940	935	1,085	1,145	1,296	1,369	1,452	1,622	1,669
Columbia	375	326	311	331	329	316	318	376	397	348	409	422
Dade	14,809	14,217	14,369	14,165	13,783	13,271	13,586	13,854	14,326	15,320	15,885	16,430
Desoto	171	176	155	143	170	165	172	169	147	155	189	190
Dixie	60	71	85	68	63	73	106	113	104	129	140	91
Duval	4,460	4,307	4,345	4,349	4,183	4,365	4,473	4,435	4,497	4,634	4,942	5,456
Escambia	2,616	1,977	2,177	2,097	1,997	2,035	2,080	2,018	1,944	1,910	2,175	2,024
Flagler	222	228	232	236	273	279	296	302	305	343	384	426
Franklin	72	72	74	66	70	78	65	80	74	72	52	77
Gadsden	347	357	302	318	317	293	296	353	362	312	326	259
Gilchrist	73	91	91	109	109	140	137	133	122	116	129	146
Glades	35	40	36	38	33	40	47	57	40	42	43	36
Gulf	170	142	148	153	132	155	131	113	126	123	115	123
Hamilton	136	115	111	123	111	103	114	83	98	104	114	99
Hardee	190	206	189	160	184	253	275	242	237	174	202	194
Hendry	243	244	281	291	281	322	286	305	330	267	260	348
Hernando	730	657	669	670	702	801	767	778	767	808	894	869
Highlands	416	355	390	330	414	510	502	484	451	508	495	556
Hillsborough	6,230	5,871	5,654	5,742	5,720	6,036	6,208	6,663	7,258	7,511	7,667	8,063
Holmes	185	194	208	189	199	187	216	213	184	200	193	206
Indian River	560	480	492	498	512	562	542	699	728	682	801	841
Jackson	441	385	409	421	414	403	410	417	435	383	383	399
Jefferson	97	79	90	98	90	85	77	73	69	78	61	62
Lafayette	52	62	64	45	63	54	67	73	48	53	52	60
Lake	1,045	1,010	995	981	958	1,130	1,174	1,228	1,257	1,269	1,443	1,559
Lee	2,023	2,126	2,090	2,048	2,168	2,324	2,431	2,449	2,472	2,520	2,667	3,030
Leon	1,381	1,306	1,231	1,237	1,288	1,473	1,404	1,479	1,571	1,533	1,709	1,697
Levy	181	229	181	201	213	225	235	251	280	243	282	277
Liberty	65	67	52	60	60	49	73	62	51	78	53	72
Madison	167	178	140	124	140	147	142	174	126	170	165	214
Manatee	1,168	1,112	1,120	1,063	1,043	1,037	1,181	1,183	1,397	1,425	1,564	1,834
Marion	1,341	1,366	1,304	1,392	1,413	1,551	1,619	1,553	1,600	1,606	1,842	1,911
Martin	610	567	569	600	534	658	622	681	726	778	808	893
Monroe	363	388	358	345	387	365	416	422	426	420	462	466

Table 5 (Continued)
 Florida High School Graduates Receiving Standard Diplomas

Schools Districts	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	2000-01	01-02	02-03
Nassau	436	379	359	397	324	403	507	461	466	383	570	630
Okaloosa	1,563	1,628	1,697	1,693	1,537	1,732	1,671	1,749	1,752	1,806	1,928	2,050
Okeechobee	273	234	235	223	259	252	241	265	273	301	309	316
Orange	4,792	4,740	4,600	5,131	5,807	4,975	5,490	5,510	6,204	6,199	6,881	7,418
Osceola	900	1,029	1,059	1,181	1,130	1,183	1,319	1,328	1,427	1,496	1,746	1,896
Palm Beach	5,007	5,140	5,366	5,484	5,447	5,436	5,714	6,179	6,440	6,818	7,439	8,052
Pasco	1,549	1,733	1,691	1,736	1,664	1,656	1,741	1,883	1,964	1,929	2,272	2,713
Pinellas	4,836	4,764	4,728	4,557	4,311	4,550	4,525	4,765	4,809	4,824	5,159	5,570
Polk	3,133	2,910	2,839	2,940	2,641	2,913	3,121	3,129	3,241	3,179	3,445	3,547
Putnam	516	498	463	478	440	448	493	519	449	453	426	556
St. Johns	561	530	519	629	645	754	766	867	927	967	1,077	1,296
St. Lucie	876	830	934	942	968	1,044	1,009	1,002	1,103	1,111	1,218	1,377
Santa Rosa	861	922	808	874	869	990	985	1,092	1,090	1,044	1,298	1,304
Sarasota	1,515	1,536	1,428	1,479	1,327	1,403	1,498	1,508	1,569	1,731	1,806	1,965
Seminole	2,623	2,493	2,661	2,512	2,508	2,781	2,836	2,925	2,967	3,745	3,353	3,541
Sumter	219	231	208	215	183	199	222	250	271	244	237	274
Suwannee	279	306	268	284	274	274	322	281	299	293	270	286
Taylor	204	195	162	147	150	156	139	177	153	161	187	196
Union	88	72	88	78	99	118	113	129	108	99	125	105
Volusia	2,360	2,378	2,335	2,480	2,466	2,438	2,598	2,718	2,656	2,905	3,234	3,263
Wakulla	174	183	171	168	173	176	178	209	202	175	218	202
Walton	195	194	217	252	214	249	254	256	263	257	233	283
Washington	185	207	201	163	196	172	182	171	158	173	179	173
District Total	91,479	89,406	87,992	89,827	89,175	92,267	95,514	98,625	102,577	106,128	113,595	120,612
Research Schools												
FAMU	53	57	55	53	58	34	60	61	46	37	33	27
FSU	90	100	100	90	87	93	95	109	114	111	92	104
UF	85	90	85	85	90	99	82	97	98	98	93	104
Total Lab Schools	228	247	240	228	235	226	237	267	258	246	218	235
State Total	91,707	89,653	88,232	90,055	89,410	92,493	95,751	98,892	102,835	106,374	113,813	120,847

