Florida Pathways Institute: Dual Enrollment Partnerships

A Resource Guide to Support Dual Enrollment Enhancement and Expansion



APPENDIX A

Florida Pathways Institute - Dual Enrollment Partnerships Participating Teams

Postsecondary	District		
Eastern Florida State College	Brevard Public Schools		
Florida State College at Jacksonville	Duval County Public Schools		
Hillsborough Community College	Hillsborough County Public Schools		
Lake-Sumter State College	Lake County Schools	Sumter County Schools	
Locklin Technical College	Santa Rosa County School District		
Manatee Technical College	Manataa County School District		
State College of Florida, Manatee-Sarasota	Manatee County School District		
Miami Dade College	Miami Dade County Public Schools		
Northwest Florida State College	Okaloosa County School District	Walton County School District	
Palm Beach State College	School District of Palm Beach County		
Pasco-Hernando State College	Hornando County School District	Dagaa County Sahaala	
St. Leo University	Hernando County School District	Pasco County Schools	
Polk State College	Polk County School District		
St. John's River State College	Clay County School District	Putnam County School District	St. John's County School District
Seminole State College of Florida	Seminole County Public Schools		
South Florida State College	DeSoto School District	Hardee County School District	Highlands County School District
Tallahassee State College	Leon County School District		
Valencia College	Orange County Public Schools		



APPENDIX B



Summary of Florida's Dual Enrollment Policies

Florida Statutes and State Board of Education Rule

<u>1003.4295</u> S. 1003.4295, F.S., Acceleration Options

General authorization and requirements for acceleration options through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, early admission, and career academy courses and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

<u>1003.436</u> S. 1003.436, F.S., Definition of "Credit"

For the purposes of requirements for high school graduation, establishes the definition of credit as one full credit meaning a minimum of 135 hours instruction. It also requires the State Board of Education to determine the number of postsecondary credit hours earned through dual enrollment pursuant to s. 1007.271, F.S., that satisfy the requirements of a dual enrollment articulation agreement according to s. 1007.271(21), F.S., and that equal one full credit of the equivalent high school course identified pursuant to s. 1007.271(9), F.S.

1007.27 S. 1007.27, F.S., Articulated Acceleration Mechanisms

Establishes Legislative intent for articulated acceleration mechanisms to be available for secondary and postsecondary students attending public educational institutions. It specifies articulated acceleration mechanisms shall include, but are not limited to, dual enrollment and early admission as provided for in s. 1007.271, F.S., advanced placement, credit by examination, the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Credit earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

<u>1007.271</u> Section (s.) 1007.271, Florida Statutes (F.S.), Dual Enrollment Programs

The primary authorizing statute for dual enrollment. Provisions include, but are not limited to, the following: purpose, eligibility, faculty qualifications and requirements, academic rigor and curriculum standards, high school graduation requirements, early admission, home education, and the dual enrollment articulation agreement. Establishes the district reimbursement process as follows.

S. 1007.271(21)(n), F.S., *A funding provision that delineates costs incurred by each entity.*

1. School districts shall pay public postsecondary institutions the standard tuition rate per credit hour from funds provided in the Florida Education Finance



Program when dual enrollment course instruction takes place on the postsecondary institution's campus and the course is taken during the fall or spring term. When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district shall reimburse the costs associated with the postsecondary institution's proportion of salary and benefits to provide the instruction. When dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution. A postsecondary institution may enter into an agreement with the school district to authorize teachers to teach dual enrollment courses at the high school site or the postsecondary institution. A school district may not deny a student access to dual enrollment unless the student is ineligible to participate in the program subject to provisions specifically outlined in this section.

S. 1009.23, F.S., establishes the standard tuition rate per credit, and s. 1009.30, F.S., provides for additional dual enrollment funding streams.

1007.273 S. 1007.273, F.S., Early College Program

Establishes the criteria for the early college program.

Each Florida College System institution shall work with each district school board in its designated service area to establish one or more early college programs. As used in this section, the term "early college program" means a structured high school acceleration program in which a cohort of students is enrolled full time in postsecondary courses toward an associate degree.

Includes the requirement that school districts and Florida College System institutions execute an annual contract.

1009.23 S. 1009.23, F.S., Florida College System Institution Student Fees

Establishes the standard tuition rate per credit according to the following:

S. 1009.23(3)(a), F.S., Effective July 1, 2014, for advanced and professional, postsecondary vocational, developmental education, and educator preparation institute programs, the standard tuition shall be \$71.98 per credit hour for residents and nonresidents, and the out-of-state fee shall be \$215.94 per credit hour.

1009.25 S. 1009.25, F.S., Fee Exemptions

Establishes an exemption from tuition and fees for students enrolled in dual enrollment and early admission.

1009.30 S. 1009.30, F.S., Dual Enrollment Scholarship Program



Establishes the Dual Enrollment Scholarship Program created in 2021 to provide reimbursements (tuition and instructional materials) to postsecondary institutions for students participating in dual enrollment during the summer and private and home school student participation in the fall and spring.

To receive a reimbursement, a participating postsecondary institution must comply with required deadlines. If the statewide reimbursement amount is greater than the appropriation, the institutional reimbursement amounts must be prorated among the institutions that have reported eligible students to the Florida Department of Education (DOE) by the specified deadlines.

1009.31 S. 1009.31, F.S., Dual Enrollment Educator Scholarship Program

Establishes the Dual Enrollment Educator Scholarship Program to assist teachers of grades 9-12 in public schools in obtaining the graduate degree and credentials necessary to provide dual enrollment coursework directly to students at the school site.

<u>1011.62</u> S. 1011.62, F.S., Funds for Operation of Schools

If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined by the provisions in this statute. S. 1011.62(1)(i), F.S., includes the criteria for the calculation of the full-time equivalent for dual enrollment. Dual enrollment participation receives an added allocation according to the following provision.

S. 1011.62(1)(i)(2), F.S. Additional full-time equivalent student membership.—For students enrolled in an early college program pursuant to s. 1007.273, a value of 0.16 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of "A" or better. For students who are not enrolled in an early college program, a value of 0.08 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of "A" or better. For students who are not enrolled in an early college program, a value of 0.08 full-time equivalent student membership shall be calculated for each student who completes a general education core course through the dual enrollment program with a grade of "A." In addition, a value of 0.3 full-time equivalent student membership shall be calculated for any student who receives an associate degree through the dual enrollment program with a 3.0 grade point average or better. This value shall be added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year.

6A-1.09981 Rule 6A-1.09981, F.A.C., School and District Accountability

The purpose of this rule is to provide the definitions and policies for school and district grades accountability systems. Includes the criteria for dual enrollment and



industry certifications to be included in the school grades calculation.

2. College and Career Acceleration. (100 points) The percentage of students included as graduates in the graduation rate from subparagraph (4)(c)1. of this rule, who, while in high school, earned the following:

b. College credit through dual enrollment courses according to the requirements of Rule 6A-14.064, F.A.C., or, beginning with the 2021-2022 calculation of school grades, through the completion of three hundred (300) or more clock hours through career dual enrollment courses according to the requirements of Rule 6A-6.0575, F.A.C.; or

c. Career and Professional Education (CAPE) industry certification or a CAPE acceleration industry certification identified in the Industry Certification Funding List adopted in Rule 6A-6.0573, F.A.C.

<u>6A-10.030</u> Rule 6A-10.030, F.A.C., Other Assessment Procedures for College-Level Communication and Computation Skills

Known as the Gordon Rule. Provision included for dual enrollment to satisfy the English and mathematics requirements for the associate in arts.

<u>6A-10.040</u> Rule 6A-10.040, F.A.C., Basic Skills Requirements for Postsecondary Career Certificate Education

(9) Dual enrollment. Pursuant to paragraph (8)(b) of this rule, students enrolled in an eligible career education dual enrollment program under Section 1007.271, F.S., are exempt from the basic skills examination requirement if they have demonstrated readiness for postsecondary education in accordance with Rule 6A-10.0315, F.A.C. prior to admission into the career certificate program. Dual enrollment students who have not met this requirement must complete the basic skills examination, unless otherwise exempt.

6A-14.064 Rule 6A-14.064, F.A.C., College Credit Dual Enrollment

Implementing rule for s. 1007.271, F.S. Various provisions for dual enrollment, including eligibility and college readiness, allowance for SLS enrollment, curriculum standards, and faculty requirements.

6A-20.0282 Rule 6A-20.0282, F.A.C., Dual Enrollment Scholarship Program

Implementing rule for s. 1009.30, F.S. Specifies criteria and reporting requirements for the Dual Enrollment Scholarship Program, which provides eligible postsecondary institutions with reimbursement for tuition and instructional materials costs for dual enrollment students.

<u>6A-6.0575</u> Rule 6A-6.0575, F.A.C., Clock Hour Dual Enrollment for School and District Accountability

Establishes the criteria for clock hour dual enrollment to be included College and



Career Acceleration component in school and district grades.

<u>6A-6.0576</u> Rule 6A-6.0576, Florida Administrative Code (F.A.C.), CAPE Industry Certification Funding List

Provides for industry certifications earned through career dual enrollment be included as a CAPE Industry Certification or a CAPE Acceleration Industry Certification on the Funding List. Establishes the following parameters for an additional FTE membership calculation:

(9)(e) Postsecondary dual enrollment courses must be registered by the district as career-themed courses for the CAPE Industry Certification or CAPE Acceleration Industry Certification earned in these courses to be included in the additional FTE membership calculation, under the conditions specified in Section 1011.62(1), F.S.

APPENDIX C

Florida Pathways Institute Dual Enrollment Partnerships Post Kick-off Convening Action Plan Template

By participating in the Florida Pathways Institute: Dual Enrollment Partnerships, core teams will:

- Gain a better awareness of dual enrollment policies and practices.
- Build upon and strengthen existing partnerships that support high-quality college credit and career dual enrollment.
- Promote the purposeful expansion of dual enrollment participation and success.
- Develop capacity for strategic leadership in dual enrollment partnerships.

To achieve increased outcomes for all state students, the Florida Student Success Center has developed a post kick-off convening action plan template that each core team will complete to drive action during the FPI and beyond. It is important that each core team member contributes to the development of the action plan and commits to actions that will promote deeper partnership engagement and clarify roles and responsibilities.

I. Introduction

The purpose of this action plan is to outline the goals, strategies, and responsibilities of the dual enrollment partnership core team.

Core Team Members

Name	Title	District/School/College/University

Add rows as needed.

The following additional stakeholders have a role in the dual enrollment process.

Additional Stakeholders

Name	Title	District/School/College/University

Add rows as needed.

II. Vision and Goals

Vision Statement: [Describe the shared vision of the partnership] **Goals:** [List specific, measurable, achievable, relevant, and time-bound (SMART) goals for the partnership]

III. Action Steps

Goal 1: [State goal] Action Steps: [Describe specific action step] [Describe specific action step] [Describe specific action step]

Timeline: [Set deadlines for each action step]Indicators of Success: [Define how you will measure the success of each goal]Data Collection: [Explain the methods for collecting relevant data]

Goal 2: [State goal]

Action Steps: [Describe specific action step]

[Describe specific action step] [Describe specific action step]

Timeline: [Set deadlines for each action step]Indicators of Success: [Define how you will measure the success of each goal]Data Collection: [Explain the methods for collecting relevant data]

Goal 3: [State goal] Action Steps: [Describe specific action step] [Describe specific action step] [Describe specific action step]

Timeline: [Set deadlines for each action step]Indicators of Success: [Define how you will measure the success of each goal]Data Collection: [Explain the methods for collecting relevant data]

IV. Resources and Support

Budget: [Outline the budget allocation for the partnership]Training and Professional Development: [Describe any training needs]Additional Support: [Specify any external resources or partners]

V. Communication

Internal Communication: [Specify how team members will communicate with each other] **External Communication:** [Describe how the partnership will communicate with stakeholders, parents, students, and the community]

VI. Challenges and Mitigation

Challenges: [List potential challenges that may arise] **Mitigation Strategies:** [Detail strategies to address and overcome these challenges]

VII. Conclusion

Next Steps: [Summarize the immediate next steps]

