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MEMORANDUM

TO: District School Superintendents
Assistant School Superintendents

FROM: Pam Stewart

DATE: August 17, 2012

SUBJECT: House Bill 7059 Implementation

Contact Information:

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Specific contacts are provided
under each topic within the
memorandum.
DPS: 2012-111

Governor Rick Scott signed House Bill 7059, Relating to Acceleration Options in Public Education, into law with an effective date of July 1, 2012. Its provisions address numerous areas including Academically Challenging Curriculum to Enhance Learning (ACCEL) options, early high school graduation, student progression, career and education course planning, career-themed courses, funding and reporting, dual enrollment, and the Bright Futures Scholarship Program.

This memorandum provides a summary of the changes made by this legislation, frequently asked questions and answers by topic area, and resources. In the coming months, the Florida Department of Education will continue to provide technical assistance and resources for implementing these provisions.

House Bill 7059 may be viewed online at
<http://www.flsenate.gov/Session/Bill/2012/7059/BillText/er/PDF>.

PS/hl

Attachment

cc: Curriculum Contacts
Assessment Coordinators
FTE Contacts
MIS Directors
Student Services Directors
Student Financial Aid Contacts
Exceptional Student Education Directors
Career and Technical Education Directors
Principals
Guidance Counselors

PAM STEWART
CHANCELLOR OF PUBLIC SCHOOLS

House Bill 7059

Frequently Asked Questions

A. Academically Challenging Curriculum to Enhance Learning (ACCEL) Options

The bill creates section 1002.3105, Florida Statutes (F.S.), *Academically Challenging Curriculum to Enhance Learning (ACCEL) options*, to do the following:

- Establish options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.
- Require schools to offer, at a minimum, specific ACCEL options.
- Require principals to establish student eligibility requirements for the ACCEL options offered at the school.
- Require school districts to establish student eligibility and procedural requirements for certain options that would result in a student attending a different school.
- Require principals to inform parents and students of the available ACCEL options and the student eligibility requirements.
- Require principals to establish a process by which a parent may request student participation in an ACCEL option.
- Require school districts to establish a process by which a parent may request student participation in an ACCEL option that would result in the student attending a different school.
- Specify that a performance contract must be executed if a student participates in an ACCEL option by parent request. A performance contract is not required if a principal initiates a student's participation in an ACCEL option.

QUESTIONS AND ANSWERS

1. What are ACCEL options?

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

2. What ACCEL options must a school offer?

Each school **must** offer as ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade-level subjects; and the Credit Acceleration Program under s. 1003.4295, F.S. Schools may also offer options that include, but are not limited to, enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum.

3. What is “curriculum compacting”?

Curriculum compacting is a process whereby a student takes a pre-assessment giving the teacher information about what content the student has already mastered. The student would then not be required to complete mastered content, but work on alternate or enrichment activities instead.

4. What is “telescoping curriculum”?

In a telescoped curriculum, material is not necessarily skipped but students move more quickly through all material thereby eliminating repetition and considerably increasing the pace of instruction to meet the needs of high-potential students.

5. Who determines student eligibility for ACCEL options?

- Principals must establish student eligibility requirements for virtual instruction in higher grade-level subjects.
- A principal must also establish student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school.
- A principal must establish student eligibility requirements for ACCEL options offered within the principal’s school and establish a process by which a parent may request student participation.
- School districts must establish student eligibility requirements and procedural requirements for any whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school.
- Any requirements established by a school district must be included in the school district’s comprehensive student progression plan under s. 1008.25, F.S.

6. What should principals and school districts consider in establishing student eligibility requirements for ACCEL options?

Principals and school districts **must consider**, at a minimum, the student’s performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22, F.S.; the student’s grade point average; the student’s attendance and conduct record; recommendations from one or more of the student’s teachers in core-curricula courses as defined in s. 1003.01(14)(a)-(e); and a recommendation from a guidance counselor if one is assigned to the school where the student is enrolled.

7. Are there additional requirements regarding participation in ACCEL options?

Yes. Each principal must inform parents and students of the ACCEL options available at the school and the eligibility requirements for those options. Each principal must establish a process through which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration for promotion or acceleration within the principal's school; virtual instruction in higher-grade level subjects; or an alternative ACCEL option established by the principal.