Table 6

Projected Florida Public High School Graduates to Receive Standard Diplomas

School Districts	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Alachua	1,507	1,653	1,581	1,711	1,644	1,563	1,457	1,443
Baker	210	275	337	303	286	259	262	248
Bay	1,347	1,195	1,232	1,303	1,349	1,367	1,367	1,342
Bradford	219	231	193	232	227	238	215	224
Brevard	4,560	4,677	4,297	4,226	4,379	4,559	4,548	4,663
Broward	11,521	11,663	11,335	12,009	12,571	13,056	13,477	13,620
Calhoun	113	131	129	114	127	120	120	120
Charlotte	1,058	1,049	1,063	1,025	1,060	1,061	1,067	1,047
Citrus	917	983	1,073	904	888	942	957	910
Clay	1,802	2,081	2,259	1,979	1,875	1,994	2,014	2,087
Collier	2,003	1,849	2,197	2,174	2,149	2,348	2,443	2,520
Columbia	442	486	467	478	422	451	463	466
Dade	14,928	14,579	14,442	15,273	15,375	15,532	15,843	15,906
Desoto	180	205	196	180	202	196	178	175
Dixie	118	129	129	158	128	105	118	127
Duval	5,318	5,614	6,374	6,324	6,129	5,987	5,917	5,966
Escambia	1,851	1,790	1,760	1,849	1,891	1,945	1,976	1,910
Flagler	442	511	536	637	670	670	709	764
Franklin	74	55	51	59	55	54	51	53
Gadsden	234	197	99	102	112	121	126	128
Gilchrist	133	142	122	137	130	126	122	117
Glades	36	25	7	21	22	21	21	23
Gulf	122	136	116	139	139	127	112	105
Hamilton	78	80	65	60	62	70	76	77
Hardee	223	254	233	240	237	258	259	244
Hendry	306	378	381	351	324	338	344	332
Hernando	1,017	1,166	1,193	1,192	1,210	1,172	1,256	1,298
Highlands	534	554	556	639	609	599	607	606
Hillsborough	9,835	10,968	12,372	9,935	10,086	11,115	11,739	12,135
Holmes	212	186	185	181	184	178	177	166
Indian River	936	1,047	1,019	943	941	965	1,022	1,026
Jackson	315	345	341	357	323	312	357	336
Jefferson	49	45	47	48	45	39	32	27
Lafayette	53	43	47	39	48	48	38	44
Lake	1,720	1,890	1,871	2,126	2,078	2,107	2,196	2,259
Lee	2,964	3,311	3,490	3,646	3,781	3,862	4,002	4,083
Leon	1,755	1,855	1,679	1,775	1,791	1,839	1,861	1,865
Levy	258	265	302	298	281	275	276	281
Liberty	59	55	60	76	123	113	133	128
Madison	173	233	185	159	211	205	193	171
Manatee	1,949	2,291	2,256	2,183	2,132	2,277	2,328	2,411
Marion	1,814	1,656	1,739	1,811	1,865	1,874	1,880	1,880
Martin	986	959	941	1,069	1,111	1,096	1,044	1,051
Monroe	491	523	530	569	504	506	497	520

Table 6 (Continued)

Projected Florida Public High School Graduates to Receive Standard Diplomas

School Districts	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Nassau	602	660	597	718	669	714	669	644
Okaloosa	1,996	2,129	2,148	2,290	2,344	2,256	2,239	2,191
Okeechobee	330	337	321	364	415	382	373	365
Orange	7,533	8,042	7,713	7,879	8,120	8,600	8,782	9,221
Osceola	2,382	2,900	2,992	2,814	3,180	3,474	3,555	3,654
Palm Beach	7,850	8,563	8,847	9,025	8,866	9,332	9,738	9,999
Pasco	2,566	2,773	3,100	3,009	3,328	3,491	3,543	3,668
Pinellas	5,921	6,107	5,985	6,324	6,327	6,388	6,313	6,256
Polk	3,628	3,855	4,115	3,891	3,977	3,935	3,966	4,015
Putnam	446	424	462	516	535	507	479	455
St. Johns	1,540	1,645	1,578	1,586	1,707	1,769	1,808	1,881
St. Lucie	1,401	1,648	1,747	1,788	1,718	1,727	1,769	1,760
Santa Rosa	1,592	1,530	1,548	1,522	1,518	1,537	1,578	1,544
Sarasota	2,265	2,571	2,769	2,814	2,864	2,831	2,883	2,924
Seminole	4,030	4,051	4,275	4,476	4,318	4,520	4,621	4,691
Sumter	282	278	320	354	315	372	381	376
Suwannee	306	288	300	326	320	292	280	273
Taylor	167	177	204	219	196	179	178	184
Union	118	118	108	98	105	96	106	99
Volusia	3,581	3,435	4,065	3,836	3,737	3,892	3,891	3,920
Wakulla	214	230	217	265	222	213	218	225
Walton	268	353	327	366	330	349	347	352
Washington	174	189	162	176	170	166	181	171
Dist. Total	124,056	130,063	133,388	133,690	135,057	139,113	141,776	143,771
FAMU	23	38	38	38	38	38	38	38
FAU	0	64	64	64	64	64	64	64
FSU	118	117	117	117	117	117	117	117
UF	95	99	99	99	99	99	99	99
Total Lab Schools	235	318	318	318	318	318	318	318
	124,292	130,381	133,707	134,008	135,375	139,431	142,095	144,090

Table 7
Florida High School Completers
By Type of Diploma/Certificate*

	Percentage									
	1 Standard Diploma	2 Special Diploma	3 Certificate of Completion	4 Special Cert. Of Completion	5 Total	6 Standard Diploma (1/5)	7 Special Diploma (2/5)	8 Certificate of Completion (3/5)	9 Special Cert. Of Completion (4/5)	10 Total Spec. Dip/Cert. (7+8+9)
All Graduates*										
1985-86	81,508	1,521	361	373	83,763	97.3	1.82	0.43	0.45	2.69
1990-91	87,419	1,418	271	176	89,284	97.9	1.59	0.30	0.20	2.09
1995-96	89,175	2,320	1,500	247	93,242	95.6	2.49	1.61	0.26	4.36
1996-97	92,332	2,652	2,949	218	98,151	94.1	2.70	3.00	0.22	5.93
1997-98	95,514	2,673	2,543	191	100,921	94.6	2.65	2.52	0.19	5.36
1998-99	98,625	3,393	3,204	184	105,406	93.6	3.22	3.04	0.17	6.43
1999-00	102,577	3,783	3,839	157	110,356	93.0	3.43	3.48	0.14	7.05
2000-01	106,128	4,653	4,762	133	115,676	91.7	4.02	4.12	0.11	8.25
2001-02	113,595	5,638	5,489	110	124,832	91.0	4.52	4.40	0.09	9.00
2002-03	120,612	6,108	6,224	114	133,058	90.6	4.59	4.68	0.09	9.35
Whites										
1985-86	58,985	671	133	215	60,004	98.3	1.12	0.22	0.36	1.70
1990-91	57,847	809	112	95	58,863	98.3	1.37	0.19	0.16	1.73
1995-96	54,583	1,163	399	147	56,292	97.0	2.07	0.71	0.26	3.04
1996-97	56,881	411	431	48	57,771	98.5	0.71	0.75	0.08	1.54
1997-98	58,791	1,302	662	112	60,867	96.6	2.14	1.09	0.18	3.41
1998-99	60,563	1,688	766	99	63,116	96.0	2.67	1.21	0.16	4.04
1999-00	62,441	1,813	917	91	65,262	95.7	2.78	1.41	0.14	4.32
2000-01	63,542	2,136	1,127	70	66,875	95.0	3.19	1.69	0.10	4.98
2001-02	67,585	2,634	1,181	57	71,457	94.6	3.69	1.65	0.08	5.42
2002-03	71,985	2,806	1,049	63	75,903	94.8	3.70	1.38	0.08	5.16
African Americans										
1985-86	15,246	788	185	142	16,361	93.2	4.82	1.13	0.87	6.81
1990-91	17,832	507	126	66	18,531	96.2	2.74	0.68	0.36	3.77
1995-96	18,772	866	819	73	20,530	91.4	4.22	3.99	0.36	8.56
1996-97	19,311	1,007	1,412	74	21,804	88.6	4.62	6.48	0.34	11.43
1997-98	19,897	1,029	1,257	50	22,233	89.5	4.63	5.65	0.22	10.51
1998-99	20,191	1,250	1,640	54	23,135	87.3	5.40	7.09	0.23	12.73
1999-00	20,902	1,471	1,866	38	24,277	86.1	6.06	7.69	0.16	13.90
2000-01	21,509	1,859	2,223	42	25,633	83.9	7.25	8.67	0.16	16.09
2001-02	22,546	2,153	2,553	29	27,281	82.6	7.89	9.36	0.11	17.36
2002-03	23,082	2,347	3,058	37	28,524	80.9	8.23	10.72	0.13	19.08
Hispanics										
1985-86	6,204	61	34	13	6,312	98.3	0.97	0.54	0.21	1.71
1990-91	9,610	90	25	11	9,736	98.7	0.92	0.26	0.11	1.29
1995-96	13,171	261	240	22	13,694	96.2	1.91	1.75	0.16	3.82
1996-97	13,311	332	692	28	14,363	92.7	2.31	4.82	0.19	7.32
1997-98	13,734	313	575	28	14,650	93.7	2.14	3.92	0.19	6.25
1998-99	14,521	426	706	29	15,682	92.6	2.72	4.50	0.18	7.40
1999-00	15,552	454	961	19	16,986	91.6	2.67	5.66	0.11	8.44
2000-01	17,197	609	1,290	17	19,113	90.0	3.2	6.7	0.1	10.02
2001-02	19,117	785	1,613	21	21,536	88.8	3.65	7.49	0.10	11.23
2002-03	20,943	863	1,941	14	23,761	88.1	3.63	8.17	0.06	11.86

