INTERINSTITUTIONAL ARTICULATION AGREEMENT

The School Board of Palm Beach County

and

The District Board of Trustees of Palm Beach Community College

and

Florida Atlantic University

2009-2010 School Year
CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acronym Definitions</td>
<td>ii</td>
</tr>
<tr>
<td>Interinstitutional Articulation Agreement (1) - (2)(a)</td>
<td>1</td>
</tr>
<tr>
<td>Palm Beach County Articulation Coordinating Committee</td>
<td>3</td>
</tr>
<tr>
<td>Agreement as to Responsibilities</td>
<td>5</td>
</tr>
<tr>
<td>Acceleration Programs</td>
<td>7</td>
</tr>
<tr>
<td>Career Pathways (Tech Prep)</td>
<td>31</td>
</tr>
<tr>
<td>Other Articulation Understandings</td>
<td>2</td>
</tr>
<tr>
<td>Palm Beach County Articulation Coordinating Committee (1)</td>
<td>3</td>
</tr>
<tr>
<td>Agreement as to Responsibilities (1)</td>
<td>5</td>
</tr>
<tr>
<td>Acceleration Programs (2)(b) 1 - 10</td>
<td>7</td>
</tr>
<tr>
<td>Reducing the Incidence of Postsecondary Remediation in Math, Reading,</td>
<td>21</td>
</tr>
<tr>
<td>and Writing for First-Time-Enrolled Recent High School Graduates</td>
<td></td>
</tr>
<tr>
<td>Career Pathways (Tech Prep) (2)(d)</td>
<td>31</td>
</tr>
<tr>
<td>Teacher Prep</td>
<td>34</td>
</tr>
<tr>
<td>District Student Progression Plan</td>
<td>38</td>
</tr>
<tr>
<td>Conversion of College Credit Hours to High School Credit</td>
<td>38</td>
</tr>
<tr>
<td>Signature Page</td>
<td>54</td>
</tr>
</tbody>
</table>

Appendix A: Dual Enrollment Course Equivalency List                        | 39   |
Appendix B: PSAV Dual Enrollment                                           | 40   |
Appendix B-1: PSAV Approved Programs for Dual Enrollment                   | 40   |
Appendix B-2: Palm Beach Community College, Belle Glade Pilot             | 41   |
Appendix C: FCELPT (CPT) Assessment of High School Juniors                | 43   |
**Acronym Definitions**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>AAS</td>
<td>Associate in Applied Science</td>
</tr>
<tr>
<td>ACT</td>
<td>American College Testing Program</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>AS</td>
<td>Associate in Science</td>
</tr>
<tr>
<td>CCC</td>
<td>College Credit Certificate</td>
</tr>
<tr>
<td>CEEB</td>
<td>College Entrance Examination Board</td>
</tr>
<tr>
<td>CLEP</td>
<td>College Level Examination Program</td>
</tr>
<tr>
<td>CLF</td>
<td>Community Language Facilitator</td>
</tr>
<tr>
<td>DL</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>ECPC</td>
<td>Early Childhood Professional Certificate</td>
</tr>
<tr>
<td>EDW</td>
<td>Educational Data Warehouse</td>
</tr>
<tr>
<td>EPI</td>
<td>Educator Prep Institute</td>
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<tr>
<td>ESE</td>
<td>Exceptional Student Education</td>
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<tr>
<td>FAU</td>
<td>Florida Atlantic University</td>
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<tr>
<td>FCAT</td>
<td>Florida Comprehensive Assessment Test</td>
</tr>
<tr>
<td>FCELPT</td>
<td>Florida College Entry-Level Placement Test (CPT)</td>
</tr>
<tr>
<td>FDOE</td>
<td>Florida Department of Education</td>
</tr>
<tr>
<td>FFEA</td>
<td>Florida Future Educators of America</td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
</tr>
<tr>
<td>FTIC</td>
<td>First Time In College</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>IAA</td>
<td>Interinstitutional Articulation Agreement</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>PBCC</td>
<td>Palm Beach Community College</td>
</tr>
<tr>
<td>PBCSD</td>
<td>Palm Beach County School District</td>
</tr>
<tr>
<td>PRO</td>
<td>Paraprofessional Retention Outreach Program</td>
</tr>
<tr>
<td>PSAT</td>
<td>Pre-Scholastic Aptitude Test</td>
</tr>
<tr>
<td>PSAV</td>
<td>Post-Secondary Adult Vocational Education</td>
</tr>
<tr>
<td>SACS</td>
<td>Southern Association of Colleges and Schools</td>
</tr>
<tr>
<td>SAT</td>
<td>Scholastic Aptitude Test</td>
</tr>
<tr>
<td>TABE</td>
<td>Test for Adult Basic Education</td>
</tr>
</tbody>
</table>
Interinstitutional Articulation Agreement
Among The School Board of Palm Beach County and
The District Board of Trustees of Palm Beach Community College and
Florida Atlantic University