VIII. Appendices [Include any additional documents or resources that support the plan]

A. Responsibility Matrix

Goal	Action Step	Individual Responsible	Due Date

B. Data Dashboard and Key Performance Metrics

District(s)	Postsecondary	Vision	Goal 1	Goal 2	Goal 3	Goal 4	Full Implementation	n Student Success Center Comments
Lake and Sumter County	Lake Sumter State College	Increase communication and collaboration opportunities	Increase parent/family awareness of dual enrollment program	Provide additional dual enrollment pathways	Increased channels of dual enrollment communication		Fall 2024	Consider refining goals using the S.M.A.R.T. Goal framework to guide
Schools		between the college, the school districts, and the local community						implementation, monitoring and continuous improvement. For Student Success Center follow-up: Challenge - lack of clarity on dual
Duvel County Dublic	Elorido Stato Collogo at	Cohesive; Collaborative; free exchange of ideas and	Decrease Fall high school campus registration time to no more	For Early College students implement a career exploration plan	Middle asheel informational rear uitment plan	Data dashboard.	Fall 2025	enrollment policies
Duval County Public Schools	Florida State College at Jacksonville	· · · · · · · · · · · · · · · · · · ·	than three weeks.	for Spring of Grade 9, post-secondary exploration plan for Fall of Grade 10, and Spring of Grade 10 FSCJ DE Coordinators will work with students to create an individual degree plan of the specific courses they will take based on their potential major and postsecondary institution.		Data dashboard.	Fail 2025	Impressive range of activities, including recruitment, academic planning, enrollment and data usage for continuous improvement. What is the desired outcome of goal 4 and who is the intended audience?
Hillsborough County Public Schools	Hillsborough Community College	Hillsborough County Public Schools and Hillsborough Community College will foster a culture of early college readiness, empower students to pursue advanced academic opportunities, and strengthen the connection between high school and higher education pathways.	Hillsborough County Public Schools (HCPS) and Hillsborough Community College (HCC) will Increase awareness and participation in dual enrollment courses & early admissions opportunities through targeted outreach efforts aimed at students and parents.		Develop AS course opportunities/pathway in select courses- Computer Science field/Accounting & Finance			Consider refining goals using the S.M.A.R.T. Goal framework to guide implementation, monitoring and continuous improvement.
School District of Manatee County	Manatee Technical College	To empower students in our school district to seamlessly transition into higher education and the workforce by providing innovative dual enrollment opportunities that enhance their academic and professional growth, ensuring a successful	By the end of the academic year, increase the number of students enrolled in dual enrollment courses by 10% compared to the previous year, with a focus on expanding course offerings and promoting awareness of the benefits of dual enrollment				Fall 2024	Inviting partner postsecondary institutions (SCF and USF) is a promising strategy in improving career dual enrollment pathways. For Student Success Center follow-up: Challenge - Eliminating the Career
		future for all	among students and parents					Dual Enrollment stigma
Miami-Dade County Public Schools	Miami Dade College	Miami Dade College (MDC) and Miami-Dade County Public Schools (M-DCPS) share a strategic alignment in the expansion of dual enrollment, which has resulted in unprecedented increases in secondary school student participaton. This accomplishment stems from a shared vision that consists of 3 key components: strengthening relationships, leveraging technology, and expanding provisions found within the appual articulation agreement	Launch new guided pathway directory that aligns to MDCPS Career Academies	Increase the number of M-DCPS students enrolled in Dual Enrollment courses.	Increase the number of CTE high school students who graduate with postsecondary education credits.	Increase number of dual enrollment students that concurrently earn an Associate in Arts degree and high school diploma.	Fall 2024	Consider refining goals using the S.M.A.R.T. Goal framework to guide implementation, monitoring and continuous improvement. Congratulations for receiving the Perkins Innovation and Modernization (PIM) Program Tech Credentials for Tomorrow's Workforce Grant.
Okaloosa and Walton	Northwest Florida State	provisions found within the annual articulation agreement. To increase awareness and interest in dual enrollment and	ACCESS - Create equitable access to dual enrollment following	PARTICIPATION - Increase student participation in dual	RETENTION - Increase enrollment and retention of students	COMPLETION - Increase the number of dual students who	Fall 2024	Excellent usage of S.M.A.R.T. Goal framework. The specificity and targets
County School Districts	College	create processes and systems that support student success and completion of the A.A. degree.	Florida Statute through the removal of non-statute restrictions and create continuity across all 2024-2025 Articulation Agreements.	enrollment for fall 202510 by 3% and Spring 202520 by 3% as compared to Fall 202410 (1427), and Spring 202420 (1323).		graduate with their Associate of Arts degree concurrently with receiving their high school diploma by 15 percent.		will serve as a guide and measure of action plan success. Self-registration is a promising strategy in improving the dual enrollment enrollment process
School District of Palm Beach County	Palm Beach State College	Our vision is to have the most efficient, streamlined, and impactful dual enrollment program in the state of Florida, where every eligible student has the opportunity to participate in at least one dual enrollment class before	Increase participation in Credit Dual Enrollment. By June 30, 2025, we will increase participation in credit dual enrollment by up to 5%.	Assess, Monitor, and evaluate participation in Dual Enrollment	Increase Career Dual Enrollment Participation		Summer 2025	Good use of S.M.A.R.T. Goal framework for Goal 1. Consider refining Goal 2 and 3 using the S.M.A.R.T. Goal framework to guide implementation, monitoring and continuous improvement.
		graduating high school.						The addition of part-time dual enrollment options, including evenings, weekends, and virtual is an innovative strategy to expanding access. The Student Success Center will be interested in receiving updates regarding student demand.
Pasco and Hernando County School Districts	Pasco-Hernando State College and St. Leo University	Collectively engage constituents in secondary and post- secondary education for the	Increase enrollment in the Early College Program	Create funding system to incentivize teaching dual enrollment on the high school campus locations	Expanding dual enrollment access		Spring 2024	Consider refining goals using the S.M.A.R.T. Goal framework to guide implementation, monitoring and continuous improvement. There are no details included for Goal 2. It appears the vision statement was truncated.
Polk County Public Schools	Polk State College	The shared vision is to increase dual enrollment opportunities for all students and increase the success of participating students.	Create a Pre-Early College Pilot Program	Create Polk State College Branded On-Campus AA/AS Pilot Program on the campus of two traditional high schools.			Fall 2025	Great utilization of the S.M.A.R.T. Goal framework. The level of detail provided and indicators of success chosen will allow you to monitor progress towards meeting intended goals. Consider partnering with institutions such as FSCJ-DCPS and PBSC-SDPBC, that have implemented pre-early college programs.
Seminole County Public Schools	Seminole State College		Electronic automation of Registration and application processes related to Dual Enrollment.	s Strengthening the value proposition for students and parents.	Provide targeted opportunities for underrepresented students.		Fall 2024	Consider refining goals using the S.M.A.R.T. Goal framework to guide implementation, monitoring and continuous improvement. There appears to be no vision to guide the action plan and its goals.
								The detailed action steps and timeline for Goal 1 clearly define the approach to automating dual enrollment processes. This will serve the partnership well in maintaining momentum towards the goal.
								Recieving updates on the partnership's approach to external communications will be of interest to the Student Succes Center.
DeSoto, Hardeee, and Highlands County Public Schools	South Florida State College	SFSC and its district partners will collaborate to develop and implement high-quality, data-driven dual enrollment pathways that increase student participation, success, and educational attainment in the region.	Council to identify key stakeholders to provide leadership and	forums for each SFSC service area school district	DATA - Identify appropriate data entry for all DE students.		Spring 2025	Consider refining goals using the S.M.A.R.T. Goal framework to guide implementation, monitoring and continuous improvement. There appears to be no vision to guide the action plan and its goals.
								For Student Success Center follow-up: Goal 1 is to develop a Dual Enrollment Council. How is this different from the statutorily required Articulation Committee?
Clay, Putnam, and St. Johns County School Districts	St. Johns River State College	Overall access and efficiency. A collaborative regional partnership that provides opportunity for acceleration opportunities in Early College or Dual Enrollment to the greatest number of gualified students in the most efficient	Establish a standing regional articulation committee for Early College and Dual Enrollment.		Examine current articulation agreements for Early College and Dual Enrollment and identify areas for consideration of proposed changes and/or improvement.		Summer 2025	Consider refining goals using the S.M.A.R.T. Goal framework to guide implementation, monitoring and continuous improvement. There appears to be no vision to guide the action plan and its goals.
		means possible.						Collaboratively developing Key Performance Indicators is an excellent strategy to enhacing the partnership.
								For Student Success Center follow-up: Goal 1 is to develop a standing regional articulation committee. How is this different from the statutorily required Articulation Committee?
Leon County Schools	Tallahassee Community [State] College		Establish strong, annual articulation agreements among participating high schools, the school district, and the college for high-demand CTE fields, ensuring seamless credit transfer for qualified high school students pursuing two-year AS	listing of all dual-enrolled students in jeopardy of not	Achieve and maintain above 90% success rate of AB grades for dual enrolled students each semester.		Spring 2025	A well-honed action plan with a clear focus on CTE dual enrollment pathways. Data tracking and scheduled monitoring is an excellent strategy to enhancing partnership coordination.
			degrees.					The Student Success Center will be interested in reviewing revisions to the 2024-2025 Dual Enrollment Articulation Agreement that are specifically intended to emphasize focus on CTE Programs.
Orange County Public Schools	Valencia College	Strengthen existing relationships through structured activities and shared learning to expand access to and participation in dual enrollment to increase student achievement.		Expand and enhance onboarding program for newly admitted dual enrollment students	Secure wrap around services to support current dual enrollmen students' continuing program eligibility.	ıt	Fall 2024	Consider refining goals using the S.M.A.R.T. Goal framework to guide implementation, monitoring and continuous improvement. There appears to be no vision to guide the action plan and its goals.
								For Student Success Center follow-up: 331 dual enrollment students on academic warning from Fall 2023



Career Dual Enrollment

January 17, 2024

11:00am-12:30pm



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Agenda

- What Is Career Dual Enrollment
- What Career Dual Enrollment is Not
- CTE Programs Eligible for Career Dual Enrollment
- Curriculum Frameworks
- Basic Skills Exit Requirements
- Dual Enrollment vs. Career Dual Enrollment
- Cape Funding



What Is Career Dual Enrollment?

- Career dual enrollment is a specific form of dual enrollment in which students enroll in postsecondary courses that lead to an industry certification as identified in section (s.) 1008.44, Florida Statutes (F.S.).
 - In practice, a career dual enrollment program must lead to an industry certification on the Career and Professional Education (CAPE) Industry Certification List that is either designated as secondary funding eligible or postsecondary funding eligible.
- Career dual enrollment is available to students in public schools, home education and private high schools that are in compliance with s. 1002.42(2), F.S. and provide secondary curriculum pursuant to s. 1003.4282, F.S.



Career Dual Enrollment Admission Requirements & College Readiness

- Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school grade point average.
 - Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established between the school district and the postsecondary institution.
- Florida College System institution boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction.

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Career Dual Enrollment Admission Requirements & College Readiness

- In addition to statutory requirements, it is important to note that some CTE programs that train for regulated occupations may not be eligible to be offered for career dual enrollment.
- Some regulatory bodies may require a high school diploma as a minimum admissions criteria.
- Some may have age or other prerequisite requirements.



Specific Statutory Requirements for Districts

- District-sponsored career centers must submit their agreements to the Office of Articulation at the Florida Department of Education annually by August 1.
- The Office of Articulation has developed an online system for the submission of dual enrollment articulation agreements established by district career centers, Florida College System and State University System institutions. The site is available at: <u>https://www.surveymonkey.com/r/DEAgreements</u>
- Centers may submit multiple high school agreements at a time, provided the agreements are identical in their substantive content. When doing so, the centers should also indicate the appropriate participating school districts and provide the appropriate language for each section. A copy of each signed agreement should be attached to the submission for final review by the department.



What Career Dual Enrollment Is Not

- The following program types maintained by the Division of Career and Adult Education are not eligible to be offered as career dual enrollment:
 - Continuing Workforce Education
 - Pre-apprenticeship and Apprenticeship
 - Applied Technical Certificates
 - Applied Academics for Adult Education programs, college preparatory instruction, and other pre-collegiate instruction
- There are arrangements primarily in school districts, sometimes referred to as "shared enrollment", whereby secondary students can take secondary-level courses at postsecondary institutions. These are not considered dual enrollment because the student is enrolled in a secondary course and program number and is receiving secondary credit only.



CTE Programs Eligible for Career Dual Enrollment

- The determination of the appropriate industry certification(s) tied to the Career and Technical Education (CTE) postsecondary program rests with the postsecondary institution and their credentialed faculty.
- Those industry certifications must be available to postsecondary adult students, as well as career dual enrollment students. There should be no differentiation in the content or the industry certification(s) for adult students versus K-12 career dual enrollment students.
- As a best practice, the industry certification(s) should be identified in the Career Dual Enrollment Articulation Agreement, institutional catalogs, other promotional materials and in the school district's student progression plan.



Curriculum Frameworks Guide Instruction

- CTE Curriculum Frameworks can be found on our website:
 - <u>CTE Curriculum Frameworks (fldoe.org)</u>
- Program Title: .NET Application Development & Programming
- Program Type: Career Preparatory
- Career Cluster: Information Technology

	Career Certificate Program		
Program Number	Y700400		
CIP Number	0511020314		
Grade Level	30, 31		
Standard Length	1050 hours		
Teacher Certification	Refer to the Program Structure section.		
CTSO	PBL, BPA		
SOC Codes (all applicable)	Assignment pending.		
CTE Program Resources	http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml		
Basic Skills Level	Computation: 9	Communication (Reading and Language Arts): 9	1

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Curriculum Frameworks Guide Instruction

This program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

OCP	Course Number	Course Title	Teacher Certification	Length	SOC Code
A	OTA0040	Information Technology Assistant	OTA0040 Teacher Certifications	150 hours	
В	CTS0041	Computer Programmer Assistant	BUS ED 1 @2	300 hours	
С	CTS0044	Computer Programmer	COMPU SCI 6	150 hours	
D	CTS0032	.NET Programmer	COMP PROG 7G	450 hours	

 School districts must enroll K-12 students in the postsecondary courses identified in the curriculum frameworks. FCS institutions may use the courses in the framework or other SCNS courses selected to deliver instruction.



Career Dual Enrollment and Basic Skills Exit Requirements

- Basic skills exit requirements are to show standards of basic skill mastery for completion of certificate career education programs.
- Pursuant to s. 1004.91, F.S., career dual enrollment students enrolling in a career certificate program that is 450 hours or greater are subject to the basic skills exit requirements and must be tested within the first six weeks after admission to the program, unless the student has documentation of a qualifying exemption prior to admission, such as demonstration of readiness for postsecondary education, in accordance with Rule 6A-10.0315, Florida Administrative Code (F.A.C.).
- If the career certificate program is less than 450 clock hours, there are no basic skills exit requirements, and therefore there is no testing requirement.