*Includes only the 67 county school districts.

Figure 4 - Florida Public High School Graduates
Standard Diplomas as a Percentage of All Diplomas and Certificates Awarded

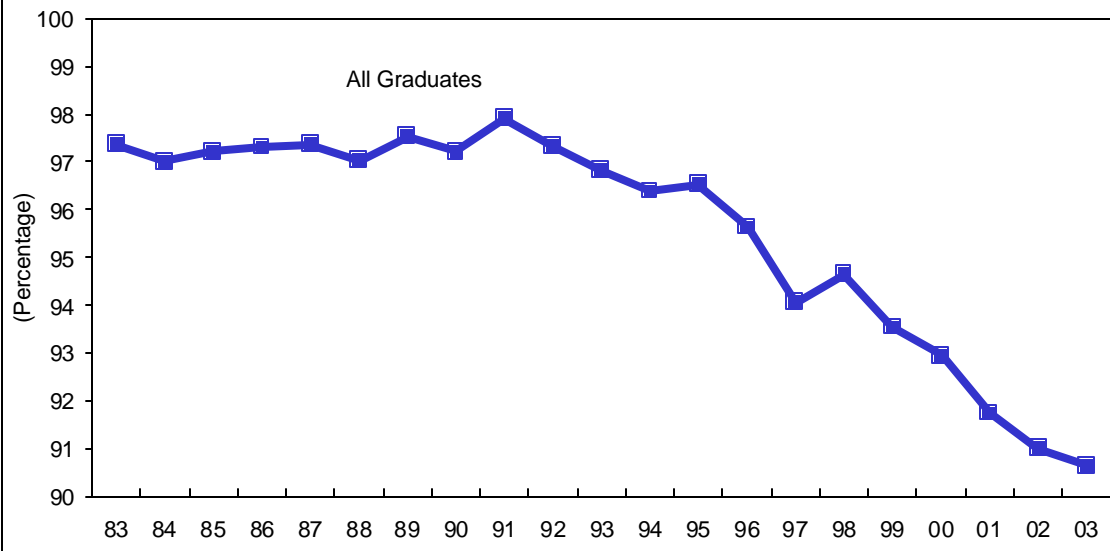
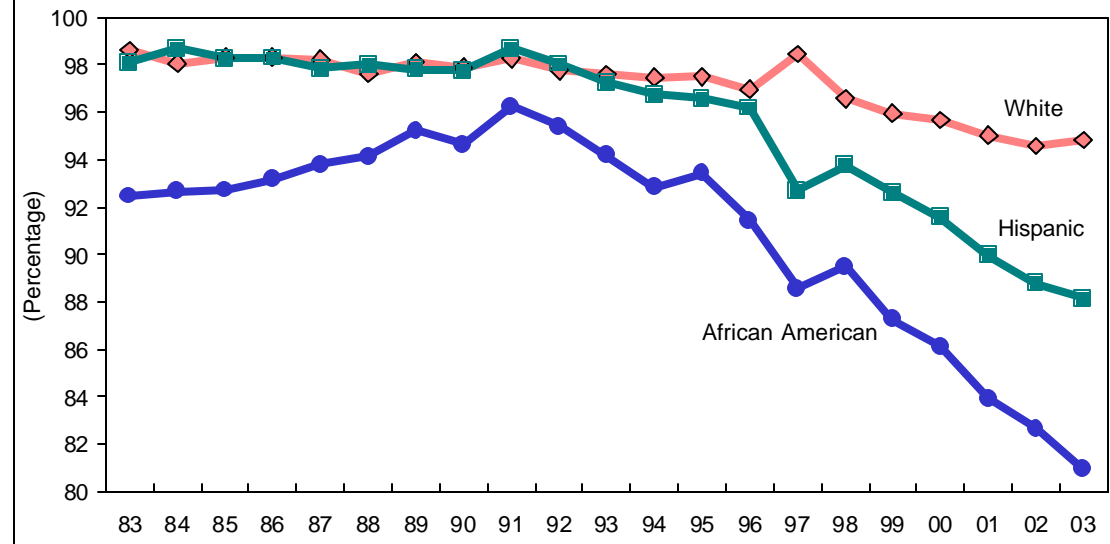


Figure 5 - Florida High Public School Graduates - Selected Racial-Ethnic Groups
Standard Diplomas as a Percentage of All Diplomas and Certificates Awarded



Articulation Coordinating Committee
March 24, 2004
Item 9

Subject: ACC Task Force Structure Revisited

Proposed Committee Action

Review and Discussion

Supporting Documentation Included: Strategic Plan & Standing Committee Descriptions

Facilitators/Presenters: Ms. Sharon Koon

Office of Articulation: Providing the leadership, information, and support needed for students to successfully progress through Florida's K-20 education system.

Priority 1: Raising the proportion of K-12 graduates, especially low-income and minority students, who enter postsecondary education without remediation.