- Any student meeting the eligibility requirements established by the principal must be provided the opportunity to participate in the ACCEL option.
- Each school district must establish a process through which a parent may request student participation in the options listed above that would result in a student attending a different school.
- Any student meeting the eligibility and procedural requirements in that district's comprehensive student progression plan must be provided the opportunity to participate in the ACCEL option.
- Any student participating in an ACCEL option, by parental request, for which the principal determines eligibility criteria, must do so with a performance contract executed by the student, the parent, and the principal.
- Any student participating in an ACCEL option by principal decision must do so with parental notification. A performance contract is not required when a principal initiates participation but may be used at the discretion of the principal.

8. What are the requirements of a performance contract?

- Any student participating in an ACCEL option by parental request must do so with a performance contract executed by the student, the parent, and the principal.
- At a minimum, the performance contract must require compliance with minimum student attendance requirements; minimum student conduct requirements; and ACCEL option requirements established by the principal, which may include participation in extracurricular activities, educational outings, field trips, interscholastic competitions, and other activities related to the ACCEL option selected.
- A performance contract is not required when a principal initiates student participation but may be used at the discretion of the principal.

9. When an identified gifted student chooses one of the ACCEL options, does that mean he or she is staffed out or made temporarily ineligible for the gifted program?

No.

10. Where may the references to ACCEL options be found in Florida Statutes?

S. 1002.3105, F.S., relates to ACCEL options in public education.

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B. Acceleration Options

The bill amends s. 1003.4295, F.S., *Acceleration options*, to the following:

- Require high schools to advise each student of programs through which a high school student can earn college credit, including early admission courses.
- Require that students shall be advised of the early and accelerated graduation options under ss. 1003.4281 and 1003.429, F.S.

QUESTIONS AND ANSWERS

- 1. Currently, high schools must advise each student of programs through which a high school student can earn college credit, including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), dual enrollment, career academy courses, courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction. Are there any additional area(s) about which to advise high school students?**

High schools must also advise students on the availability of early admission courses and the potential to earn college credit via these courses, early graduation, along with the three-year career preparatory and the three-year college preparatory accelerated graduation options.

- 2. What grade must a student be enrolled in to be eligible to participate in the CAP?**

Any student enrolled in kindergarten through grade 12 may participate in the CAP during the regular administration of the statewide, standardized End-of-Course (EOC) assessment in Algebra 1, Geometry, and Biology 1.

- 3. If a student passes the EOC assessment via the CAP, is a school district required to award course credit even though the student is not enrolled in the course or has not completed the course?**

Yes, a school district must award high school credit if the student earns a passing score (Level 3 or above) on a CAP EOC assessment.

- 4. If an elementary school student takes and passes the Algebra 1 EOC Assessment in the 2012–2013 school year, can the student earn credit for that course toward high school graduation and have the results banked?**

Yes. In addition, an elementary school student, beginning in the 2012–2013 school year, may take the Geometry EOC and the Biology 1 EOC through CAP, and bank the credit if the student passes.

5. Can a student who enters kindergarten (attains the age of five on or before September 1) be considered for the ACCEL options?

Yes. A student who attains their fifth birthday on or before September 1 and who enrolls in kindergarten may be considered for ACCEL options.

6. Can a student who has satisfactorily completed a private school kindergarten and who has not attained their sixth birthday be considered for the ACCEL options?

Yes. A student in this case would be enrolled in kindergarten and may be considered for the ACCEL options.

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C. Student Progression Plans

The bill amends s. 1008.25, F.S., *Public school student progression; remedial instruction; reporting requirements*, to do the following:

- Specify that it is the intent of the legislature that each student's progression from one grade to another be determined, in part, upon satisfactory performance in certain subjects and that district school board policies facilitate student achievement, eliminating references to proficiency.
- Specify that it is the intent of the legislature that students have access to educational options that provide academically challenging coursework or accelerated instruction (ACCEL program).
- Require a school district's student progression plan to include information about ACCEL options, early and accelerated graduation options, and dual enrollment courses included in the dual enrollment articulation agreement.