Career Dual Enrollment in Courses that End After a Student is Scheduled to Graduate from High School

- Students may not enroll/register for dual enrollment courses that are projected to end after the student is projected to graduate from high school.
 - For example, if the dual enrollment course ends on June 30 and the student is projected to graduate on May 31, the student may not enroll in that dual enrollment course. However, the student may register and pay tuition and fees for the postsecondary course as specified in statute.



Dual Enrollment vs. Career Dual Enrollment

College Credit Dual Enrollment	Career Dual Enrollment
Minimum GPA Requirement 3.0	Minimum GPA Requirement 2.0
Placement Testing	Basic Skills Assessment
Length of Course: Semester	Length of Course: Determined by Program Clock Hours
Grades 6-12	Grades 6-12 Regulatory Program Requirements*

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Stackable Credentials



IC - Industry Certification

A credential awarded by an industry recognized third-party certifying entity

CTC - Career Technical Certificate A credential awarded based on clock hours for job preparation

CCC - College Credit Certificate A credential with a specific job skill set related to an AS degree

AS - Associate in Science Degree

A credential with general education and career specific college credit courses

ATC - Advanced Technical Certificate A credential to upgrade skills after earning an AS degree

BS - Bachelor Degrees

A credential obtained after an Associate degree

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CAPE Funding

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CAPE Industry Certification Funding List

- Link to CAPE Industry Certification Funding List: <u>https://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.stml</u>
- This is now a combined list with secondary and postsecondary industry certifications included.
- Annually adopted by the State Board of Education, usually in August at the beginning of the academic year.



CAPE Industry Certification Funding Weights

Funding Weight	Description of Weight
0.025 FTE	CAPE Digital Tool Certificate
0.1 FTE	CAPE Industry Certification (no articulation agreement)
0.2 FTE	CAPE Industry Certification with a statewide articulation agreement of up to 14 college credits
0.5 FTE	CAPE Acceleration Industry Certification with a statewide articulation agreement of 15 to 29 college credits
1.0 FTE	CAPE Acceleration Industry Certification with a statewide articulation agreement of 30 or more college credits

NOTE: CAPE Digital Tool certificates are only for students in grades K-8.

www.FLDOE.org



How can industry certifications earned through career dual enrollment generate funding?

- Industry certifications on the CAPE Industry Certification Funding list are fundable for career dual enrollment activity in two ways:
 - Funded in the Florida College System and school district postsecondary allocations, if the certification has postsecondary funding eligibility on the list
 - Funded in the Florida Education Finance Program (FEFP) if the certification earned through dual enrollment is NOT postsecondary funding eligible.



FEFP Requirements

 Under the requirements of the FEFP for distribution of funds, the following language from <u>s. 1011.62(1)(o), F.S.</u>, is the most relevant to funding associated with dual enrollment:

<u>Dual Enrollment Language</u>

• CAPE industry certifications earned through dual enrollment must be reported and funded pursuant to s. <u>1011.80</u>. However, if a student earns a certification through a dual enrollment course and the certification is not a fundable certification on the postsecondary certification funding list, or the dual enrollment certification is earned as a result of an agreement between a school district and a nonpublic postsecondary institution, the bonus value shall be funded in the same manner as other nondual enrollment course industry certifications. In such cases, the school district may provide for an agreement between the high school and the technical center, or the school district and the postsecondary institution may enter into an agreement for equitable distribution of the bonus funds.



New Additional FTE for Earning an A in a Career Dual Enrollment Course

- To be implemented for the 2024-25 FEFP
- Provides 0.08 FTE for each student who completes a career course through the dual enrollment program with a grade of "A" in a pathway that leads to an industry certification that is included on the CAPE Industry Certification Funding List
- FDOE is in rule development for this implementation and will be adopting a list of courses for which the district may claim FTE (Rule 6A-6.0577, F.A.C.)



Thank You

www.FLDOE.org



Contact Information

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Director, Career Education & Articulation

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Tara Goodman

Vice Chancellor, Division of Career & Adult Education

Tara.Goodman@fldoe.org

www.FLDOE.org



Resources

- <u>https://www.fldoe.org/policy/articulation/</u>
- <u>https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/</u>
- <u>https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml</u>
- <u>https://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/psav-to-aas-as-degree.stml</u>
- <u>https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/</u>
- <u>https://www.fldoe.org/academics/career-adult-edu/cape-postsecondary/</u>

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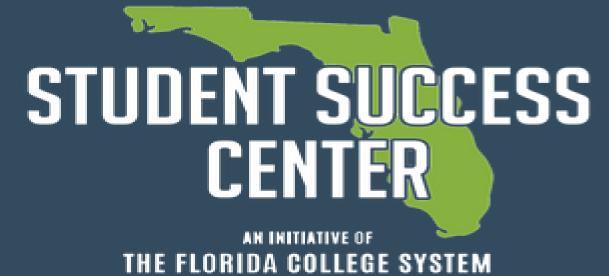


THE FLORIDA COLLEGE SYSTEM

Florida Pathways Institute: Dual Enrollment Partnerships

Career Dual Enrollment Virtual Workshop January 17, 2024

#FLStudentSuccess

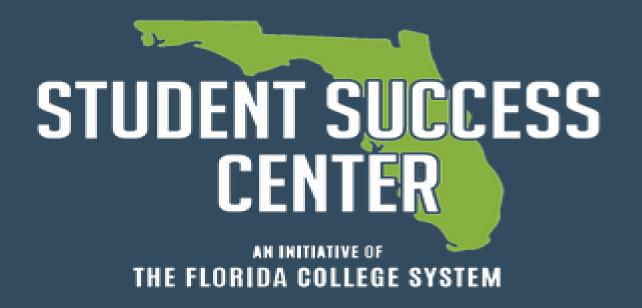




Kiaira McCoy Director Florida Student Success Center

www.flstudentsuccess.org

2



Virtual Platform Success Tips

Andrea Henning Executive Director Collaborative Labs

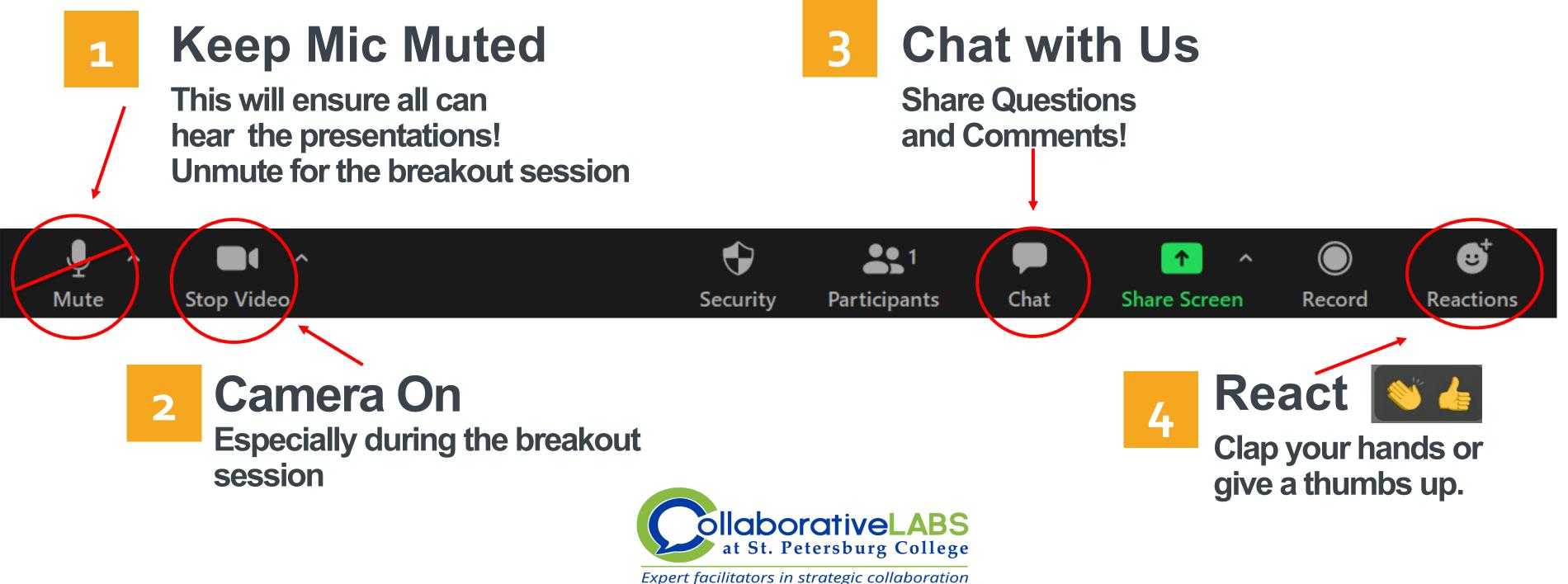
www.flstudentsuccess.org

Collaborative Labs' Team Andrea Henning **Tina Fischer** Karin Carlan **PJ Petrick**



Please stay logged into Zoom!

We will be Renaming You with your Team Breakout Number!





Heads Up on **Breakout Questions!** See Chat!

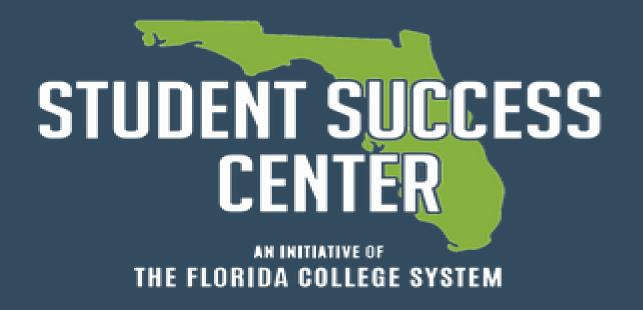
What were your reactions to the Career Dual Enrollment Policy **Overview?** Do you have any remaining policy questions? What new ideas or strategies emerged during the session that you would like to explore? (Teams will identify #1 idea/strategy to share, when we reconvene)

1.

2.

5.

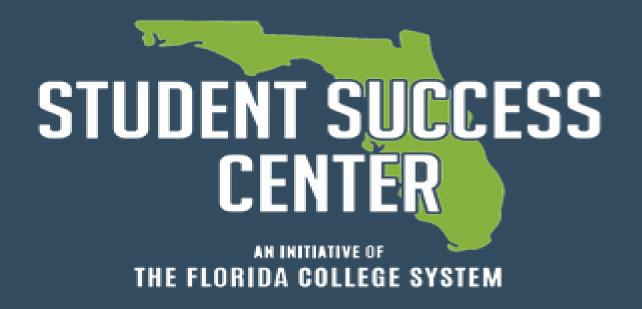
- 3. Have we mapped local secondary-to-postsecondary career dual enrollment pathways? If so, are those pathways being marketed to students and parents? If not, should we?
- What career dual enrollment expansion opportunities exist 4. locally?
 - Have we or do we want to include a career dual enrollment expansion goal in our action plan?



Career Dual Enrollment Policy Overview

Alexandria Armstrong and Yolanda Singletary Office of Articulation Florida Department of Education Tara Goodman Division of Career and Adult Education

www.flstudentsuccess.org



Career Dual Enrollment Best Practices

Neeta Rancourt

Director, Atlantic Technical College Broward County Public Schools

Dr. Ronald DiPillo

Executive Director, Career and Technical Education Suncoast Technical College, Sarasota County Schools

Rene Mantilla

Assistant Superintendent, Office of Postsecondary Career and Technical Education, Miami-Dade County Public Schools

www.flstudentsuccess.org

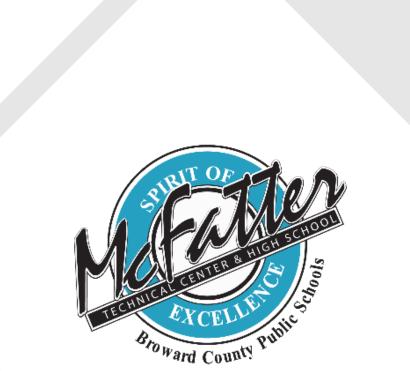


Broward Technical Colleges

Presented by:

Neeta Rancourt, Director Atlantic Technical College & Technical High School Broward County Public Schools