Management Objective	Recommended Projects to Achieve Each Objective
1. Increase the use of postsecondary feedback by secondary schools in program planning and curriculum decisions	<u>1.1.1. School Postsecondary Feedback Profiles.</u> The Office of Articulation will provide school administrators with a quick overview of the schools' strengths and weaknesses accompanied by suggested corrective measures based on best practices and research. (April/May 2004)
	<u>1.1.2. Performance on Common Placement Tests.</u> Provide traditional readiness data in an electronic format that can be queried through the Data Warehouse.
	<u>1.1.3 Statewide "College-Readiness" Definition.</u> Florida current "ready for college" measure is based on a limited sample and solely on test scores. In addition, the current data is not reported in a timely manner. This project will focus on a new statewide "readiness" definition that may be used as a part of K-20 accountability.
2. Promote cross-sector support for college readiness	<u>1.2.1. Partnerships to Reduce Postsecondary Remediation.</u> This project will pilot the early identification of students with deficiencies, and the opportunity for those students to enroll in developmental (remedial) elective courses that lead to guaranteed entrance to college-level courses. (Note: Explore partnership with UF/Bradford/Alachua/SFCC)
	<u>1.2.2 Counseling for Future Education Handbook and Workshops</u>

ACC Committee: College Readiness
Chair: TBD
ACC Staff: Dr. Laura Hébert

Priority 2: Improving the transferability of postsecondary courses.

Management Objective	Recommended Projects to Achieve Each Objective
1. Reduce non value-added differences among courses	<p><u>2.1.1. SCNS Policy Reviews.</u> The SCNS will produce bi-monthly policy reviews on course numbering issues that appear to contribute to non value-added differences among similar courses on the system. These reviews will be presented to the divisions of community colleges and state universities for review and comment. Issues that appear substantive and needing a policy recommendation will be presented to the Articulation Coordinating Committee. Reviews will include defining course equivalency (April), Gordon Rule analysis (June), credit assignment (August), course leveling (October), and the use of laboratory designators (December).</p>
	<p><u>2.1.2. Review of Policies for Inclusion of Non-regionally Accredited Institution Courses.</u> The SCNS will review the inclusion of non-regionally accredited institution courses to ensure smooth transfer of these courses to public institutions.</p>
	<p><u>2.1.3. Faculty Discipline Committee Meetings.</u> Many of the SCNS faculty committees have not met in over 4 years. The SCNS will prioritize the committees needing to meet in person, and those that may conduct the review of courses through the mail or via teleconference. The role of each committee will be expanded to include the focus on reducing non value-added differences among courses. Faculty committees in the general education subject areas will be targeted first for meetings and staff analysis. Staff analysis will include: identification of lower-level courses in the discipline that may be similar at different numbers; equated courses with different credit hours or lab designators; and courses equated across levels. Pre- and post staff meetings will be used to discuss potential subject area issues.</p>
2. Ensure Accurate Information on the SCNS	<p><u>2.2.1. Institution Inventory Review.</u> The SCNS will ensure institutions are using the proper course numbers in their catalogs.</p>
	<p><u>2.2.2. Update of SCNS Course Information.</u> The SCNS will ensure all information on the database is correct and updated.</p>
	<p><u>2.2.3. Review of Vocational-Technical Courses on the SCNS.</u> The SCNS will review policies regarding vocational-technical course inclusion on the system.</p>

ACC Committee: Course Numbering
Chair: TBD
ACC Staff: Matt Bouck

Priority 3: Increasing access to associate/baccalaureate degrees through better articulation.

<u>Management Objective</u>	<u>Recommended Projects to Achieve Each Objective</u>
1. Increase the availability and use of prerequisite courses	<u>3.1.1. Review of the Common Prerequisites Manual.</u>
2. Build on current career ladder and capstone opportunities	<u>3.2.1 Review of Statewide Career Ladder and Capstone Agreements.</u>

ACC Committee: Statewide
Articulation Agreements
Chair: TBD
ACC Staff: Julie Alexander

Priority 4: Guiding Florida High School Students to Accelerated Academic Success.

Management Objective	Recommended Projects to Achieve Each Objective
1. Build Stronger Articulation Agreements	<p><u>4.1.1. Model Interinstitutional Agreements.</u> Develop sample formats for interinstitutional agreements that ensure all required components are covered in the agreement.</p>
	<p><u>4.1.2. Technical Assistance Meetings.</u> Provide technical assistance in the development of interinstitutional articulation agreements, particularly in districts where strengthening the agreement would provide expanded learning opportunities for students.</p>
2. Maximize the use of accelerated credit	<p><u>4.2.1. Guidelines for Participation in Acceleration Mechanisms.</u> Develop suggested state guidelines that address minimum requirements for participating in acceleration mechanisms.</p>
	<p><u>4.2.2. Dual Enrollment Handbook and Course List.</u></p>
	<p><u>4.2.3. General Education Courses.</u> Research general education programs in Florida. Using the SCNS, identify courses that meet general education requirements at the majority of Florida’s institutions. Based on the research and course information, through the use of faculty committees, identify the courses within each general education subject area that could be used by guidance counselors in advising dual enrollment students.</p>
	<p><u>4.2.4. Study Statewide Weighting Practicing for Acceleration Mechanisms.</u> While the ACC endorsed the State University Admissions and Registrars recommendation to standardize GPA calculation for purposes of state university admissions, further study was recommended. This project will research statewide weighting practices for the purpose of basing the weighting system on empirical data.</p>

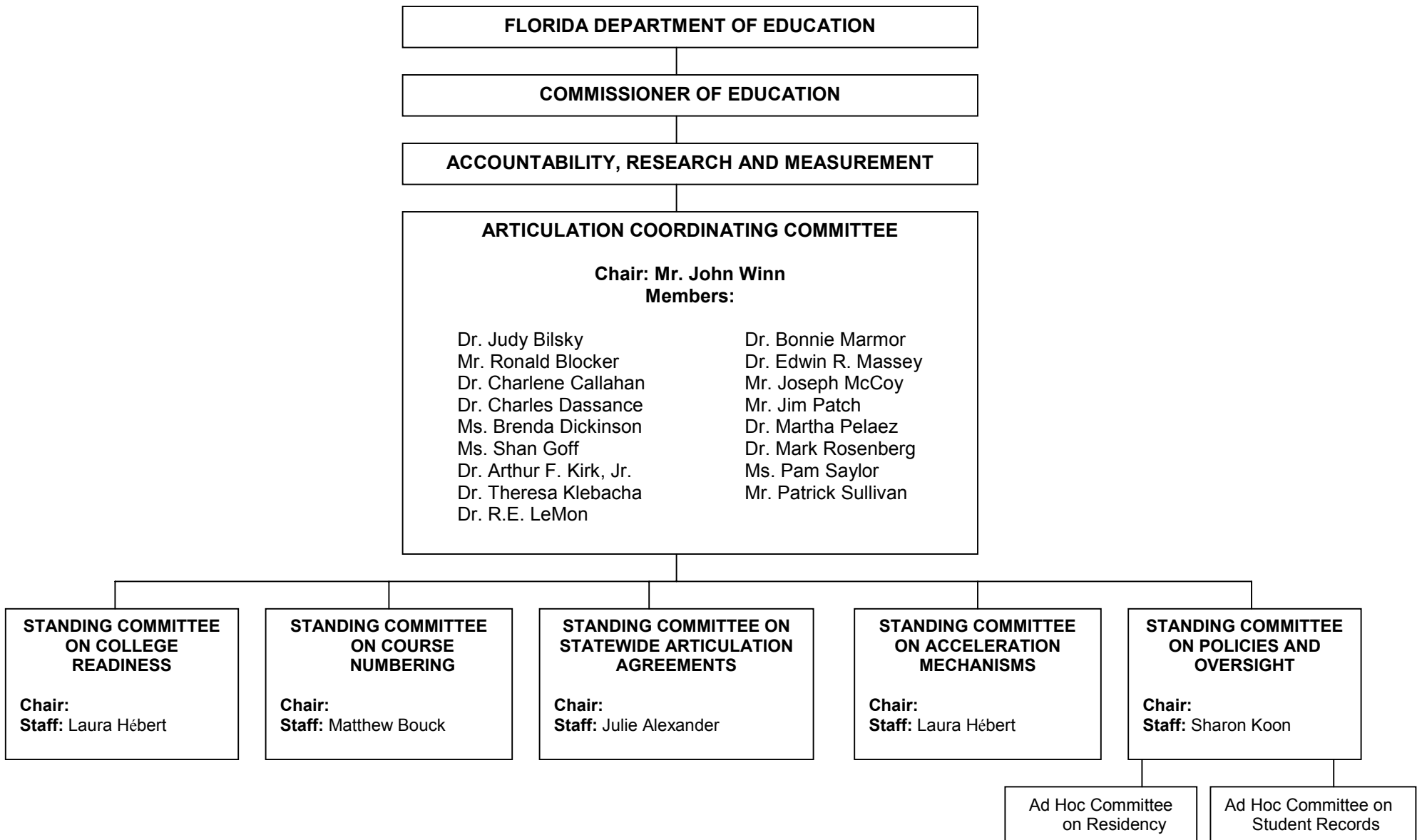
ACC Committee:
 Acceleration Mechanisms
Chair: TBD
ACC Staff: Dr. Laura Hébert