QUESTIONS AND ANSWERS

1. What is the intent of the legislature with regard to each student's progression?

- That each student's progression from one grade to another be determined, in part, upon satisfactory performance in reading, writing, science, and mathematics.
- That district school board policies facilitate student proficiency in reading, writing, science, and mathematics.
- That district school board policies provide that each student and his or her parent be informed of that student's academic progress.
- That district school board policies allow students to have access to educational options that provide academically challenging coursework or accelerated instruction specified in the ACCEL options, s. 1002.3105, F.S.

2. What are the types of student eligibility and procedural requirements that must be listed in the student progression plan?

The district school board must specify its established student eligibility and procedural requirements for any whole-grade promotion, midyear promotion, and subject-matter acceleration that would result in a student attending a different school.

3. What must be delineated in the district student progression plan related to the district's process for a parent to request student participation in the ACCEL option(s)?

The district student progression plan must specify the district's process for a parent to request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending

a different school. If the parent selects one of these ACCEL options and the student meets the eligibility and procedural requirements set forth in the district's comprehensive student progression plan, the student must be provided the opportunity to participate in the ACCEL option.

4. What are the parent advisement requirements for ACCEL options that must be specified in the comprehensive student progression plan?

The comprehensive student progression plan must specify that parents and students be advised of the following:

- There may be additional ACCEL options available at the student's school.
- Contact the principal for information related to student eligibility requirements for whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; information about virtual instruction in higher grade-level subjects; and information about any other ACCEL options offered by the principal.
- Contact the principal for information related to the school's process through which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; information about virtual instruction in higher grade-level subjects; and information about any other ACCEL options offered by the principal.
- There are early and accelerated graduation options under ss. 1003.4281 and 1003.429, F.S.

5. Each district school board student progression plan must provide information about ACCEL options, including dual enrollment courses. What are the specific requirements that must be included?

The comprehensive student progression plan must list, or incorporate by reference, all dual enrollment courses contained within the dual enrollment articulation agreement.

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D. Career and Education Course Planning

The bill amends s. 1003.4156, F.S., *General requirements for middle grades promotion*, to do the following:

- Add sixth grade to the levels in which the career and education planning course may be offered.
- Specify that the course must do the following:
 - Result in a completed personalized academic and career plan.
 - Emphasize technology or the application of technology in career fields.
 - Beginning with the 2014–2015 academic year, include information from the Department of Economic Opportunity’s economic security report as described in s. 445.07, F.S.
- Remove statutory references to Florida CHOICES and FACTS.org.
- Add “career-themed courses” to the information requirement in the personalized academic and career plan.

QUESTIONS AND ANSWERS

1. Will the middle school career and education planning course continue to be required?

Yes. The middle school career and education planning course will continue to be required per s. 1003.4156(5), F.S.

2. Are districts allowed to offer the career and education planning course in sixth grade?

Yes. Districts now have the option of offering the course to students in sixth through eighth grade whereas, previously, it was only offered to seventh and eighth grade students.

3. Where can one locate the list of approved middle school career and education planning courses?

The 86 career and education planning courses may be viewed at <http://www.fldoe.org/workforce/ced/pdf/approved-courses.pdf>. For the 2013–2014 school year, additional courses may be added to the list. Additional benchmarks will be added to the 2013–2014 course descriptions and frameworks.

4. Will the CHOICES Planner Program continue to be available?

Yes. The CHOICES Planner Program will continue to be available free of charge to middle and high schools, postsecondary schools, state agencies, organizations, and all residents of Florida.

5. Will school districts continue to be able to use the CHOICES Planner Program to fulfill the requirements of the career and education planning course?

Yes. School districts will continue to be able to use the CHOICES Planner Program in order to fulfill the requirements of the career and education planning course. The new legislation removed reference to CHOICES; however, school districts will continue to have the option of using CHOICES to help students create a career plan and complete the requirements of the career and education planning course.