SECTION 1007.235 (1)-(2)(a), FLORIDA STATUTES

1007.235 (1) District school superintendents and community college presidents shall jointly develop and implement a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The district school superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area.

1007.235 (2) The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

1007.235 (2) (a) A ratification or modification of all existing articulation agreements.

COMMITTEE RESPONSE TO STATUTE:

THIS AGREEMENT is entered into by and among The District Board of Trustees of Palm Beach Community College (hereafter referred to as the College), The School Board of Palm Beach County (hereafter referred to as the District), and Florida Atlantic University, acting for and on behalf of the Board of Trustees for FAU (hereafter referred to as the University), and

WHEREAS, the Commissioner of Education has encouraged enhanced articulation agreements among public schools, community colleges, and universities and has provided comprehensive guidelines for such agreements, and

WHEREAS, the District and the College have a long history of cooperation, dating back to 1933 and the establishment of the College under the leadership of John I. Leonard, who served as the first President and as the Superintendent of Public Instruction, and

WHEREAS, the District, the College and the University have previously entered into an agreement to enhance learning opportunities for qualified students in Palm Beach County high schools through the effective use of College and University programs and resources, and

WHEREAS, Florida Statutes specify that articulation agreements pertaining to acceleration programs (dual credit and others) shall be executed between community college boards of trustees and school district boards within each community college district, and

WHEREAS, the District, the College and the University desire to implement Florida Statutes and State Board of Education Rules to enhance articulation among the entities to improve educational opportunities for students who are served by the entities;

WHEREAS, the previous agreement will expire before the beginning of the fall term and the District, the College and the University wish to modify its contents as provided in this document;

NOW, THEREFORE BE IT RESOLVED that the District, the College and the University agree to the following:
Palm Beach County Articulation Coordinating Committee: The District, the College and the University agree to utilize the Articulation Coordinating Committee, with membership as shown on Page 3, to monitor the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote articulation.

Agreement as to Responsibilities: The District and the College agree to assume specific responsibilities for Postsecondary Vocational Education, Postsecondary Adult Vocational Education, Adult Basic Education, Adult Secondary Education, and Education for Disabled Adults as detailed on Page 5.

Acceleration Programs: Pursuant to Section 1007.235 (2)(b) 1-11, Florida Statutes, it is the intent of the District, the College and the University that a variety of articulated acceleration mechanisms be made available for secondary and postsecondary students. It is intended that articulated acceleration serve to shorten the time necessary for students to complete the requirements associated with the conferring of a degree, broaden the scope of curriculum options available to students, or increase the depth of study available for a particular subject. Articulated acceleration mechanisms shall include, but not be limited to, dual enrollment, early admission, advanced placement, CLEP, the International Baccalaureate Program or other institutional credit by exam, and the several Academy/Magnet Programs. Details of the agreements of the programs are provided on Pages 7-9.

Career Pathways (Tech Prep): Pursuant to Florida Statute§ 1007.235(2)(d), Florida Statutes, the District, the College and the University agree to cooperate in the advancement of the Tech Prep Program. Working with District personnel, the College has identified courses and programs that can articulate from the District to the College to help prepare students for Associate degrees and baccalaureate studies. Details of the Career Pathways (Tech Prep) Education agreement are on Page 31.

Florida Department of Education Dual Enrollment Course List

Other Articulation Understandings:

(1) Institutional Responsibilities. The District and the College shall review, agree to and report on the responsibilities for providing Adult, Postsecondary Adult Vocational (PSAV) and Continuing Workforce Education in the District.

(2) Delineation of Programs and Courses That Are Not a Part of the Agreement. The District, the College and the University agree that the Postsecondary Leveling List serves as the basic criterion for determining at what level new programs will be offered.