Broward Technical Colleges



Atlantic Technical College and Technical High School

Atlantic Technical College Arthur Ashe Jr., Campus

1701 NW 23rd Ave.
Fort Lauderdale, FL 33311 754-322-2800

Atlantic Technical College ESOL Campus @ Coconut Creek HS

1400 NW 44th Avenue
Coconut Creek, FL 33066 754-321-5350 McFatter Technical College and Technical High School

6500 Nova Drive

Davie, FL 33317
754-321-5700

McFatter Technical College Broward Fire Academy Campus

2600 SW 71st Terrace

Davie, FL 33314 754-321-1300

broward.k12.fl.us/bfa





mcfattertechnicalcollege.edu

sheridantechnicalcollege.edu

Sheridan Technical College and Technical High School

5400 Sheridan Street
Hollywood, FL 33021 754-321-5400

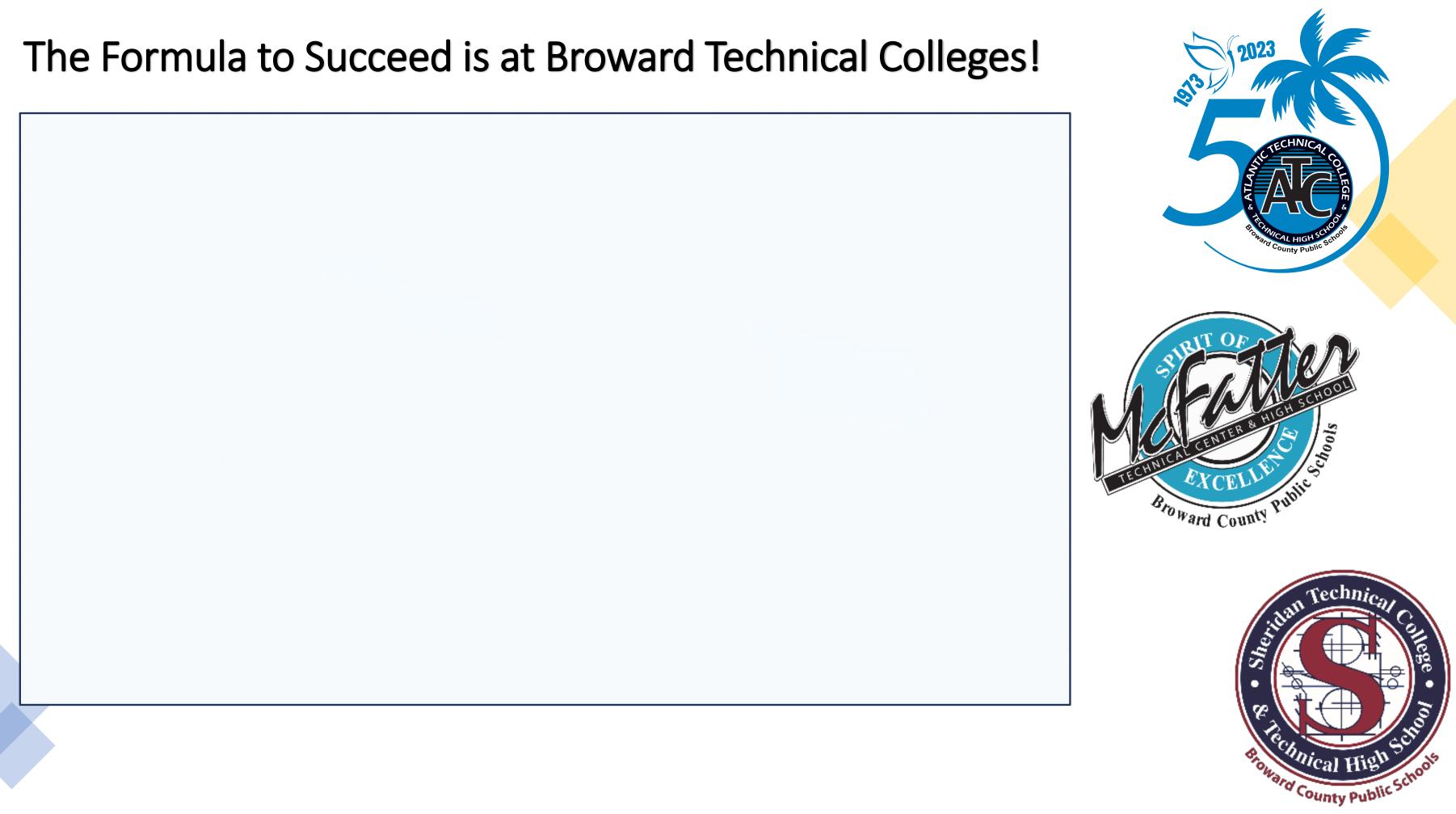
Sheridan Technical College West Campus

20251 Stirling Road

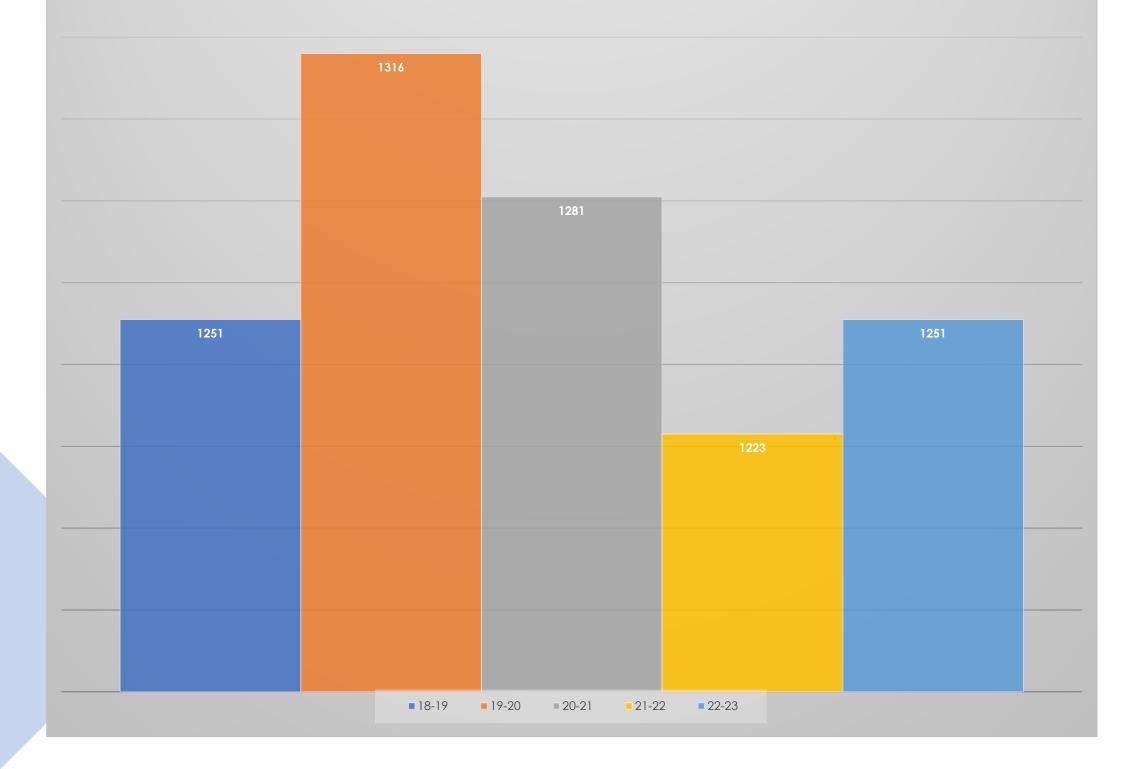
Pembroke Pines, FL 33332 754-321-3900

Sheridan Technical High School

3775 SW 16th Street
Fort Lauderdale, FL 33312 754-321-7450



Broward Technical Colleges Career Dual Enrollment SY19 - SY23











Top 10 Career Dual Enrollment Programs

SY19 – SY23



And County Fully

mcfattertechnicalcollege.edu



sheridantechnicalcollege.edu



Automotive Service Technology

Practical Nursing

Medical Assisting

Professional Culinary Arts & Hospitality

Game/Simulation/Animation Programming

Network Support Services

Web Development

Pharmacy Technician

Medical Administrative Specialist

Business Management & Analysis



THE FAB 4

- Technical Program Certificate(s) 1.
- Industry Credential(s) or Florida Licensure 2.

School	SY2019	SY2020	SY2021	SY2022	SY2023	Grand Total
Atlantic Technical College	219	215	184	169	315	1102
McFatter Technical College	129	202	168	196	292	987
Sheridan Technical College	19	15	10	56	215	315
Grand Total	367	432	362	421	822	2404

Career Dual Enrollment Quality Points = 2 additional quality points on the weighted 3. GPA with every course earned with a C or better

Letter Grade	Unweighted GPA	Honors	Advanced Placement	Career Dual Enrollment						
A	4	5	6	6						
В	3	4	5	5						
С	2	3	4	4						
Articulated Postsecondary Technical College and/or State College Credit										

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Broward Technical College Career Dual Enrollment (CDE) Best Practices

- Early Exposure to Opportunities
- Career Dual Enrollment Liaison
- Career Champions at each high school
- Ongoing communication between technical colleges and high schools
- Career Dual Enrollment Overview Canvas
 Course for High School Students
- Technical College Tours
- Summer Internship Opportunities
- Full Program Completers Employment Ready
- Broward TechConnect









Broward Technical College Career Dual Enrollment (CDE) Resources

- Career Dual Enrollment (CDE) Admissions Packet
- Broward Technical College's Programs
- Atlantic Technical College (ATC) Website
- ♦ ATC CDE Overview
- McFatter Technical College (MTC) Website
- ✤MTC CDE Overview
- Sheridan Technical College (STC) Website
- ♦ STC CDE Overview









Contact Information

Neeta Rancourt, Director; Atlantic Technical College



754-321-5152

Neeta.Rancourt@browardschools.com



www.atlantictechnicalcollege.edu







Career Dual Enrollment Best Practices

- Program Offerings
- Enrollment
- Scheduling
- Transportation
- Marketing
- Challenges



Program Offerings



- Local Labor Report HSHW
- Employers' willingness to hire and to serve on advisory
- Student Interest
- Funding sources
 - Cape Certifications

CareerSource **SUNCOAST**



Enrollment

- STC has roughly 600 HS students in CCPs.
- Funding Bridge
 - DE students that do not finish at HS graduation.

www.flstuckentsucceast.edg



Scheduling

- Keep the classroom ratio below 40% HS and 60% adult
- HS students attend half of their day at STC
- Cohort DE students into their own classes if possible
 - Multiple teacher program
 - Keeps the class running at a single pace

S and 60% adult STC ses if possible



Transportation

- HS students are bused from their home high schools
- Half of the schools in the morning and the other half in the afte

www.flstudentsuaceast.edg

he high schools I the other half in the afte



Marketing

- SchooLinks software
 - Student/parent portal



- Program administrators
 - HS visits to recruit identified students
- Open House/ Job Fair
 - Expo-type events that showcase our programs
- Advisory participation





Challenges

- HS DE students do not pay the same fees as adults
 - Need to negotiate the cost of consumables with the district
 - Articulation agreements are essential
- Balance of adults and DE students
- Qualified instructors
- HS School Calendar
 - 540 hours for HS vs 1080 hours for adults over 180 days

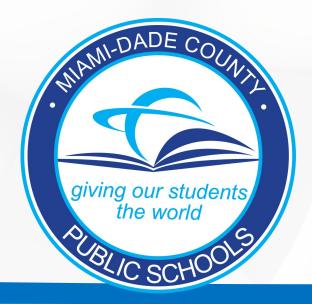
Miami-Dade County Public Schools





CTE Dual-Enrollment

Office of Postsecondary Career and Technical Education

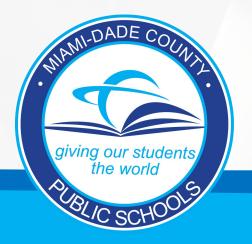


Dual-Enrollment Scope and Community Impact



- Miami-Dade County Public Schools' Technical Colleges offers programs in key areas which enable students to earn college credits that are transferable, providing a pathway to continue their education at a four-year institution.
- Programs are cost-free, covering tuition, books, and transportation. This removes financial barriers, allowing students to concentrate on their academics and invest in their futures.





Dual-Enrollment Programs Serve Multiple Critical Industries

19 CTE Programs offered at 6 Technical Colleges, serving 34 Traditional High Schools and Alternative Education Centers:

Automotive Collision Technology Technician	Culinary Arts
Automotive Maintenance and Light Repair	Early Childhood Education
Automotive Service Technology	Electricity
Aviation Airframe Mechanics	Heating, Ventilation, Air-Co
Aviation Powerplant Mechanics	Major Appliance and Refrig
Avionics Systems Technician	Medical Assisting
Biomedical Equipment Repair Technology	Patient Care Assistant
Commercial Art Technology	Pharmacy Technician
Computer Systems and Information Technology	Practical Nursing
	Professional Culinary Arts a





Conditioning/Refrigeration (HVAC/R) 1

rigeration Technician

and Hospitality



Sample Certifications & Licensure





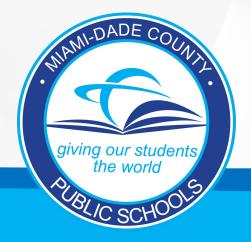








AS RECOGNIZED BY THE NATIONAL CENTER FOR CONSTRUCTION EDUCATION AND RESEARCH

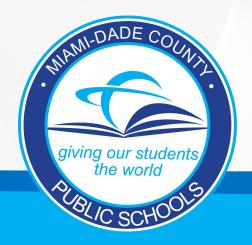


Dual-Enrollment Articulation High School Articulation Available

- There are Articulation Agreements between M-DCPS Technical Colleges and M-DCPS Secondary and M-DCPS Technical Colleges and Miami Dade/Broward Colleges.
- High school students take CTE programs as electives.
- The CTE courses completed earn Occupational Completion Points and accumulate clock hours.







Accreditation Council on Occupation Education Program Accreditation



All M-DCPS CTE Program are COE Accredited.





M-DCPS Technical Colleges

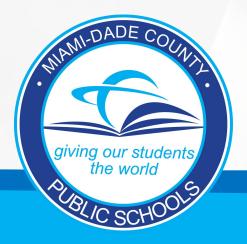
Technical Colleges within Miami-Dade County Public Schools:

- D.A. Dorsey Technical College
- George T. Baker Aviation Technical College
- Lindsey Hopkins Technical College
- South Dade Technical College
- Miami Lakes Educational Center and Technical College
- Robert Morgan Educational Center and Technical College









M-DCPS Technical College Locations

- Conveniently located throughout Miami-Dade County
- Provide programs in multiple career clusters such as Transportation, Information Technology, Manufacturing, Healthcare, and Human Services.