6. What is the Florida Virtual Campus (FLVC)?

FLVC provides a variety of online services for students from Florida's public high schools, colleges, and universities. FLVC's academic advising services make it easy for high school students to prepare for college or a career after graduation. Students can monitor their progress by running evaluations against their transcript information and the requirements for high school graduation, college and career readiness, and Bright Futures Scholarships. In addition, they can explore Florida's college and university offerings (both traditional and distance learning programs), learn about financial aid, and apply for admission. Dual-enrolled high school students and those in accelerated education programs (e.g., AP, AICE, and IB) can even access online library resources used within Florida's colleges and universities. For more information, visit <http://www.flvc.org>.

7. Will school districts continue to be able to use the ePEP program to fulfill the requirements of the career and education planning course?

No. Effective July 1, 2012, students will not be able to use the ePEP program on FACTS.org to fulfill the requirements of the career and education planning course. The requirement to use the ePEP was stricken from the middle grades promotion statute. Students with an existing ePEP may view the ePEP in a "read-only" format until January 2013 at the FLVC, but no changes will be possible.

The requirements of the new legislation stipulate that a career and academic plan is still required for promotion to ninth grade. Districts now have the flexibility to choose the type of personalized academic and career plan that best suits student needs, which may or may not be an online system. FACTS.org staff will post a new College and Career Planner in PDF format that will not require login IDs or passwords in place of the ePEP as an option for school districts.

8. Will school districts now be required to include information on career-themed courses in the personalized academic and career plan?

Yes. School districts will be required to include information on career-themed courses in the student's personalized academic and career plan. These courses must be registered with the Department of Education and the process for registering the courses will be incorporated into Rule 6A-6.0573, Florida Administrative Code (F.A.C.). Additional information from the Division of Career and Adult Education regarding this process is forthcoming.

9. Did anything else change with regard to the middle school career and education planning course?

Yes. Districts are now required to include in this course an emphasis on technology or the application of technology in career fields and, beginning in the 2014–2015 academic year, must include information from the Department of Economic Opportunity's economic security report as described in s. 445.07, F.S. More information on this report is forthcoming.

10. What information is contained in the Department of Economic Opportunity's economic security report?

The economic security report has information about employment and earning outcomes for degrees or certificates earned at a public postsecondary educational institution.

11. Prior to July 1, 2012, a student accessed the CHOICES Planner Program website by going to FACTS.org and clicking on a link there. How may a student access the CHOICES Planner Program after July 1, 2012?

To go directly to the website for the CHOICES Planner, go to <http://www.flchoices.org>. We recommend bookmarking this address for easy future reference. We also recommend a link to CHOICES Planner be placed on the school's website to make it easier for students and parents to access this program.

12. What training will be available to assist users in understanding the changes in the middle school career course while also learning about CHOICES Planner?

The CHOICES Team will continue to provide the same in-person training to the districts that it has in the past; however, in addition to in-person training, they are now offering webinars as another option to assist users in quickly learning about the CHOICES Planner and the Professional Tools. The team is reviewing the changes in the middle school career course to determine how best to incorporate this information into its training.

13. How can I stay informed on issues concerning the middle school career course and other career-related topics?

The CHOICES Team maintains three listservs (middle school, high school, and postsecondary) to communicate information on the CHOICES Planner and available training opportunities. The listservs are also used to relay information regarding topics of importance to the career-planning community in Florida. In order to join a listserv, please contact the CHOICES Team at CHOICES@fldoe.org.

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E. Career-Themed Courses

The bill amends s. 1003.491, F.S., *Florida Career and Professional Education Act*, to do the following:

- Specify that districts must develop a three-year strategic plan, instead of a five-year plan, and adds “career-themed courses” as an element in the plan.
- Modify language on elements on which the strategic plan shall be constructed.
- Update language on the curriculum review process for newly proposed core secondary courses and existing courses for consideration as core courses.
 - Specifies that the curriculum review committee shall approve or deny each proposed core course within 30 days after submission by a district school board or regional workforce board.

The bill amends s. 1003.492, F.S., *Industry-certified career education programs*, to do the following:

- Add secondary schools offering “career-themed courses” to the industry-certified career education programs section.
- Specify that a school principal, instead of a career and professional academy, may apply to Workforce Florida, Inc. to request additions to the list of approved certifications based on high-skill, high-wage, and high-demand requirements in the regional economy.
- Add “career-themed courses” to the student achievement and performance data collection requirements of the Department of Education.