Priority 5: Increasing access to information on articulation in Florida.

Management Objective	Recommended Projects to Achieve Each Objective
1. Increase access to the work of the ACC	<p data-bbox="449 305 1499 399"><u>5.1.1. ACC Web Site.</u> Improve ACC Web Site to provide the K-20 system with easy access to meeting materials, minutes, contact information, and /memos related to ACC activity.</p> <hr/> <p data-bbox="449 464 1499 553"><u>5.1.2. ACC Task Forces.</u> Review the task force vs. standing committee structure, and update membership in these groups to adequately represent the various sectors and subgroups within the sectors.</p>
2. Amend Articulation Rules to Reflect Current Policies and System Improvements	<p data-bbox="449 618 1499 651"><u>5.2.1 Review and Update of Articulation Statutes and Rules.</u></p>
3. Communicate with Articulation Stakeholders	<p data-bbox="449 854 1499 886"><u>5.3.1. Electronic Articulation Newsletter.</u></p> <hr/> <p data-bbox="449 984 1499 1040"><u>5.3.2. Statewide Articulation Manual.</u> Expand the current Statewide Articulation Manual to include information on all articulation policies in Florida.</p>

ACC Committee:
 Articulation Policies and
 Oversight
Chair: TBD
ACC Staff: Sharon Koon

**ORGANIZATIONAL CHART
ARTICULATION COORDINATING COMMITTEE**



Revised 3/04

Articulation Coordinating Committee

Standing Committee on College Readiness

Purpose

The purpose of the Standing Committee on College Readiness is to review and make recommendations to the ACC regarding college readiness issues, including the development and ongoing refinement of a readiness definition and the use of feedback tools.

Primary Activities

The primary activities of the Standing Committee on College Readiness are:

1. Analyze data related to developing and refining a statewide definition of college readiness.
2. Provide input on the usefulness and improvement of feedback tools such as the *Performance on the Common Placement Test* report and the *High School Feedback Report*.
3. Provide input on pilot projects that promote cross-sector support of college readiness.

High School Feedback Report 2003 Florida Public High School Graduates

DISTRICT: XXX

SCHOOL: XXX		SCHOOL	STATE
1	Number of 2003 high school graduates:		
2	Percent of 2003 graduates earning a standard diploma:		
PRE-GRADUATION INDICATORS		SCHOOL	STATE
3	Percent of 2003 graduates that scored at level 3 or better on the 10 th grade FCAT in:		
	Math Reading Writing All Three		
4	Percent of 2003 graduates who completed a college prep curriculum:		
5	Percent of 2003 graduates who took Algebra I prior to 9 th grade:		
6	Percent of 2003 graduates who completed a high school math course beyond Algebra II:		
7	Percent of 2003 graduates who completed at least one upper-level science course:		
8	Percent of 2003 graduates who took the PSAT or PLAN in high school:		
9	Percent of 2003 graduates who took the SAT or ACT:		
	SAT ACT		
10	Percent of 2003 graduates who took the SAT / ACT and scored at or above college-level cut scores in:		
	Math Verbal (English, Reading)		
11	Percent of 2003 graduates that completed at least one AP, IB, or Dual Enrollment course:		
12	Percentage of 2003 graduates who earned postsecondary credit in high school:		
POST-GRADUATION INDICATORS		SCHOOL	STATE
13	Percent of 2003 graduates attending a public postsecondary institution in Florida during Fall 2003:		
14	Percent of 2003 graduates who enrolled at a <u>state university</u> in Florida during Fall 2003:		
15	Percent of 2003 graduates who enrolled at a <u>community college</u> in Florida during Fall 2003:		
16	Percent of 2003 graduates who enrolled in a <u>technical education center</u> in Florida during Fall 2003:		
17	Percent of 2003 graduates with a Fall 2003 GPA above 2.0:		
18	Percent of 2003 graduates who were eligible for a Bright Futures Scholarship and had a Fall 2003 GPA of 2.75 or better:		
19	Of the 2003 graduates enrolled in a college Math course during Fall 2003, the percent enrolled in:		
	Remedial Math Entry-level Math Advanced Math		
20	Of the 2003 graduates enrolled in a college English course during Fall 2003, the percent enrolled in:		
	Remedial Reading or Writing Freshman Composition Other College-level English		
21	Percent of 2003 graduates who attended a community college in Florida and whose assessment scores placed them into college-level coursework during Fall 2003 in:		
	Math Reading Writing All Three		
22	Percent of 2003 graduates who <u>completed a college prep curriculum</u> , attended a community college in Florida, and whose assessment scores placed them into college-level coursework during Fall 2003 in:		
	Math Reading Writing All Three		
23	Percent of 2003 graduates eligible to receive a Bright Futures Scholarship during Fall 2003:		
	FL Academic Scholars FL Medallion Scholars FL Gold Seal		

Articulation Coordinating Committee

Standing Committee on Course Numbering

Purpose

The purpose of the Standing Committee on Course Numbering is to examine policies and procedures for the assignment of course numbers, the maintenance of course equivalencies, and the accuracy of course data. The Standing Committee will make recommendations to the Articulation Coordinating Committee to modify or enact Statewide Course Numbering System (SCNS) standard operating procedures to increase the transferability of postsecondary courses.