(3) General Articulation Efforts. The District, the College and the University agree to work toward articulation agreements that will reduce duplication, share resources, and otherwise enhance the activities and opportunities for each entity in areas such as Staff and Professional Development, Faculty to Faculty Articulation, Counselor to Counselor Articulation; Research and Management Information, and Testing. The Palm Beach County Articulation Coordinating Committee is responsible for exploration of potential areas of cooperation and encouragement of formulation of appropriate agreements.

(4) Joint Use Agreements: The District, the College and the University maintain joint-use agreements for facilities used by these entities. Those agreements are neither included in nor affected by this Agreement.
SECTION 1007.235 (1), FLORIDA STATUTES

1007.235 (1) District school superintendents and community college presidents shall jointly develop and implement a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The district school superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area.

COMMITTEE RESPONSE TO STATUTE:

I. The District, the College and the University agree to utilize the Palm Beach County Articulation Coordinating Committee to monitor the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote articulation.

II. Members will be appointed, or reappointed, to the Committee during the spring of each year to serve the following Fiscal Year, July 1 to June 30. There are no limitations on the number of terms individuals may serve. The Committee will elect its own chairperson, vice chairperson, and secretary at the last meeting of the year, usually alternating the chairperson among representatives of the District, the College and the University.

III. Committee members and/or designee shall be as follows:

DISTRICT
High School Principals
High School Guidance Coordinator
Career Education Manager
Career Education Specialist
Home Education Program Planner
Assistant Superintendent, Learning Support
Secondary Guidance Program Planner
Middle School Guidance Program Planner

COLLEGE
Vice President of Student Services & Enrollment Management
Dean of Academic Affairs
Dean of Student Services
Associate Dean of Academic Affairs
Director, Recruitment and Dual Enrollment
Director, College-wide Student Programs
Academic Coordinator
College Registrar

UNIVERSITY
Director of Admissions and Community College and Transfer Student Relations
University Registrar
IV. The Committee will meet in September through February and other times as needed. The Committee will submit an annual report, through the President of the College and the Superintendent of Schools, to the respective boards and the University President.
AGREEMENT AS TO RESPONSIBILITIES

SECTION 1007.235 (1), FLORIDA STATUTES

1007.235 (1) District school superintendents and community college presidents shall jointly develop and implement a comprehensive articulated acceleration program for the students enrolled in their respective school districts and service areas. Within this general responsibility, each superintendent and president shall develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The district school superintendent and president shall establish an articulation committee for the purpose of developing this agreement. Each state university president is encouraged to designate a university representative to participate in the development of the interinstitutional articulation agreements for each school district within the university service area.

COMMITTEE RESPONSE TO STATUTE:

I. As specified by agreement between the District and the College in accordance with Florida Statutes and State Board of Education Rules the responsibilities assignment for Postsecondary Vocational Education (PSV), Postsecondary Adult Vocational Education (PSAV), Adult Basic Education, Adult Secondary Education, and Education for Disabled Adults are shown as follows:

Responsibility Matrix

<table>
<thead>
<tr>
<th>PROGRAM AREAS</th>
<th>THE DISTRICT</th>
<th>THE COLLEGE</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>K-12</td>
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<td>Career Education Programs:</td>
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<tr>
<td>Courses:</td>
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<tr>
<td>POSTSECONDARY ADULT VOCATIONAL</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Programs:</td>
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<td>Courses:</td>
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<td>Programs:</td>
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<tr>
<td>Courses:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CONTINUING WORKFORCE EDUCATION</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>ADULT BASIC EDUCATION</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADULT SECONDARY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISABLED</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
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</table>

The District provides adult classes specially designed for developmentally disabled adults, and universities/colleges offer services to accommodate students with disabilities in all programs.
II. The District, the College and the University agree that no party will initiate a new program (shared program or program that will impact articulation) until agreement as to the responsibility for that program or course has been reached by the parties. The parties agree that the State Leveling Process that indicates the appropriate responsibility for courses will control the decision for agreement as to responsibilities for programs.