The bill amends s. 1003.493, F.S., *Career and professional academies and career-themed courses*, to do the following:

- Rename s. 1003.493, F.S., to include “career-themed courses” in addition to career and professional academies.
- Add reference to the Department of Economic Opportunity to the definition of “career and professional academy.”
- Define “career-themed course” as a course, or a course in a series of courses, that leads to an industry certification on the Industry Certification Funding List; require that school districts offer at least two career-themed courses and encourage each secondary school and the Florida Virtual School to offer at least one career-themed course; specify that students completing a career-themed course must be provided with opportunities to earn postsecondary credit.
- Add “career-themed courses” to the goals section on career and professional academies; remove reference to occupational completion points; specify that the goal on meeting industry needs should be for high-skill, high-wage, and high-demand occupations.
- Create required elements for secondary schools offering career-themed courses and make them the same as those required for career and professional academies.

- Remove the following requirements for career and professional academies:
 - Provide shared, maximum use of private sector facilities and personnel
 - Provide personalized student advisement and coordinate with middle schools to provide information to middle school students about secondary and postsecondary programs and academies
 - Include a plan to sustain career and professional academies
 - Redirect appropriated career funding to career and professional academies
- Modify accountability requirements by specifying that failure to meet a 50 percent pass rate on an industry certification exam requires amendment of the three-year strategic plan on specific strategies to improve the passage rate (removes requirement about discontinuing enrollment in the academy).

The bill amends s. 1003.4935, F.S., *Middle school career and professional academy courses and career-themed courses*, to do the following:

- Amend s. 1003.4935, F.S., to include “career-themed courses.”
- Rename s. 1003.4935, F.S., to include “career-themed courses” in addition to middle school career and professional academies.
- Require the State Board of Education to adopt rules to identify industry certifications in science, technology, engineering, and mathematics on the Industry Certification Funding List.

QUESTIONS AND ANSWERS

1. Is a school district required to register its career-themed courses?

Yes. Districts will be required to notify the Department of Education of the career-themed courses that are being offered. The process for doing so will be incorporated into Rule 6A-6.0573, F.A.C. Additional information from the Division of Career and Adult Education is forthcoming.

2. Will a district have to complete a new strategic plan with the law changing from a five-year plan to a three-year plan?

Yes. The plan will need to be updated to reflect new requirements in the statute. The information that must be included in the strategic plan has changed.

However, several items associated with career and professional academies were either already included in the strategic plan requirements prior to July 1, 2012, or were added to the required elements for the strategic plan as specified in s. 1003.491, F.S. The items added to the strategic plan and removed from the requirements for career and professional academies under s. 1003.493, F.S., include the following:

- Strategies to provide personalized student advisement, including a parent-participation component, and coordination with middle schools to promote and

support career-themed courses and education planning as required under s. 1003.4156.

- Plans to sustain and improve career-themed courses and career and professional academies.
- Strategies to redirect appropriated career funding in secondary and postsecondary institutions to support career academies and career-themed courses that lead to industry certification.

3. Are all districts required to offer career-themed courses?

Yes. School districts must offer at least two career-themed courses, and each secondary school is encouraged to offer at least one career-themed course. The Florida Virtual School is encouraged to develop and offer rigorous career-themed courses as appropriate.

4. How did the performance criteria for the Career and Professional Education (CAPE) Act change?

If the industry certification pass rate for career and professional academies or career-themed courses falls below 50 percent, districts will have to amend their three-year strategic plan to include specific strategies to improve the passage rate of the academy or career-themed courses. In the past, the district was required to discontinue enrollment of new students in the academy until the passage rate increased to at least 50 percent or the academy was discontinued.

5. What process will the Department use to identify the middle school science, technology, engineering, and mathematics (STEM) industry certifications?

The process for identifying these certifications and for adopting a list of certifications will be incorporated into Rule 6A-6.0573, F.A.C. Additional information from the Division of Career and Adult Education is forthcoming.

6. If a student is enrolled in a career-themed course but is not enrolled in a career and professional academy and earns an industry certification on the funding list, is that student eligible for inclusion in the add-on full-time equivalent (FTE) membership calculation in the Florida Education Finance Program (FEFP)?

Yes, if all other eligibility requirements are met.