Primary Activities

The primary activities of the Standing Committee on Course Numbering are:

1. Review course numbering issues that appear to contribute to a decrease in the transferability of postsecondary courses. These policies may include course equivalency guidelines, Gordon Rule course identification, differences in credit among equated courses, course levels, and use of laboratory designators.
2. Review the inclusion of non-regionally accredited institutions to facilitate course transfer to public institutions. This may include consideration of faculty credentials and transfer credits.
3. Review of vocational-technical courses on the Statewide Course Numbering System to recommend policies for accurate numbering and transferability. This will include both vocational-technical center and community college vocational-technical courses.
4. Create policies to ensure Statewide Course Numbering System and institution data are matched.

STATEWIDE COURSE NUMBERING SYSTEM

POLICIES REGARDING COURSE EQUIVALENCY

The Statewide Course Numbering System (SCNS) is a classification system for all courses taught by Florida public universities, public community colleges, public vocational-technical centers, and participating nonpublic institutions. Its purpose is to improve program planning, increase communication among participating institutions, and facilitate the transfer of students.

All courses on the SCNS are placed into an appropriate taxonomy by designating a course prefix, level code, course identifier, and laboratory suffix (when applicable). The course prefix, course identifier, and laboratory suffix ('C' or 'L', when applicable) denote course equivalency. The level code, assigned by the institution, indicates the college year in which the course is likely to be offered and does not affect course equivalency.

SCNS Course Number

CHM	1	045	C
Prefix	Level	Course Identifier	Lab Code

Course Number for 'General Chemistry I' with a combination lecture/laboratory component.

When a student transfers an equivalent course to another participating institution, that receiving institution must award credit as though taken at that institution. There are exceptions to this guaranteed transfer, most notably courses for: college and vocational preparatory credit; graduate credit; clinical experiences; certain performing arts credit; and special topics with course identifiers in the range of 900-999.

Faculty committees are responsible for maintaining these course equivalencies. These committees are composed of representatives from universities, community colleges, school districts, and participating nonpublic institutions. Typically, the faculty discipline committee coordinator reviews course requests and assigns the course number. The full committee is often consulted for major changes to the discipline taxonomy. In addition, periodically the discipline committee will meet to review the discipline taxonomy, SCNS statewide profiles, and institution course equivalencies.

Determining Course Equivalency

When the system was developed in the early 1970s, one of the major tasks was to create course equivalency profiles that would describe the content of equivalent institution courses. Faculty discipline committees were created to examine existing course descriptions and determine proper statewide descriptions for topics, prerequisites, level of instruction, and course intent.

In a May 16, 1975, report, *Proposed Course Numbering Maintenance System*, from the Task Force to Develop the Course Numbering Maintenance System, it was stated that “Course descriptions shall not be prescribed, equivalency criteria shall be developed by the appropriate discipline faculty at the state level.” The SCNS *Implementation Manual* of August, 1976, echoed this sentiment, “[the] SCNS provides a common classification system for all disciplines...based on the professional judgment of the faculties in the given discipline areas.”

Therefore, each SCNS faculty discipline committee was to determine its own criteria for course equivalency. Each committee has followed a different strategy in assigning course numbers. Some discipline areas have a rigid, topics-oriented approach to course equivalency. Other disciplines allow more course variation in the same course number. Much of this diversity stems from differing ideas regarding the nature of equivalent courses.

An explanation of one such opinion is from the *Report of the Statewide Course Numbering System Discipline Conference on Psychology* in May, 1980.

“...Some participants were still unclear about the use of the term ‘equivalent’ with the context of SCNS. The participants were informed that – with the exception of graduate-level courses and courses in the –900 series – courses bearing the same prefix and last three digits were to be treated as academically equivalent. That is to say, there is no assumption that such courses are identical, but rather, that for students who have completed a course at one institution who subsequently transfer to another, it should be assumed that they had covered such a comparable range and depth of materials that it would not be necessary to take the ‘equivalent’ course again at the second institution.”

An April 12, 1993, Auditor General audit of the SCNS: *Assignment of Course Levels in the Statewide Course Numbering System* (report no. 12046), examined the issue of course equivalency; specifically the practice of assigning equivalent numbers to courses with different division levels. At the time, courses could be judged equivalent based upon content, even across division levels. So lower-level courses at a community college or university could be equated to upper-level courses at the university. In rarer cases lower level courses could be equated to graduate courses.

The report found there to be a great diversity in course levels for equivalent courses. The report theorized that some courses with the same course prefixes, numbers, and lab suffixes (where applicable) may not be equivalent. The Auditor General recommended the following: “We, therefore, recommend that the State Board of Education direct faculty committees to review course profiles and descriptions in their subject matter area taxonomies to ensure that only courses that are truly equivalent are assigned the same course prefixes, identifiers, and lab suffixes (when applicable). To implement this requirement, we recommend the Department appoint a committee to establish guidelines for faculty committees to use for determining course equivalency and monitor to ensure the faculty committees use these guidelines.”

The result of this report was an examination of the meaning of course equivalency. Was it appropriate that courses were equated that appeared similar in content, but were offered at different points in the curriculum with different program intent? Chapter 95-243, Laws of

Florida resolved much of this discussion, mandating content be reserved for specific levels. This earlier process, however, did offer faculty insights into the nature of course equivalency:

“[T]he original and continuing purpose of the System was to facilitate transfer credits and to ensure automatic satisfaction of course requirements where appropriate. Such transfer of credit or satisfaction of course requirements does not imply that courses with the same content designators are necessarily identical in level or syllabus, but rather that the courses are acceptable substitute experiences for students enrolled in designated academic programs in any System institution. The course descriptors associated with the content designators thus represent minimal requirements in prerequisites and syllabus that will be acceptable for transfer as well as the student population for which the content is intended.”

“[I]t is a mistake to assume the concept of equivalency means two items are identical. Equivalent indicates things that are equal in value or force, or having identical or similar effects. This has traditionally functioned in the SCNS for the purpose of facilitating transfer credit among institutions and for graduation requirements. Thus, courses may be considered functionally equivalent for those purposes. They are not necessarily equivalent for any other purpose, nor are they identical.”

In response to the Auditor General report recommendation, in September, 1993, the Statewide Course Numbering System established guidelines for determining course equivalency. These were to be distributed to all faculty discipline committees for review and implementation.

1. Each Faculty Discipline Committee should develop Subject Matter Area and Prefix definitions
2. Each Faculty Discipline Committee should develop course equivalency profiles that provide narrative or technical information covering course content or objectives.
3. Equivalency is established when:
 - a. the course meets the prefix definition;
 - b. the course satisfies the spirit of the prerequisites and co-requisites;
 - c. the new course request covers 80% of the existing course equivalency profile.
4. Course credits do not vary more than one credit from the median. (This guideline should be established by each faculty discipline committee).
5. Consideration should be given to the sequencing of courses.

From past discussions of course equivalency, and from these guidelines, it would appear courses may be equated that are only similar in nature, not identical. There are numerous examples, however, of courses at different numbers that would appear to be equivalent under these guidelines.

**Valencia Community College
MMC 2100**

“Writing for Mass Communication”

Fundamental instruction and practice in writing for journalism, advertising, broadcasting, and public relations. Pre-professional course for students majoring in journalism and communications.