CONVENIENT LOCATIONS

D. A. Dorsey Technical College 7100 NW 17th Avenue Miami, FL 33147 305.693.2490 dadorseytech.edu

George T. Baker Aviation Technical College 3275 NW 42nd Avenue Miami, FL 33142 305.871.3143 bakeraviationtechcollege.com

The English Center 3501 SW 28th Street Miami, FL 33133 305.445.7731

tecmiami.net
Lindsey Hopkins Technical College
750 NW 20th Street

750 NW 20th Street Miami, FL 33127 305.324.6070 Iindseyhopkins.edu

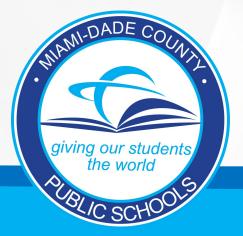
Miami Lakes Educational Center & Technical College

5780 NW 158th Street Miami Lakes, FL 33014 305.5571100 miamilakes.edu

Robert Morgan Educational Center & Technical College 18180 SW 122nd Avenue Miami, FL 33177 305.253.9920 robertmorgantech.net

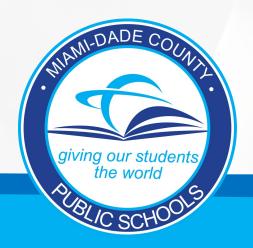
South Dade Technical College 28300 SW 152nd Avenue Homestead, FL 33033 305.247.7839 southdadetech.edu

M-DCPS does not discriminate on the basis of race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identity, social and family background, linguistic preference, pregnancy, citizenship status, FMLA or any other basis prohibited by law in its aducational programs, services, activities, admissions or in its hinting and employment



Data-Driven Program Management Tools & Strategies

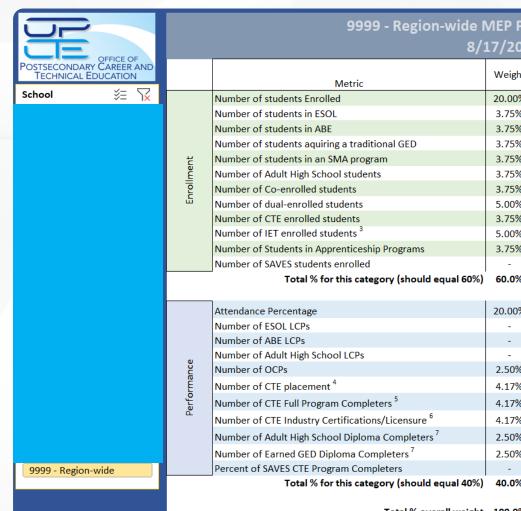




School Scorecard

Performance Measurement and Accountability Tool

- School Score is based on two categories:
 - Enrollment
 - Performance
- Scorecard provides both schoolsite and district-wide performance achievement percentages.





9999 - Region-wide MEP Performance Based Pay Scorecard 8/17/2023 - 7/31/2024 TARGET 23-24 ACHIEVEMENT **Prior Year Actual** Weight 20-21¹ 21-22¹ 22-23¹ 23-24 23-24¹ Percent Weighted 20.00% 37086 40098 52505 53555.10 28823 50.0% 10.0% 3.75% 12998 21506 33206 33870.12 18348 50.0% 1.9% 3.75% 2010 2474 3237 3301.74 1641 50.0% 1.9% 3.75% 449 742 803 819.06 404 50.0% 1.9% 3.75% 739 1320 2246 2290.92 1397 50.0% 1.9% 3.75% 953 771 791 972.06 487 50.0% 1.9% 3.75% 15310 9224 8512 8682.24 2667 50.0% 1.9% 5.00% 920 999 1377 1404.54 1519 125.0% 6.3% 3.75% 4569 4434 5384 5491.68 4435 50.0% 1.9% 5.00% 0 922 922 940.44 590 50.0% 2.5% 3.75% 1 36 53 54.06 477 125.0% 4.7% 1061 2994 10571 5769 -60.0% 75% 109.3% 20.00% 77% 80% 82% 21.9% 78% 7226 14785 24814 5273 --944 1557 2783 467 -2924 2292 2909 773 2.50% 5603 5487 6240 6364.80 1600 50.0% 1.3% 4.17% 1871 1492 1355 1908.42 283 50.0% 2.1% 4.17% 1478 1656.48 1548 1624 371 50.0% 2.1% 1115 1654.44 4.17% 1324 1622 426 50.0%

2.1% 232 2.50% 60 66 236.64 50.0% 1.3% 227 650.76 2.50% 349 638 104 50.0% 1 3% -10% 3% 3% Total overall achievement % 68.4% Total % overall weight 100.0%

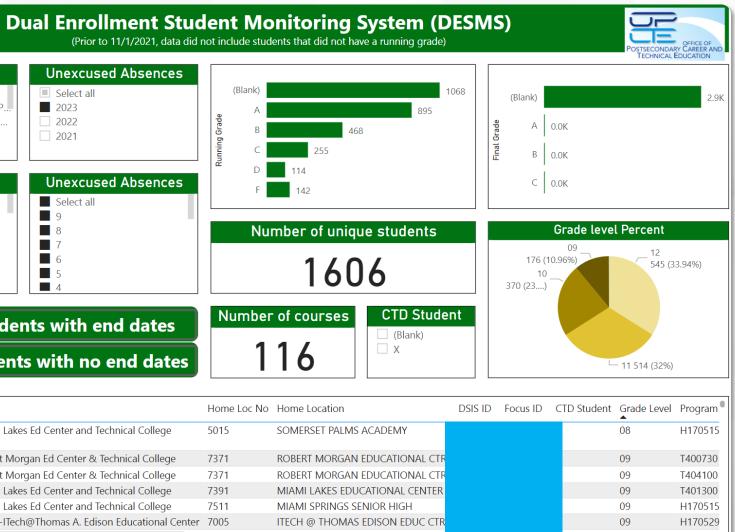


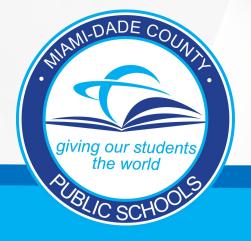
Enrollment Dashboard Dual-enrollment Performance Tracking Tool

- Tracks student enrollment data across all dual-enrollment programs at technical colleges.
- Provides student breakdown by grade level, program, school site attendance and academic performance.
- Allows for enrollment tracking, attendance, academic performance monitoring, and intervention planning.

		(Prior to 11
	Locatio	n Unexcused /
7702 at 8981 7702 at 8981	-Homestead -Miami Dou	M. WALLACE COP I Senior High Sch glas MacArthur thridge Senior
Pro	gram Nu	mber Unexcused /
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Year Student N	lame	Location
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Dual Enrolled Student Monitoring System (DESMS)



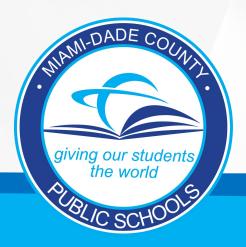
Office of Postsecondary and Career Technical Education

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Dual Enrolled Student Monitoring System (DESMS) - South Dade 🙁 📀

Location \sim	Course N \sim	Grade Le \sim	Course Title \sim	Start Date \sim	End Date \sim	Running Grade \sim	Status \sim	Tracker 3 \sim	Calls Update \simeq	Final Grade \simeq	Home Sc \succ	Heme Sc \vee	Teacher \simeq	Excused $ \sim $	Unexcuse \sim	TodaysDate \sim	Program \sim
7702 at 0981– Homestead Senior High School	PRN029154	12	^{of} MedSurNu2 - MED SURGICAL NU	12/19/2023							7151	HOMESTEAD SENIOR HIGH	FERREIRO, GISSELL	1	3	12/19/2023	H170607
7702 at 8981+ Homesteed Senior High School	PRIN029154	12	^{3/} MedSurNu2 - MED SURGICAL NU	12/19/2023							7151	HOMESTEAD SENIOR HIGH	FERREIRO, GISSELL	0	0	12/19/2023	H170607
7702 et 8981 - Homestead Senior High School	PRN029154	12	²¹ MedSurNu2 - MED SURGICAL NU	12/19/2023							7151	HOMESTEAD SENIOR HIGH	FERREIRO, GISSELL	Ø	1	12/19/2023	H170607
77d2 vt 8981- Homestead Senior High School	PRN029154	12	² MedSurNu2 - MED SURGICAL NU	12/19/2023							7151	HOMESTEAD SENIOR HIGH	FERREIRÓ, GISSELL	0	2	12/19/2023	H170607
7702 et (1901 - Homestead Senior High School	PRN029154	12	²¹ MedSurNu2 - MED SURGICAL NU	12/19/2023							7151	HOMESTEAD SENIOR HIGH	FERREIRO, GISSELL	<u>ः</u> ।	a	12/19/2223	H170607
7702 at 9981- Homestead Senior High School	PRN029154	12	² MedSurNu2 - MED SURGICAL NU	12/19/2021							7151	HOMESTEAD SENIOR HIGH	FERREIRO, GISSELL	0	a	12/19/2023	H170607
7702 vt 8981- Homestead Senior High School	PRN009052	12	NurAidOrd - NURSE AIDE & ORDE.	12/12/2023		®1					7151	HOMESTEAD SENIOR HIGH	CHANEY, JOANN T	30	14	12/19/2023	H170602
7702 at 8981– Homestead Senior High School	PRINCORDS2	12	NurAidOrd - NURSE AIDE & ORDE	12/12/2023		₹¢.					7151	HOMESTEAD SENIOR HIGH	CHANEY, JOANN T	1	2	12/19/2023	H170602
7702 et (1981- Homestead Senior High School	PRN009052	12	NurAidOrd - NURSE AIDE & ORDE	11/20/2023		@F					7151	HOMESTEAD SENIOR HIGH	CHANEY, JOANN T	11	10	12/19/2023	H170602
7702 at 8981+ Homesteed Senior High School	PRN009052	12	NurAidOrd - NURSE AIDE & ORDE	11/28/2023		@F					7151	HOMESTEAD SENIOR HIGH	CHANEY, JOANN T	n	10	12/19/2023	H170602
7702 at 8981 - Homesteed Senior High School	PRN009954	11	PNurFnd2 - PRAC NURSE FOUND 2	11/15/2023		⊕D					7151	HOMESTEAD SENJOR HIGH	FERREIRO, GISSELL	0	a	12/19/2023	H170607
7702 et 8981- Homestead Senior High School	PFIN009954	11	PNurFnd2 - PRAC NURSE FOUND 2	11/15/2023		⊗D					7151	HOMESTEAD SENIOR HIGH	FERREIRO, GISSELL	1	4	12/19/2023	H170607
7702 vt 8981- Homestead Senior High School	PRN009954	n	PNurFnd2 - PRAC NURSE FOUND 2	11/15/2003		₫¢					7151	HOMESTEAD SENIOR HIGH	FERREIRO, GESSELL	0	2	12/19/2023	H170607
7702 vt 8981- Homestead Senior	PR/N008954	11	PNurFnd2 - PRAC NURSE FOUND 2	11/15/2023		@D					7151	HOMESTEAD SEMIOR HIGH	FERREIRO, (9555FL)	3	2	12/19/2023	H170607



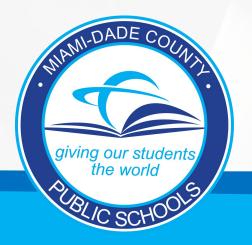


Strategic Development

Instructor Compensation, Recruitment, and Student Job Placement

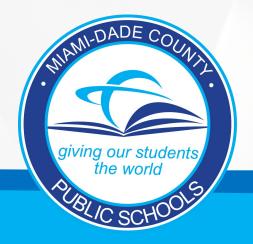
- To address the talent shortage, M-DCPS has signed a Letter of Understanding with the United Teachers of Dade Union to allow for flexible hiring within the salary band for certain high-demand career and technical education programs.
 - This allows for the district to provide competitive compensation for network analysts, nurses, aircraft mechanics, and automotive service technicians.
- Collaborating with industry partners offers a twofold advantage:
 - Establishing talent pipelines which contribute to high in-field job placement rates for graduating students.
 - Acquisition of qualified talent for instructional positions within the district's technical colleges





Program Marketing, Community Outreach, and Collaboration



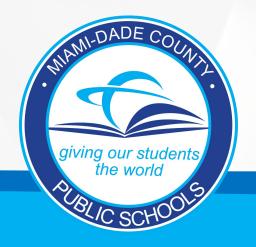


Recruitment

Strategies for Enhancing Student Outreach and Engagement

- Biannual Technical College Career Expos at Miami-Dade County Youth Fair Grounds, showcasing CTE programs to M-DCPS students.
- Active participation of Technical College recruitment staff in high school career fairs throughout the school year.
- Implementation of diverse multimedia and multichannel marketing strategies for effective recruitment.
- Establishment of active Occupational Advisory Committees for each CTE program in technical colleges.
- Occupational Advisory Committees provide collaboration, financial support, and community outreach to promote CTE programs.

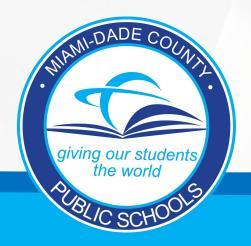




Interdepartmental Collaboration Amplifying Impact by Leveraging Organization

- Interdepartmental collaboration with Region Offices, Office of Advanced Academics, Department of Exceptional Student Education, Department of Transportation, Division of Student Services, and the M-DCPS Parent Academy provides:
 - Transportation for Expos
 - Additional Program Exposure to Parents and Adult Population
 - Enhanced program transition for students from middle grades
 - Improved knowledge base of CTE postsecondary offerings for high school counselors and CAP advisors
 - Increased enrollment
 - Expanded opportunities for students with intellectual disabilities





Industry Partnerships Occupational Advisory Committees and Local Partnerships

- Each COE Accredited program maintains an active Occupational Advisory Committee composed of local industry partners.
- Industry and community collaboration is a critical component of curriculum development and job placement.