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F. Early High School Graduation

The bill creates s. 1003.4281, F.S., *Early high school graduation*, to do the following:

- Establish an early graduation option for a student who has completed a minimum of 24 credits and meets other requirements specified in s. 1003.428, F.S.
- Define “early graduation” to mean graduation from high school in fewer than eight semesters or the equivalent.
- Require each district school board to adopt a policy that provides a high school student an early graduation option.
- Require each school district to notify the parent of a student who is eligible to graduate early.
- Provide that a school district may not prohibit an eligible student from graduating early.
- Require provisions for a student who graduates early to continue to participate in school and social events and other specifically named events as part of the student’s cohort.
- Authorize eligible students who graduate from high school midyear to receive a Bright Futures Scholarship award during the spring term.
- Define that, for purposes of this section, a credit is equal to 1/6 FTE and provides that a student may earn up to six paid high school credits equivalent to one FTE per school year in grades 9–12.
- Define that, for purposes of this section, high school credits earned in excess of six credits per year are considered unpaid credits for purposes of calculating FTE.

The bill amends s. 1003.02, F.S., *District school board operation and control of public K–12 education within the school district*, to do the following:

- Require school districts to notify parents of students in or entering high school of the options for early or accelerated high school graduation in addition to other acceleration options.

QUESTIONS AND ANSWERS

1. What is the purpose of s. 1003.4281, F.S.?

HB 7059 created a new section of statute, s. 1003.4281, F.S., to provide the option of early graduation if the student has completed a minimum of 24 credits and meets the graduation requirements specified in s. 1003.428, F.S.

2. What is the definition of “early graduation”?

The term “early graduation” means graduation from high school in fewer than eight semesters or the equivalent.

3. Can a student who is to graduate in the spring of 2013 have the option to graduate from high school at the beginning of the 2012–2013 school year?

Yes, if the student has met all graduation requirements. The early graduation option is effective beginning July 1, 2012. The requirements are to be included in the school district student progression plan.

4. What must be included in a school district policy related to “early graduation”?

The early graduation policy must provide a high school student the option of early graduation.

5. Is a school district required to notify parents of the early graduation option?

Yes. Each school district must notify the parent of a student who is eligible to graduate early.

6. Can a school district prohibit a student from early graduation?

No. A school district may not prohibit a student who meets the requirements of s. 1003.4281, F.S., from early graduation.

7. If a student graduates via the early graduation option, may the student participate in activities at the high school?

Yes. A student who graduates early may continue to participate in school activities and social events with the student’s cohort, as if the student were still enrolled in high school. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

8. If a student graduates via the early graduation option, may the student be included in recognitions available to other students in the student’s cohort?

Yes. A student who graduates early will be included in class ranking, honors, and award determinations for the student’s cohort.

9. How much FTE may a district claim for unpaid high school credits?

Each unpaid high school credit delivered by a school district during a student’s enrollment may be reported by the district as 1/6 FTE when the student graduates early pursuant to s. 1003.4281, F.S. A district may report up to 1/2 FTE for unpaid credits delivered by the district for a student who graduates one semester in advance of the student’s cohort and up to 1 FTE for a student who graduates one year or more in advance of the student’s cohort.

10. Which district reports unpaid credits for funding purposes?

All unpaid high school credits are reported by the school district where the student graduated.

11. How are unpaid credits for early graduation reported?

The district shall report the FTE for unpaid high school credits via the Automated Student Database in Survey 5 following the student's graduation using the element "FTE Earned, Unpaid Credits for Early Graduates" on the Student End of Year Status format.

12. Which district receives the funding for reported unpaid FTE?

The district of current enrollment, from which early graduation is claimed, will receive the funding for unpaid FTE claimed. If the student was enrolled in the district of as a full-time high school student for at least two years, the district shall report the unpaid FTE delivered by the district during the student's prior enrollment. If the student was enrolled in the district for less than two years, the district shall report the unpaid FTE delivered by the district and by the district in which the student was previously enrolled. The district of enrollment for which early graduation is claimed shall transfer a proportionate share of the funds earned for the unpaid FTE to the district in which the student was previously enrolled. Each school district in which a student was previously enrolled shall notify the student's graduation district of any unpaid high school credits.