**Central Florida Community College
MMC 1101**

“Writing for Mass Communication”

This is a pre-professional course designed to provide fundamental instruction and practice in writing for print and electronic news organizations, as well as for advertising and public relations.

**Palm Beach Community College
FSS 1100**

“Purchasing for the Hospitality Industry”

Emphasis on selection and specification requirements for purchasing food including fruit, vegetables, meats, and grocery items; food service standards and specifications, food items and paper and alcoholic beverages will be discussed.

**Chipola Junior College
FSS 1105**

“Food Purchasing”

This course is an introduction to the selection and procurement system of food and non-food items utilized in the food service industry.

**Tallahassee Community College
BSC 1005**

“Introduction to the Biological Sciences”

A basic general education course designed to give the student an understanding of the major biological concepts in plant life, animal and human life, anatomy, reproduction, development, genetics, ecology and evolution.

**Sante Fe Community College
BSC 1001**

“Introduction to Biology”

This course is a one-semester introduction to the biological sciences for the non-science major. It is intended to help the student construct a framework for the interpretation of interrelationships between all living systems and place events in biology in context with other developments in mathematics, chemistry, and cultural history. Successful completion of the course will fulfill part of the Natural Sciences portion of the General Education requirement for the Associate of Arts degree.

**Florida Atlantic University
AML 2010**

“American Literature to 1865”

An overview of American literature, including representative writers of the Colonial, Enlightenment, and Romantic periods.

**Florida State University
AML 2011**

“American Authors to 1875”

Important writings by representative American authors from the colonial period through the post Civil War era. Typically included are Franklin, Irving, Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, Douglass, and Emily Dickinson.

**Broward Community College
AML 2012**

“American Literature to 1900”

Selected masterpieces of American literature before 1900 including works of Hawthorne, Whitman, Melville, and Crane.

The Statewide Course Numbering System is reviewing strategies to increase the transferability of lower-level courses. Crucial to this process is an understanding of the proper nature of course equivalency.

- Are topics alone a good indicator of course equivalency?
- Requiring 80% of the course equivalency profile allows much variation, is this appropriate?
- Should courses with similar topics, but very different prerequisites, be equated?
- Should specialized accreditation (AACSB, ABA, etc) impact course equivalency?

**STATEWIDE COURSE NUMBERING SYSTEM
2004 MEETING PLANNING**

The Statewide Course Numbering System will plan faculty discipline committee meetings using criteria that support objectives. Each discipline will be ranked by these criteria to determine the areas of most importance for a meeting. The following is an example of these disciplines and criteria.

Discipline	Meetings Since 1994	Meetings Rank	# Of Lower Level Courses	Lower Level Courses Rank	# of Courses Equated Across Lower/Upper	Lower/Upper Courses Rank	# of General Education Courses	General Education Courses Rank	Unique Lower-Level Numbers	Unique Lower-Level Numbers Rank	Add Requests from AB and AH	Add Requests Rank	OVERALL RANK
COMPUTER SCIENCE	1	2	2764	2	332	9	27	31	264	1	2900	1	46
MUSIC - OTHER THAN APPLIED	1	2	1497	4	248	11	120	12	121	9	1166	8	46
ART	1	2	1478	5	248	12	157	10	163	4	1079	13	46
CRIMINAL JUSTICE	3	4	1509	3	138	18	33	28	262	2	2132	2	57
BIOLOGICAL SCIENCE	1	2	1142	9	246	13	428	3	83	22	1153	10	59
ENGLISH LANGUAGE AND LITERATURE	3	4	1114	10	26	41	505	1	97	16	1165	9	81
THEATRE ARTS	1	2	870	15	466	6	61	21	95	18	882	21	83
MASS COMMUNICATION	2	3	808	16	420	8	24	35	104	14	1043	15	91
ELECTRICAL-ELECTRONIC TECHNOLOGY		1	1469	6	98	23	7	56	246	3	1980	3	92
MATHEMATICS	5	5	1068	12	82	30	447	2	65	33	1000	16	98
HISTORY		1	592	26	26	42	368	4	88	19	929	18	110
PHYSICAL EDUCATION	1	2	1449	7	94	25	8	51	117	10	844	24	119
PHYSICS		1	685	20	110	22	360	5	54	39	507	41	128
MUSIC - APPLIED	1	2	3699	1		78	27	32	104	15	1117	11	139
HEALTH SCIENCES/RESOURCES	1	2	392	40	432	7	9	49	80	25	894	19	142
AGRICULTURE	2	3	628	23	4	68	35	26	148	5	868	23	148
PARALEGAL/LEGAL ASSISTING	1	2	688	19	1448	1	18	40	62	35	401	52	149
OFFICE SYSTEMS TECHNOLOGY	2	3	1205	8	82	29		98	131	8	1453	5	151
DANCE	1	2	746	18	148	17	14	44	86	20	396	53	154
SPANISH LANGUAGE AND LITERATURE	1	2	406	37	112	21	43	24	48	42	539	34	160
PSYCHOLOGY	1	2	516	27	20	46	161	9	31	60	984	17	161
NURSING	1	2	1059	13	120	20		98	79	26	1323	7	166
POLITICAL SCIENCE		1	314	47	96	24	155	11	31	59	714	27	169
HOME ECONOMICS		1	446	34	28	40	3	71	115	11	1047	14	171
CHEMISTRY		1	647	22	224	14	271	6	21	78	404	50	171
EDUCATION SYSTEMS		1	464	31	92	27	4	62	51	40	1112	12	173
MEDICAL IMAGING AND RADIATION THERAPY	1	2	1101	11	642	4		98	85	21	519	37	173
GRAPHIC ARTS	1	2	679	21	130	19	1	88	107	13	604	33	176
MANAGEMENT	1	2	619	24	2	72	6	58	141	6	888	20	182
NUTRITION		1	479	28	18	48	18	41	78	27	466	45	190
PHILOSOPHY	1	2	281	54	32	36	164	8	40	48	378	54	202
HOSPITALITY MANAGEMENT		1	387	41	272	10		98	59	38	818	25	213
BUILDING CONSTRUCTION		1	393	39	10	59	2	83	76	28	1569	4	214
ENGINEERING TECHNOLOGIES		1	478	29	20	47		98	131	7	507	40	222
INTERDISCIPLINARY STUDIES AND HONORS		1	227	63	16	52	34	27	75	31	417	48	222
DRAFTING: ENGINEERING TECHNOLOGIES		1	451	33	44	32		98	81	23	522	36	223
HUMANITIES	1	2	328	46	34	35	185	7	37	54	199	85	229
GEOGRAPHY	1	2	185	70	152	16	85	17	33	57	281	69	231
PHOTOGRAPHY	1	2	408	36	650	3	3	70	47	43	221	80	234
MARKETING		1	295	51	180	15	1	87	61	36	427	46	236
MECHANICS: AUTO/BOD/DIESEL/MARINE/SM.ENG.		1	343	44		78		98	109	12	1441	6	239
ORNAMENTAL/HORTICULTURAL SCIENCE	1	2	333	45	30	37	1	89	62	34	510	39	246
ENVIRONMENTAL STUDIES	1	2	242	60	2	74	19	37	71	32	493	44	249
SPEECH PATHOLOGY & AUDIOLOGY	1	2	248	59	828	2	7	55	23	75	356	60	253
RELIGION	1	2	183	71	8	63	119	13	39	50	361	59	258
SOCIOLOGY		1	296	50	4	69	110	16	20	82	502	42	260

Articulation Coordinating Committee

Standing Committee on Statewide Articulation Agreements

Purpose

The purpose of the Standing Committee on Statewide Articulation Agreements is to review and make recommendations to the ACC regarding the availability and use of prerequisite courses, and the ongoing development of career ladder and capstone agreements as a means of maximizing transferability and access.