Collaboration with Community Organizations, Industry Partners, and Government Agencies





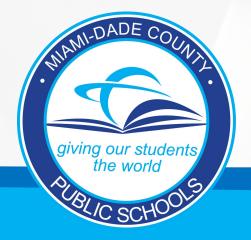


THORNTON CONSTRUCTION COMPANY, INC.

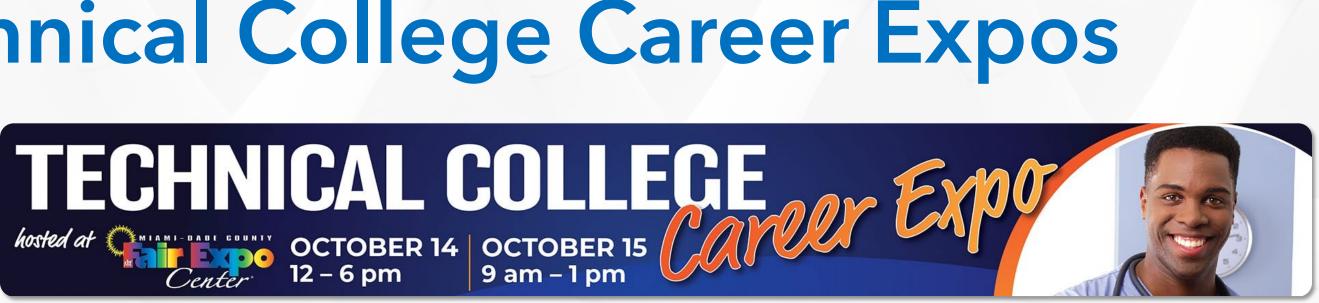


CSL Plasma



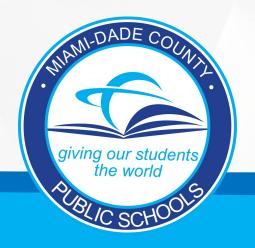


Technical College Career Expos



- Created Fall Technical Career Expo held twice annually at the Fuchs Pavilion located at the Miami-Dade County Fair Expo to increase community awareness of CTE program offerings.
- Expanded print and digital newsletters, radio, social media, television, and online advertising services.
- Resulted in attendance of approximately 10,000 MDCPS high school students and staff, and 400 community visitors.





2023 Technical College Career Expo Video

TechExpo2023-2min-R02.mp4



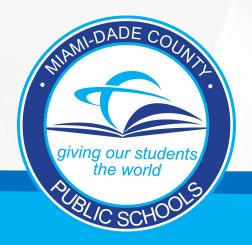


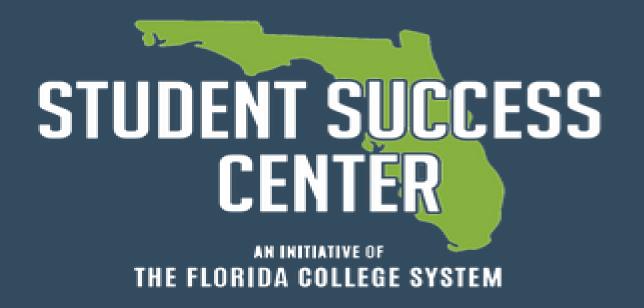
Miami-Dade County Public Schools Technical Colleges

Contact Information:

Mr. René Mantilla, Assistant Superintendent Office: 305 995-1812 Email: rmantilla@dadeschools.net







Partner Team Time

Assigned Breakout Rooms

www.flstudentsuccess.org

46

Breakout Questions! See Chat...Again!

- What were your reactions to the Career Dual Enrollment Policy 1. **Overview?** Do you have any remaining policy questions?
- 2. What new ideas or strategies emerged during the session that you would like to explore? (Teams will identify <u>#1 idea/strategy for Lead</u> to share, when we reconvene)
- 3. Have we mapped local secondary-to-postsecondary career dual enrollment pathways? If so, are those pathways being marketed to students and parents? If not, should we? What career dual enrollment expansion opportunities exist 4. locally?

Have we or do we want to include a career dual enrollment expansion goal in our action plan?

5.

Partner Team Time: 16 Virtual Teams

Step 1: Team Lead clicks on OneDrive link in chat:

Step 2: Click on your Team Folder:

<	8	T1_Eastern Florida State College_Brevard Pu	Yesterday at 12:30
	8	T2_Florida State College at Jacksonville_Duv	Yesterday at 12:30
	83	T3_Hillsborough Community College_Hillsb	Yesterday at 12:30
	8	T4_Lake-Sumter State College - Lake Count	Yesterday at 12:29



Team Time Documents

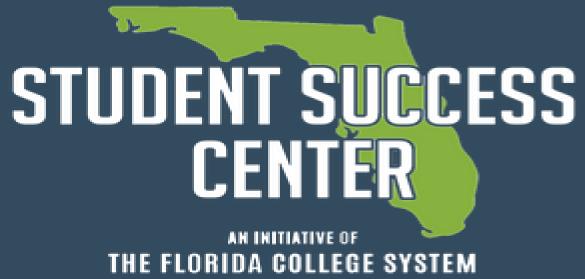
	Modified \downarrow \checkmark	Modified By ~	File size ${}^{\scriptstyle\vee}$
	Yesterday at 12:36	Andrea Henning	4 items
ons_Jan. 17, 2024.d	Yesterday at 12:42	Andrea Henning	15.3 KB

You will automatically be deployed to your Partner Team!



20-minutes (watch for time cues)

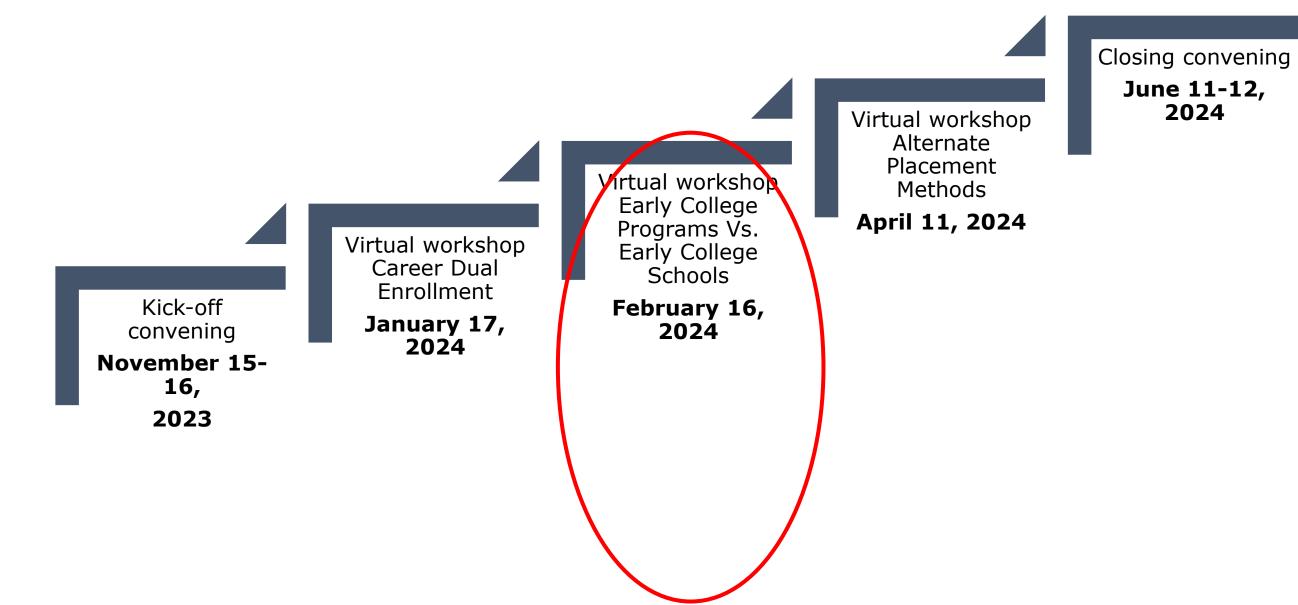




Highlights

#1 Idea/Strategy to Explore! Team Leads enter in Chat. "Open Mic" 10-second soundbites from Leads!

What's Next?



Post Convening Action Plan

Post-Kickoff Convening Discussion Board: Action Plan Draft (Upload Here) Julie Alexander All Sections

Partnership Teams will meet (in-person or virtually) to review and discuss the post-convening action plan, key performance indicators dashboard received at the Kickoff Convening, and/or any other data shared between partner institutions. As a refresher, partnership team members are also encouraged to review the dual enrollment articulation agreement (or applicable partnership agreement) prior to the discussion.

A list of questions is provided in the action plan to help guide the discussion.

Action Needed:

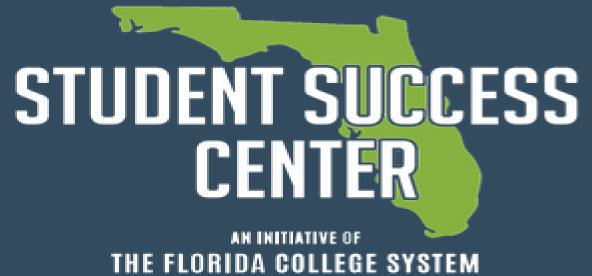
One Partnership Team Lead is responsible for uploading a draft of the Post-Kickoff Convening Action Plan to the Post-Kickoff Convening Discussion Board by February 16, 2024.

This topic was edited by Kiaira McCoy

Draft Submissions Due in Canvas by February 16, 2024

www.flstudentsuccess.org

Dec 1 at 1:49pm





Contact Information

Florida Student Success Center Kiaira McCoy, Director <u>flstudentsuccess@fldoe.org</u>

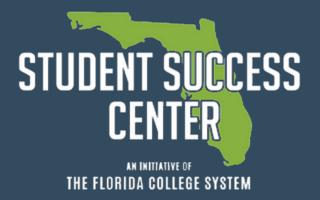


AN INITIATIVE OF THE FLORIDA COLLEGE SYSTEM

Florida Pathways Institute: Dual Enrollment Partnerships

Early College Programs Virtual Workshop February 16, 2024

#FLStudentSuccess



Welcome

Kiaira McCoy Director Florida Student Success Center



Feedback on Virtual Workshop 1

Andrea Henning Executive Director Collaborative Labs



Early College Policy References and Landscape

Kiaira McCoy Director Florida Student Success Center

Early College Programs

- Each Florida College System institution shall work with each district school board in its designated service area to establish one or more early college programs, section <u>1007.273(1)</u>, Florida Statutes.
 - As used in this section "early college program" means a structured high school acceleration program in which a cohort of students is enrolled full time in postsecondary courses toward an associate degree.
 - The early college program must prioritize courses applicable as general education core courses under s. <u>1007.25</u> for an associate degree or a baccalaureate degree.

- (10) Early admission is 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. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled pursuant to this subsection are exempt from the payment of registration, tuition, and laboratory fees.
 - (11) Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. <u>1008.44</u>, which are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of 4 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled pursuant to this section are exempt from the payment of registration, tuition, and laboratory fees.

Early College Programs s.<u>1007.273, FS</u>

 (2) Each district school board and its local Florida College System institution shall execute a contract to establish one or more early college programs at a mutually agreed upon location or locations. If the institution does not establish a program with a district school board in its designated service area, another Florida College System institution may execute a contract with that district school board to establish the program.

FDOE Ad Hoc Data Collection

- The Florida Department of Education (FDOE) administered a short survey to collect updated information on charter and collegiate high school partnerships in spring 2023.
 - FCS institutions reported 72 public high school/charter partnerships.
 - 17 were charters.

FCS and SUS charter school sponsorship pursuant to s. 1002.33, FS

- A Florida College System institution may work with the school district or school districts in its designated service area to develop charter schools that offer secondary education. These charter schools must include an option for students to receive an associate degree upon high school graduation. If a Florida College System institution operates an approved teacher preparation program under s. <u>1004.04</u> or s. <u>1004.85</u>, the institution may operate charter schools that serve students in kindergarten through grade 12 in any school district within the service area of the institution.
- District school boards shall cooperate with and assist the Florida College System institution on the charter application. Florida College System institution applications for charter schools are not subject to the time deadlines outlined in subsection (6) and may be approved by the district school board at any time during the year. Florida College System institutions may not report FTE for any students participating under this subparagraph who receive FTE funding through the Florida Education Finance Program.

Early College Programs

- In 2022, 5 FCS institutions were awarded grant funds to scale CTE collegiate charter schools.
- Tallahassee Community College was the first to sponsor their charter school, Tallahassee Collegiate Academy.
- Rule <u>6A-6.0790</u> outlines the procedures and standards for review and approval of a Florida College System (FCS) institution or a State University System (SUS) institution to act as a sponsor of a charter school, pursuant to section 1002.33, Florida Statutes.