13. When will the district receive payment for unpaid FTE?

Unpaid FTE will appear as Add-on FTE in the following fiscal year's Third Florida Education Finance Program (FEFP) calculation.

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G. End-of-Course Assessments

The bill amends s. 1011.61, F.S., *Definitions*, to do the following:

- Provide reporting requirements for school districts for a FTE student in courses requiring certain statewide standardized EOC assessments, and for a student who passes a statewide standardized EOC assessment without being enrolled in the corresponding course.

QUESTIONS AND ANSWERS

1. What are the requirements for reporting the passage of an EOC assessment when the student is not enrolled in the corresponding course?

- The student must be enrolled in a school district as a full-time student.
- The student must pass a statewide standardized EOC assessment without being enrolled in the corresponding course.

2. Which EOC assessments are eligible for determining FTE students to be reported?

Eligible assessments are statewide standardized EOC assessments for which a pass or fail score has been established.

3. When should FTE students who pass a statewide standardized EOC assessment (without being enrolled in the corresponding course) be reported?

FTE students who pass statewide standardized EOC assessments (without being enrolled in the corresponding course) should be reported in Survey 4. The maximum value for funding per student is one full-time equivalent student membership for a school year or equivalent.

4. When will the reported FTE be funded?

Reported FTE earned from a student passing a statewide standardized EOC assessment (without being enrolled in the course) shall be included in the final FEFP calculation. If the student is over the maximum value for funding per student of one FTE student membership for a school year or equivalent, the district may apply the credit to unpaid high school credit for students who graduate early.

5. What changes occur on the fourth year of administering the end-of-course assessment?

The reported FTE becomes credit-based and each course is equal to 1/6 FTE. If a student does not pass the end-of-course assessment, the student will not receive FEFP funding for the course. Fiscal year 2013–2014 is the fourth year of implementation of the Algebra I end-of-course assessment.

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H. Bright Futures Scholarship Program

The bill amends s. 1009.532, F.S., *Florida Bright Futures Scholarship Program; student eligibility requirements for renewal awards*, to do the following:

- Provide that a student who receives an initial award during the spring term will be evaluated for scholarship renewal after the completion of a full academic year, which begins with the fall term.

The bill amends s. 1009.531, F.S., *Florida Bright Futures Scholarship Program; student eligibility requirements for initial awards*, to do the following:

- Authorize a student who graduates from high school midyear to receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student applies for the scholarship award no later than August 31 of the student's graduation year.

QUESTIONS AND ANSWERS

1. Can a student receive a Bright Futures Scholarship if electing early graduation?

Yes. A student who graduates from high school midyear may receive an initial Bright Futures Scholarship award during the spring term following the student's graduation, as long as the student applies for the scholarship award no later than August 31 of the student's graduation year. For example, if a student plans to graduate midterm in the 2012–2013 school year, the student is required to apply for the scholarship award no later than August 31, 2012.

2. When will a student who graduates midterm have his or her renewal eligibility determined?

A student who receives an initial award during the spring term will be evaluated for scholarship renewal after a full academic year (fall through spring) of award eligibility has passed. This provides students who graduate from high school midyear and receive an initial award in the spring term a full academic year (potentially three terms of funding) before they will be evaluated for scholarship renewal.

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I. Dual Enrollment Programs

The bill changes all references of the Interinstitutional Articulation Agreement (IAA) to the Dual Enrollment Articulation Agreement.

The bill amends s. 1007.271, F.S., *Dual enrollment programs*, to do the following:

- Clarify that students may not dually enroll if they will graduate prior to the end of the postsecondary course, but authorizes students to pay the postsecondary tuition and fees for this enrollment.
- Provide student eligibility requirements and restrictions for enrollment and continued enrollment in dual enrollment courses.
- Authorize a participation limit based on capacity.
- Provide requirements for faculty members instructing in college-credit dual enrollment courses.
- Provide curriculum standards for college-credit dual enrollment.
- Prohibit school districts from combining dual enrollment courses with high school courses.
- Clarify district school board duties.
- Establish a minimum and maximum number of college-credit hours for participation in an early admission program.
- Provide home education student eligibility requirements for enrollment in dual enrollment courses.
- Require a home education articulation agreement.
- Provide requirements for the development and contents of a school district and Florida College System institution dual enrollment articulation agreement.
- Require the Department of Education to develop an electronic submission system for dual enrollment articulation agreements and to review agreements for compliance.
- Authorize dual enrollment articulation agreements with state universities, eligible independent colleges and universities, and private secondary schools.