Primary Activities

The primary activities of the Standing Committee on Statewide Articulation Agreements are:

1. Review and provide input on the Common Prerequisites Manual.
2. Provide input on the development of career ladder and capstone agreements.

Articulation Coordinating Committee

Standing Committee on Acceleration Mechanisms

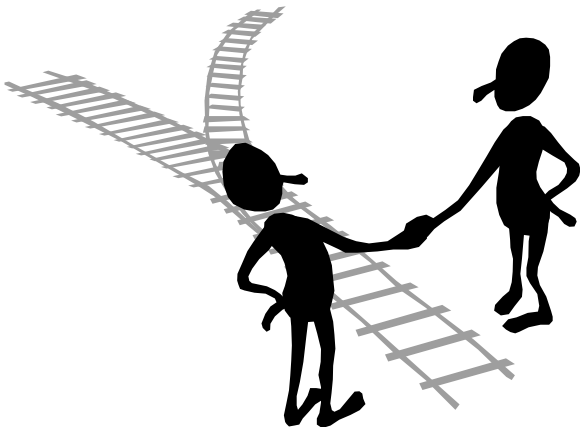
Purpose

The purpose of the Standing Committee on Acceleration Mechanisms is: 1) to review and make recommendations to the ACC regarding programs that provide students with non-traditional ways of earning college credit; 2) to review and make recommendations to the ACC regarding dual enrollment; and 3) to review and make recommendations to the ACC regarding maximizing the use of acceleration credit as a means of shortening the time to degree.

Primary Activities

The primary activities of the Standing Committee on Acceleration Mechanisms are:

1. Provide input in the development of sample formats for interinstitutional articulation agreements.
2. Provide input on technical assistance workshops.
3. Provide input on the development of guidelines for participation in acceleration mechanisms.
4. Provide input on the development of a dual enrollment handbook and the course equivalency list.
5. Provide input on a core of general education courses to assist counselors in guiding dual enrollment participants.
6. Review and make recommendations to the ACC regarding weighting practices for acceleration mechanisms.



Have You Updated Your Interinstitutional Articulation Agreement?

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Section 1007.235(2), Florida Statutes, requires “The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year.”

It’s that time! A copy of your updated Agreement will be requested by the Department

of Education in May. The following components, at a minimum, must be contained in your agreement:

1. A ratification of all existing articulation agreements between the community college and the school district.
2. Courses and programs available to students eligible to participate in dual enrollment, including a plan for the community college to provide guidance services.
 - The process by which parents and students are notified of the option to participate.
 - The process by which students and parents exercise their option to participate.
 - High school credits earned for completion of a dual enrollment course.
 - High school graduation requirements met through completion of dual enrollment courses.
 - Eligibility criteria for student participation in dual enrollment courses and programs.
 - Institutional responsibilities for student screening prior to enrollment, and monitoring of enrolled students.
 - Criteria by which the quality of dual enrollment courses and programs are to be judged and maintained.
 - Institutional responsibilities for the cost of dual enrollment courses and programs.
 - Responsibility for providing student transportation.
3. Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates.
 - Mechanisms currently being initiated.
 - An analysis of problems and corrective actions.
 - Anticipated outcomes.
 - Strategies for the better preparation of students upon graduation from high school.
 - An analysis of costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions.
 - The identification of strategies for reducing costs of the delivery of postsecondary remediation for recent high school graduates.
4. Mechanisms and strategies for promoting "tech prep" programs of study.
5. A plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers.

Helpful Hints

The dual enrollment component of the agreement represents a significant portion of the overall agreement and generally proves to be among the most difficult sections to effectively negotiate. A strong dual enrollment agreement protects both the students and the institutions, provides win-win solutions to financial challenges, and allows for maximum access. Districts that report the greatest satisfaction with their dual enrollment programs typically have successfully negotiated:

- **Cost-sharing for the “cost of instruction”.** For a pure dual enrollment class, each entity can contribute toward the cost of the instructor (for example, half the cost of an adjunct if it’s a community college instructor, or half the cost of a teaching overload if it’s a high school teacher). Each entity can bill the other accordingly, at the end of each semester. A good mix of community college instructors and high school teachers will provide for a balance in the funds paid out and those received.
- **Textbook Adoption Timetables.** While school districts are responsible for the purchase of their students’ textbooks, the two entities can come to an agreement on a reasonable length of time for the use of “class sets” of dual enrollment textbooks. If, for example, districts can be guaranteed use of a set of textbooks for 3 years from the time of purchase, the enormous cost associated with textbooks can be greatly diminished. With the exception of those areas with rapidly changing technology (which can be specified in the agreement), most academic texts can be used effectively for much longer than they typically are used. Though this may involve compromise on the part of the instructors, it does not compromise the quality or integrity of the course.
- **Courses to be Made Available to Students.** There is a statewide [Dual Enrollment Course Equivalency List](#) that is available on the DOE web site and in the [Counseling for Future Education Handbook](#). This list provides high school credit transfer guarantees, as well as Bright Futures subject area equivalencies for hundreds of college courses. The list is a great starting point, but should not be viewed as the limits of dual enrollment course offerings. Courses to be offered beyond the state list (with their locally designated high school credit equivalencies) should be clearly delineated.
- **Deadlines.** Procedures for participation, along with firmly established deadlines, are essential to the agreement. Confusion and frustration often occur when students or parents are given conflicting information about procedures and deadlines from the high school and the college. Without an official resource, parents seek resolution with their school board, the college president, or the DOE, none of which has the ability to single-handedly make these decisions.

**If you need assistance with your articulation agreement contact
Dr. Laura Hébert at Laura.Hebert@fldoe.org or 850-245-9558.**

Articulation Coordinating Committee

Standing Committee on Policies and Oversight

Purpose

The purpose of the Standing Committee on Policies and Oversight is: 1) to review and make recommendations regarding increased access to the work of the ACC; 2) to review and make recommendations to the ACC regarding articulation rule and policy changes, reflecting system improvements and changes in statute; and 3) to review instances of student transfer and admissions difficulties among universities, community colleges, and public schools.

Primary Activities

The primary activities of the Standing Committee on Policies and Oversight are:

1. Provide input on ways to provide better statewide access to the work of the ACC.
2. Review, update, and make recommendations to the ACC regarding articulation statutes, rules, and policies.
3. Recommend resolutions to instances of student transfer and admissions difficulties.