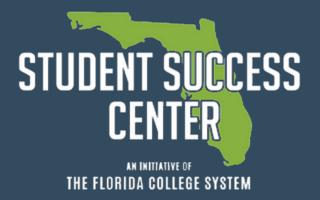
FCS Sponsored Charter School and Other Full-Time Dual Enrollment Opportunities

Tallahassee Community College Tallahassee Collegiate Academy Calandra Stringer, Ph.D. Provost and Vice President for Academic Affairs



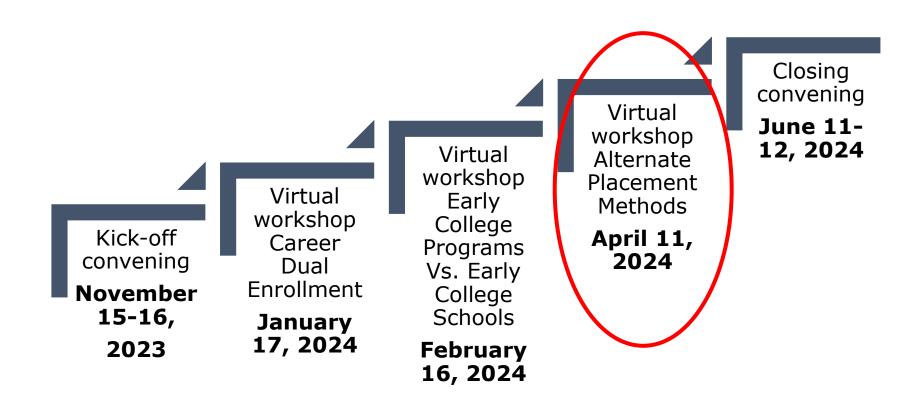
Partner Team Time

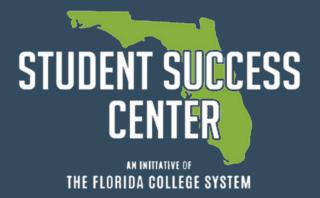
Assigned Breakout Rooms



Highlights

What's Next?





Adjourn

Contact Information

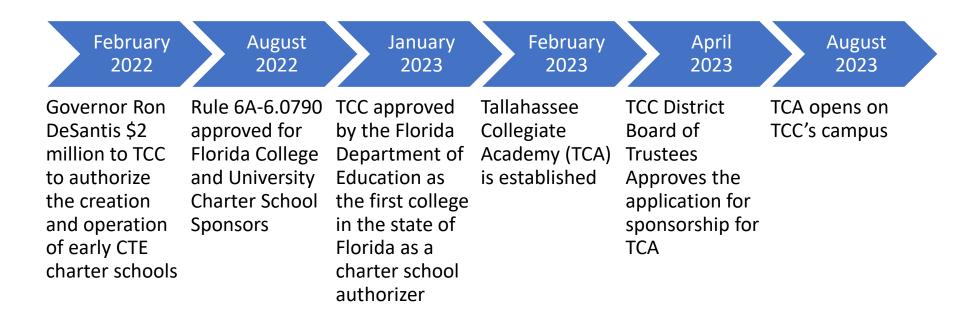
Florida Student Success Center Kiaira McCoy, Director <u>flstudentsuccess@fldoe.org</u>

CTE Dual Enrollment Dr. Calandra Stringer

Vice President for Academic Affairs and Provost



Timeline





Our Vision

To provide access to high-quality secondary educational choices for students and their families and accelerated pathways to college and career that lead to greater socio-economic mobility.



Our Goals

- Offer flexibility to students and parents in selecting their educational pathways, particularly for underserved and underrepresented populations,
- **Provide college acceleration programs** that lead to certificate or degree attainment so that students can continue their academic career or immediately enter the workforce with less debt,
- Support student achievement through academic excellence and support services, and
- Ensure any affiliated charter school supports and embodies the mission of TCC in providing open access to a high-quality education that prepares students for success in a global economy by offering higher education pathways, workforce opportunities, and civic engagement.



Our Core Principles As A Sponsor

Ensuring that schools maintain high standards

Upholding school autonomy crucial to student success

Protecting student and public interests



CTE Charter School

- First-of-its-kind Career and Technical Education (CTE) charter schools initiative
- Allows high school students to earn an A.S. degree while in high school
- More accessible and accelerated pathways to completion of high-quality postsecondary credentials
- STEM focus



CTE Charter School

A.S. Degree Pathways

Program	Program Length	Avg. Starting Salary
Cyber Security	2 Years	\$69,000
Computer Programming and Web Development	2 Years	\$66,000
Engineering Technology	2 Years	\$52,000
Dental Hygiene	2 Years	\$67,000
Nursing (R.N.)	2 Years	\$69,000
Building Automation Systems	2 Years	\$68,000



New A.S. Degree Pathways

Artificial Intelligence

Game Development and Design

Animation and Game Art

Computer Crimes

CSI-Crime Scene Investigation

Cyber Security Operations

Unmanned Vehicles Systems





TALLAHASSEE COLLEGIATE ACADEMY





Photo Courtesy of the Tallahassee Democrat



Photo Courtesy of the Tallahassee Democrat







Academic Mapping

Applied Artificial Intelligence A.S. Degree = Fall and Spring Only = 12 credit hours each semester

10 th grade = Fall Semester		10 th grade = Spring Semester	
TCC Courses	High School Credit	TCC Courses	High School Credit
ENC 1101 – College Composition (3)		MAC 1105 – College Algebra (3)	
AMH 2020 or POS 1041 – History or Political Science (3)		CAI 1001C – Artificial Intelligence (AI) Thinking (3)	
Total TCC Credit Hours = 6		Total TCC Credit Hours = 6	





Questions

Calandra Stringer Calandra.stringer@tcc.fl.edu 850-201-8775



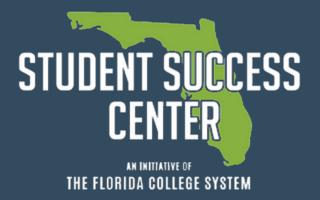


AN INITIATIVE OF THE FLORIDA COLLEGE SYSTEM

Florida Pathways Institute: Dual Enrollment Partnerships

Alternative Placement Methods Virtual Workshop April 11, 2024

#FLStudentSuccess



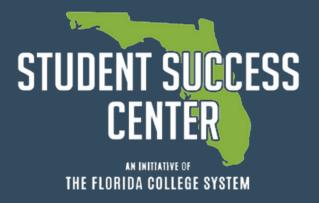
Welcome

Kiaira McCoy Director Florida Student Success Center



Feedback on Virtual Workshop 2

Andrea Henning Executive Director Collaborative Labs



Alternate Placement Methods Policy References and Landscape

Demonstration of College Readiness

In 2021, the Florida Legislature amended multiple statutes expanding the mechanisms colleges may use to determine college readiness. Specifically, FCS institutions may implement alternative placement methods to common placement tests that students may use to demonstrate readiness in college-level communication and computation for dual enrollment eligibility purposes, section (s.) 1007.271, Florida Statutes, (F.S.), admissions into college credit programs, s. 1007.263, F.S., and developmental education placement and meta-major advising, s. 1008.30, F.S.

Demonstration of College Readiness

 State Board Rule <u>6A-10.0315</u>, Florida Administrative Code (F.A.C.), Demonstration of Readiness for **College-Level Communication and Computation** establishes the standards used to determine whether a student is ready for college level coursework. If a student does not meet the state established standards, this indicates that additional preparation may be necessary before entering college level courses. Previously, students could only demonstrate college readiness in communication and computation via an approved common placement test.

Methods Used to Determine College Readiness

- The amendment to Rule <u>6A-10.0315</u>, F.A.C., adds the following categories of alternative methods and associated minimum standards for <u>dual enrollment eligibility determinations</u>, admissions counseling, and developmental education placement:
 - Tests and assessments;
 - Performance in high school coursework (courses taught at Florida public high schools and accelerated high school courses);
 - Credit-by-examination; and
 - Local placement methods (Colleges must submit Form No. ALTPLACE-01) (Developmental Education Only).
- Effective March 15, 2022, institutions may use a common placement test, an alternative method approved in rule, and/or apply to use a local method (Developmental Education Only) to assess students for college readiness.

Alternative Methods Implementation

- The rule allows local institutional flexibility when establishing which alternative methods to adopt, for what purposes, and under which conditions, including the following:
 - Which category(s) of alternative methods to adopt.
 - The use of alternative methods for developmental education placement and/or dual enrollment eligibility determinations.
 - The ability to mix alternative methods to determine college readiness (e.g., PSAT Mathematics test score and high school English course and GPA).
- For institutions that choose to use alternative methods for dual enrollment eligibility determinations, the policy needs to be included in the Dual Enrollment Articulation Agreements.

Alternative Methods Implementation Status

Colleges that have already implemented or have plans to implement alternative methods for Dual Enrollment				
Tests and Assessments	Performance in High School Coursework	Credit-By-Examination		
9/18 Colleges	7/18 Colleges	9/18 Colleges		
BC CCF EFSC FSWSC IRSC MDC SFSC SJRSC TCC	BC EFSC IRSC MDC SFSC SJRSC TCC	CCF EFSC FSWSC IRSC MDC PHSC SFSC SJRSC TCC		

*Self-reported as of Spring 2023



Dual Enrollment Articulation Agreement Review

Increasing Participation

Dr. Julie Alexander

Review of Action Plans

- Where are the commonalities?
- What strategies are being planned or implemented to increase dual enrollment participation?
- Have you been able to remove roadblocks to increased participation?
- Where do you go from here?

Maximizing the Dual Enrollment Articulation Agreement by Engaging the Articulation Committee

- Why is the establishment of an Articulation Committee required?
- How often does your partnership's Articulation Committee meet?
- What decision-making authority does the Articulation Committee have in revisions to the Dual Enrollment Articulation Agreement?
- How should a partnership leverage the Articulation Committee for expanding dual enrollment access?

Team Time

Articulation Committee

- Who are the members of your Articulation Committee?
- Do there need to be changes or additions to the membership?
- When is the next Articulation Committee meeting?
- How often does the Articulation Committee meet?

Action Plan

 How will updates on Action Plan progress be communicated across the partnership? How often?

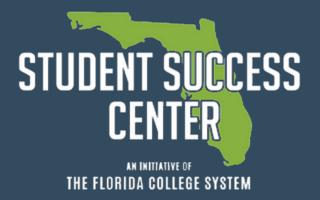
Dual Enrollment Articulation Agreement (2024-2025)

• Will the Action Plan strategies necessitate revisions to the Dual Enrollment Articulation Agreement?

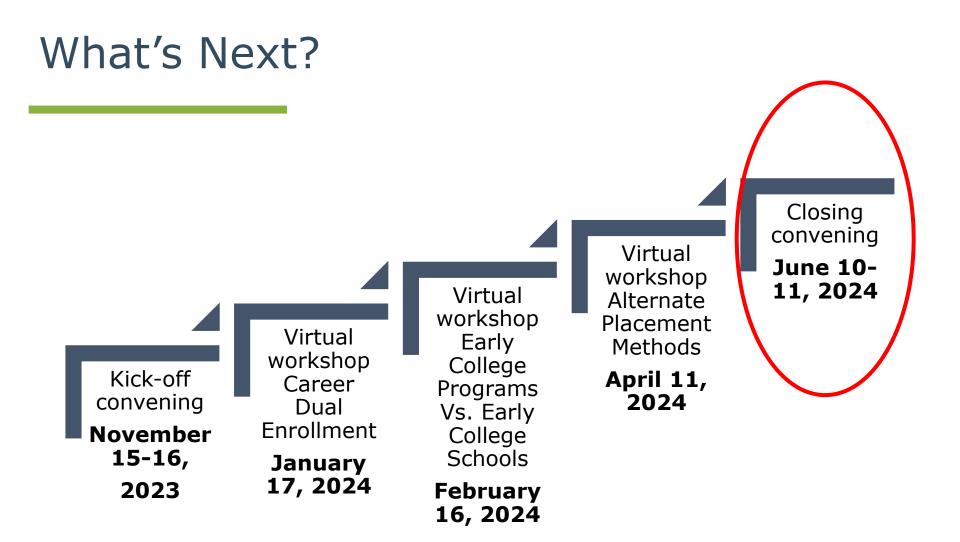


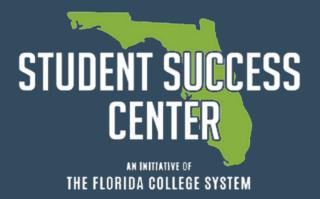
Partner Team Time

Assigned Breakout Rooms



Highlights





Adjourn

Contact Information

Florida Student Success Center Kiaira McCoy, Director <u>flstudentsuccess@fldoe.org</u>



Expanding Access to Dual Enrollment through Alternative Placement Methods

Dr. Philip Giarraffa, Miami Dade College Dr. Abbey Ivey, Division of Florida Colleges Dr. Lisette Rodriguez, Miami-Dade County Public Schools

www.FLDOE.org



Agenda

- Overview of alternative placement methods policy in Florida
- Spotlight on partnership between Miami Dade College and Miami-Dade County Public Schools





Alternative Methods to Assess College-Level Computation and Communication

- Senate Bill (SB) 366 (2021) amended multiple Florida statutes to expand the mechanisms Florida College System (FCS) institutions may use to assess readiness for college-level work.
 - College Credit Dual Enrollment Eligibility: SB 366 amended s. 1007.271, F.S., revising eligibility requirements to specify that students must demonstrate achievement. In effect, this revision allows approved alternative methods to be used in eligibility determinations.
 - *Developmental Education and Meta-Majors:* SB 366 amended s. 1008.30, F.S., authorizing FCS institutions to use alternative methods to assess student readiness as it relates to meta-majors and developmental education placement.
 - College Credit Admissions Counseling: SB 366 amended s. 1007.263, F.S., to add alternative methods for admissions counseling in college credit programs.



Process for Identifying Alternative Methods

- Standardized tests and assessments
 - Division of Florida Colleges (DFC) collaborated with vendors and FDOE's Office of Assessment, Research, and Measurement, to identify "college ready" scores.
- High school courses
 - DFC collaborated with the Division of Public Schools to crosswalk K-12 standards with postsecondary readiness competencies to identify courses with alignment.
- Flow charts, in-house diagnostics, etc.
 - Since there is no way of standardizing these placement tools, DFC created a process by which institutions could utilize local placement methods.
- Institutional feedback and recommendations



Alternative Methods in Rule

- At the February 9, 2022, meeting, the State Board of Education (SBOE) approved revisions to Rule 6A-10.0315, F.A.C.
- The amendment to Rule 6A-10.0315, F.A.C., added the following categories of alternative methods and associated minimum standards:
 - Tests and assessments;
 - Performance in high school coursework (courses taught at Florida public high schools and accelerated high school courses);
 - Credit-by-examination; and
 - Local placement methods (Form No. ALTPLACE-01) (Developmental Education Only).