The bill repeals s.1007.272, F.S., *Joint dual enrollment and advanced placement instruction*.

The bill repeals s. 1007.235, F.S., *District interinstitutional articulation agreements*.

QUESTIONS AND ANSWERS

1. What is dual enrollment?

Dual enrollment is an acceleration program that allows high school students to simultaneously earn credit toward high school completion and a career certificate, or an associate or baccalaureate degree at a Florida public or authorized private institution.

Early admission is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis on a college or technical center campus.

2. Are school districts still required to enter into dual enrollment articulation agreements with Florida Colleges System institutions?

Yes. The provisions regarding the Interinstitutional Articulation Agreement, with minor changes, are still required in the new Dual Enrollment Articulation Agreements. Dual enrollment agreements with state universities and private postsecondary institutions are still optional.

3. May Florida College System institutions limit dual enrollment participation?

Yes. Florida College System institutions may limit dual enrollment participation based on capacity. Any such limitation must be specified in the Dual Enrollment Articulation Agreement.

4. May students participate in dual enrollment beyond their graduation date?

No. Students who will graduate from high school prior to the completion of the dual enrollment course may not register for that course through dual enrollment. In this situation, students may apply to the institution and pay all required costs to enroll in the postsecondary course.

5. Did dual enrollment eligibility change?

For initial eligibility, students must have a 3.0 unweighted high school grade point average (GPA) to enroll in college-credit dual enrollment courses, and a 2.0 unweighted high school GPA to enroll in noncollege-credit certificate courses. Students must also demonstrate readiness through a minimum score on a college placement test.

To continue participation in college-credit dual enrollment, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by the postsecondary institution for college-credit courses. To continue participation in career certificate dual enrollment courses, students must maintain a 2.0 unweighted high school GPA.

Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered.

6. What if a student does not have the required grade point average?

Participation in dual enrollment by students without the required GPA is at the discretion of the postsecondary institution and the school district. Exceptions may be granted on an individual student basis if both educational entities agree and the terms of the agreement are included in the Dual Enrollment Articulation Agreement.

7. Are there additional eligibility criteria?

Yes. Florida colleges may establish additional initial student eligibility requirements to ensure students are ready for postsecondary instruction. These additional requirements should be listed in the Dual Enrollment Articulation Agreement.

8. Are there changes to home education dual enrollment?

Yes. Home education students and their parents must now sign a home education articulation agreement with the postsecondary institution. This agreement must delineate the courses and programs available, eligibility requirements, and student responsibilities concerning instructional materials and transportation and must include a statement on course transfer guarantees.

9. How many credits may a student take in the dual enrollment program?

The number of allowable dual enrollment credits in a semester and the overall number of dual enrollment credits will vary from postsecondary institution to institution. Students should check with their school or the postsecondary institution for credit limits.

Early admission students must enroll in a minimum of 12 college-credit hours per semester, but cannot be required to enroll in more than 15 college-credit hours per semester.

10. Can a school district put advanced placement and dual enrollment students in the same course?

No. HB 7059 removed the authorization for joint advanced placement and dual enrollment instruction. Dual enrollment courses taught on the high school campus may not be combined with any non-college-credit high school course.

11. Are dual enrollment courses considered rigorous?

Dual enrollment courses are rigorous postsecondary courses that represent one of the accelerated mechanisms through which high school students can advance their course of study toward a postsecondary goal. The postsecondary institution is

responsible for dual enrollment, whether delivering the instruction on a college campus or providing oversight for instruction delivered on a high school campus. Pursuant to s. 1007.271(5) and (6), F.S., faculty must have college-level teaching credentials, and eligible students must prove college readiness evidenced by GPA and college placement exam scores. Courses taught on the high school campus must be equivalent in rigor and content to those taught on the college campus. To ensure comparability, the postsecondary institution evaluates teachers.

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