Recognized Tests and Assessments

- PSAT/NMSQT (PSAT 10), The College Board
- PreACT®
- General Educational Development (GED[®]) Test
- Test Assessing Secondary Completion (TASC[™])
- High School Equivalency Test (HiSET[®])
- End-of-Course Assessments
- ALEKS[®] PPL



Courses Taught at Florida Public High Schools

- Unweighted high school GPA of 3.0 and a grade of "B" or better in any of the courses listed below.
- Mathematics
 - Algebra 1/Algebra 1 Honors
 - Algebra 2/Algebra 2 Honors
 - Pre-Calculus/Pre-Calculus Honors
 - Calculus/Calculus Honors
 - Geometry/Geometry Honors
 - Probability and Statistics/
 Probability and Statistics Honors
 - Math for College Algebra
 - Math for College Statistics
 - Math for College Liberal Arts

- English Language and Literature
 - English 4/English 4 Honors



Accelerated High School Courses and Credit-by-Exam

- Unweighted high school GPA of 3.0 and a grade of "B" or better in accelerated AICE, AB, or IB high school mathematics and English courses.
- Students achieving passing scores and receiving credit for college-level communication or computation pursuant to the credit-by-examination equivalency list in Rule 6A-10.024, F.A.C., shall have previously demonstrated readiness for college-level coursework.



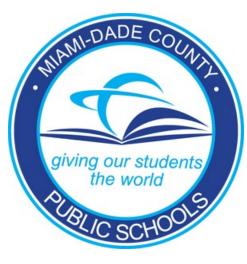
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 - The use of alternative methods for developmental education placement and/or dual enrollment eligibility determinations.
 - The ability to mix alternative methods to determine college readiness (e.g., PSAT Mathematics test score and high school English course and GPA).
 - Using alternative method standards beyond those that determine college readiness for courselevel placement.
- For institutions that choose to use alternative methods for dual enrollment eligibility determinations, the policy needs to be included in the Dual Enrollment Articulation Agreements.



Alternative Methods Implementation Status

Colleges that have already implemented or have plans to implement alternative methods for Dual Enrollment												
Tests and Assessments	Performance in High School Coursework	Credit-By-Examination										
9/18 Colleges	7/18 Colleges	9/18 Colleges										
BC CCF EFSC FSWSC IRSC MDC SFSC SJRST TCC	BC EFSC IRSC MDC SFSC SJRSC TCC	CCF EFSC FSWSC IRSC MDC PHSC SFSC SJRST TCC										



Miami Dade College

MDC, Articulation & Academic Pathways

M-DCPS, Advanced Academics

2022/2023

PARTNERSHIP INTRODUCTION

Dr. Philip Giarraffa Executive Director, Articulation & Academic Pathways

Dr. Lisette T. Rodriguez Executive Director, Department of Advanced Academics In 2022-2023, 11,138 M-DCPS students participated in Dual Enrollment, representing 11% of the total high school population.

Dual enrollment is an acceleration mechanism that allows students to pursue an advanced curriculum relevant to their individual postsecondary interests.

DE students are 75% Hispanic, 15% African American, 7% White, and 3% Other (Asian, Indian, and Multi-Racial). This almost perfectly mirrors our District's high school diversity.



Miami Dade



Key Components



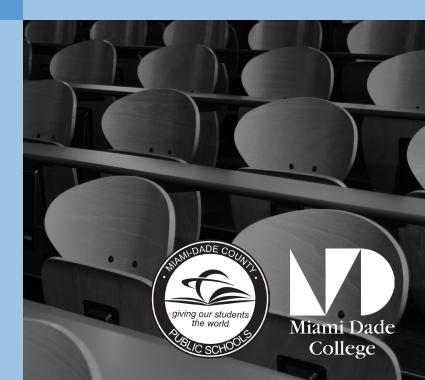
Strengthening Relationships with our High School Partners



Utilizing Technology to Optimize Dual Enrollment



Expanding Dual Enrollment Articulation Agreements to ensure access for secondary school students



2022-2023 Dual Enrollment Articulation Agreement

- Alternate methods to demonstrate college readiness for dual enrollment
- Expanding Dual Enrollment



Implementation of Alternate Methods for Dual Enrollment Eligibility

Miami Dade College implemented the Alternative Methods policy beginning in Fall 2022

METHODS SELECTED

- Tests and Assessments
- Performance in high school coursework
- Courses taught at Florida public high schools and accelerated high school courses
- Credit-by-examination
- Local placement methods.



Miami I

- Alternate Methods Provision was added to 2022-2023 **Dual Enrollment Articulation Agreements**
- **Developed Methods for documenting eligibility**
 - **Using Dual Enrollment Shared Portal**
 - **Documenting Multiple Measures in 'MDConnect'**
- Facilitated Alternate Placement Methods Professional **Development Forums for MDC Employees**
- Hosted numerous workshops/trainings with MDCPS **Secondary Schools**
- **Developed Alternate Placement Criteria Toolkit and** 'Alternate Methods' Quick Guide
- Alternative Placement Criteria was added to our Placement Criteria Manual (Exempt and Non-Exempt, Career and Technical Education, and Dual Enrollment)

SUCCESSES!



Courses Taught at a Florida	Public High Sch	nool and thro	ough AP, IB, AICE				
	FASTER/SPEEDE		Test Component (limited to 5 digits)				
Mathematics Courses	Course Numbers	TEST ID	MDConnect Grade Conversion				
			A=5, B=4, C=3, D=3, F=1				
Algebra 1	1200310	HSCOURSE	HSM01				
Algebra 1 Honors	1200320	HSCOURSE	HSM02				
Algebra 2	1200330	HSCOURSE	HSM03				
Algebra 2 Honors	1200340	HSCOURSE	HSM04				
Pre-Calculus	1202340	HSCOURSE	HSM05				
Calculus Honors	1202300	HSCOURSE	HSM06				
Geometry	1206310	HSCOURSE	HSM07				
Geometry Honors	1206320	HSCOURSE	HSM12				
Probability and Statistics with Applications Honors	1210300	HSCOURSE	HSM08				
Math for College Algebra	1200710	HSCOURSE	HSM09				
Math for College Statistics	1210305	HSCOURSE	HSM10				
Math for College Liberal Arts	1207350	HSCOURSE	HSM11				
AP High School Mathematics	FASTER/SPEEDE Course Numbers	TEST ID					
Advanced Placement Calculus AB	1202310	HSCOURSE	HSM40				
Advanced Placement Calculus BC	1202320	HSCOURSE	HSM40				
Advanced Placement Statistics	1210320	HSCOURSE	HSM41				
AICE High School Mathematics Courses	FASTER/SPEEDE Course Numbers	TEST ID					
AICE Mathematics 1 AS Level	1202352	HSCOURSE	HSM60				
AICE Mathematics & Mechanics 1 AS Level	1202354	HSCOURSE	HSM61				
AICE Mathematics & Probability & Statistics 1 AS Level	1202362	HSCOURSE	HSM62				
AICE Mathematics & Probability & Statistics 2 AS Level	1202364	HSCOURSE	HSM63				
AICE Mathematics & Mechanics & Probability & Statistics 1 AS Level	1202366	HSCOURSE	HSM64				
AICE Mathematics Statistics AS Level	1210330	HSCOURSE	HSM65				
IB High School Mathematics	FASTER/SPEEDE Course Numbers	TEST ID					
Mathematics: Analysis and Approaches 1	1201325	HSCOURSE	HSM82				
Mathematics: Analysis and Approaches 2	1201330	HSCOURSE	HSM83				
Mathematics: Analysis and Approaches 3	1201335	HSCOURSE	HSM84				
Pre-Calculus	1202375	HSCOURSE	HSM85				
Mathematics: Applications and Interpretations 1	1209300	HSCOURSE	HSM88				
Mathematics: Applications and Interpretations 2	1209305	HSCOURSE	HSM89				
Mathematics: Applications and Interpretations 3	1209310	HSCOURSE	HSM90				

Dual Enrollment - Submit Enrollments

Approve



Create Quick Enroll Enrl Request ID: 0022976402 🍏

Appr	ove Enro	oliments															
Α	pproved	*Class Nbr	Search	Subject Area	Catalog	Nbr C	Class Section	Description		Start Date	End Date	Enrolled	Details	Last Update Date/Time	by		
1 (2914	Q	MAC	2233	2	2	Business Calo	culus	01/04/2023	04/28/2023	×	0	01/05/23 2:18:41PM	CTEPEDIN	+	-
2	~	5847	Q	ACG	2021L	8	30	Financial Acct Lab		01/09/2023	03/03/2023	×	0	12/19/22 5:53:01AM	DE_KELLY.ZAHER001	+	-
3	~	6606	Q	ACG	2021	1	100	Financial Acco	ounting	01/09/2023	03/03/2023	X	0	12/19/22 5:53:02AM	DE_KELLY.ZAHER001	+	-
Appr	Approve Alternates																
A	pproved	*Class Nbr	Search	Rank Subj	ect Area	Catalog Nb	br Class Sec	tion Descript	ion	Start Date	End Date	Enrolled	Details	Last Update Date/Time	by		

Validate All

1	1041	Q	1	ACG	2021	63	Financial Accounting	03/06/2023	04/28/2023	*	0	01/05/23 1:13:05PM	TAYLOR.WILCOX001	+ -	•
2	5846	Q	2	ACG	2021	80	Financial Accounting	03/06/2023	04/28/2023	×	0	01/05/23 1:12:53PM	TAYLOR.WILCOX001	+ -	-

Upda	ites												
La	st Update DateTime 01/05	j/23 2:18:41F	M by CTEPEDIN	Weig	Inted GPA: 0.000 I	Jnweighted GPA:	0.000						
H	ligh School Courses									Fi	nd 🛛 🖉 🛛 🔜	First 🕢 1 of 1	🕑 Last
	*Subject Category *Sch	nool Course N	br Description		*Grade	School Term	Created By	Created Date/Time		Upd	lated By	Last Update Date/Tim	e
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F	ile Attachments							a 🔜					
	Attached File	View	Add Attachment	Created By	Created Date/Time	Updated B	y La	ist Update Date/Time					
1		View	Add Attachment						-				

Course History	r (if any)	2		Test Scores (i		2				
Course	Description	Term	Class Nbr	Component	Units	Grade	Test ID	Test Component	Test Score	Test Date
1 ACG 2021	Financial Accounting	Spring 2023	1041	Lecture	3.00		ACCUNEXTGEN	QAS	251.00	12/19/2020
2 ACG 2021L	Financial Acct Lab	Spring 2023	5848	Laboratory	1.00		ACCUNEXTGEN	QAS	256.00	01/14/2021
3 MAC 2233	Business Calculus	Spring 2023	7050	Lecture	3.00		ACCUNEXTGEN	REA	259.00	12/19/2020
4 MAC 1105	College Algebra	Fall 2022	7178	Lecture	3.00	В	ACCUNEXTGEN			01/14/2021
5 PSC 1515	Energy/Nat Environ	Fall 2022	4285	Lecture	3.00	B	ACCUNEXTGEN			12/19/2020
	07						ACCUNEXTGEN	WR	265.00	01/14/2021
6 CLP 1006	Psy Of Personal Eff	Summer 2022	4510	Lecture	3.00	A	HSCOURSE	HSM02	4.00	04/30/2017
7 MAT 1033	Intermediate Algebra	Summer 2022	2007	Lecture	3.00	А	HSCOURSE	HSM04	4.00	04/30/2019
8 AMH 2020	Hist US Since 1877	Spring 2022	14120	Lecture	3.00	В	HSCOURSE	HSM05	4.00	04/30/2020



Expanding Dual Enrollment

Students must have unweighted GPA of 2.50 can enroll in a maximum of 12 credits prior to demonstrating college readiness in communication and computation.

High school dual enrollment students who do not meet the statutory eligibility requirements (mandated GPA, test scores, and alternate methods) can take the following courses:

CLP 1006 – Psych. of Personal Effectiveness **SPC 1017** – Fund. of Speech Communication MUL 1010 – Music Appreciation ARH 1000 – Art Appreciation HUM 1020 – Humanities HUS 1001 – Introduction to Human Services HLP 1081 – Fitness and Wellness for Life EDF 1005 – Introduction to Education EDF 2085 – Teaching Diverse Populations SYIP Courses : Co-op Work Experience Courses



"College Connect Courses have expanded opportunities for students to access Dual Enrollment courses. Since implementing this initiative in September 2022, M-DCPS has seen a 48% increase in enrollment in the targeted courses from 1,874 in 2021-2022 to 2,767 in 2022-2023 (as of February 2023). The greatest increase is with the Hispanic and African American subgroups that increased enrollment by 83% and 63% respectively."

	MDC College Connect Courses (M-DCPS)														
Course Number	Course Name	Fall 2021	Spring 2022	School Year	Fall 2022	Spring 2023	School Year								
CLP 1006	Psychology of Personal Effectiveness	89	190	279	179	430	609								
HLP 1081	Fitness & Wellness	8	13	21	155	163	318								
HUM 1020	Humanities	267	201	468	306	299	605								
MUL 1010	Music Appreciation	138	147	285	161	158	319								
SPC 1017	Fundamentals of Speech Communication	494	121	615	523	205	728								

48% INCREASE











Contact Information

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