III. Subject to the foregoing, programs may be added or deleted from this Agreement at any time if mutually approved by the Superintendent and the Presidents and supported by a Memorandum of Understanding accepted by the District, the College and the University as an amendment of this Agreement.
ACCELERATION PROGRAMS

[Section 1007.235 (2)(b) 1 - 10, Florida Statutes]

SECTION 1007.235 (2)(b) 1, FLORIDA STATUTES

1007.235 (2) (b) 1.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

A delineation of courses and programs available to students eligible to participate in dual enrollment. This delineation must include a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The process of community college guidance should make maximum use of the automated advisement system for community colleges. The plan must assure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection. At a minimum, each student's plan should include a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree. If the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program.

COMMITTEE RESPONSE TO STATUTE:

Courses and Programs

All courses referenced in Appendix B, which provides the terms and conditions of courses that are offered by the College and/or University Catalog, shall be eligible for dual enrollment. Courses eligible for dual enrollment must be a minimum of three college credits; courses with two or more college credits with a 1.0 credit lab are acceptable. Early admission students may enroll in one or two credit hour courses if required by the postsecondary institution. All college courses to be taken by high school students must receive approval from the students' principals or principals’ designees.

The College, the District, and the University will encourage the high schools to approve appropriate dual enrollment courses for inclusion in the Major Areas of Interest (MAI) sections by: 1) providing information on dual enrollment courses offered at the College and the University which are included in the state approved list MAI (http://www.fldoe.org/APlusPlus/); and 2) discussing the topic at a minimum of one District counseling meeting per year.

Students who meet the dual enrollment eligibility requirements must be allowed to enroll in the courses referenced in Appendix B if offered for dual enrollment by the local postsecondary institution and subject to space availability. This statewide list is a MINIMUM list of dual enrollment courses that must be accepted for high school credit by all school districts. The list provides a guarantee that certain dual enrollment courses will meet high school graduation requirements in specific subject areas; all other dual enrollment courses on the list are guaranteed high school elective credit. This list is NOT all-inclusive and DOES NOT prohibit the offering of other dual enrollment courses, if agreed upon by the District, the College, and the University.

College Level Examination Program (CLEP) shall be the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized subject area examinations. This does not preclude community colleges and universities from awarding credit by examination based on student performance on examinations developed with and recognized by the individual postsecondary institutions.
International Baccalaureate Program shall be the curriculum in which eligible secondary students are enrolled in a program of studies offered and administered by the International Baccalaureate Office. The specific courses for which a student receives such credit shall be determined by the community college or university that accepts the student for admission. Students enrolled pursuant to this subsection shall be exempt from the payment of any fees for administration of the examinations.

Dual Enrollment Program shall be the enrollment of an eligible secondary student in a postsecondary course creditable toward a vocational certificate or an associate or baccalaureate degree. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollments. Students shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours and during the summer term. High school seniors will not be eligible at the College and/or the University for dual enrollment/early admission for summer A and C terms. Any student so enrolled shall be exempt from the payment of registration, tuition and laboratory fees. The postsecondary institution and the District shall earn FTE funds as prescribed by law. When dual enrollment courses are taught on the high school campus by a high school teacher in adjunct status with the postsecondary institution, the faculty member will meet the postsecondary institution’s credentialing requirements.

Dual-enrolled high school students with disabilities: In the event that a dual-enrolled high school student wants to request accommodations for a disability (based on an Individualized Educational Plan or a 504 Plan), the following procedures will apply:

* The District will provide the student with copies of the documentation verifying the disability and facilitate contact with Disability Support Services (DSS) at the College or the Office for Students with Disabilities (OSD) at the University.
* The student will meet with postsecondary staff from the departments listed above so documentation can be reviewed and reasonable accommodations arranged.

Vocational Dual Enrollment Program shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. However, vocational dual enrollment shall not supplant student acquisition of the diploma. Vocational dual enrollment shall be available for secondary students seeking a degree or certificate from a complete job-preparatory program, but shall not sustain enrollment in isolated vocational courses.

Student qualifications must demonstrate readiness for vocational-level course work if the student is to be enrolled in vocational courses. Qualifications for PSAV dual enrollment courses must include a 2.0 cumulative (Section 1007.271, Florida Statutes) grade point average. Exceptions to the required cumulative grade point averages may be granted if the educational entities agree and the terms of the agreement are contained within the dual enrollment interinstitutional articulation agreement.

Early Admission shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis (12 or more credit hours) in courses that are creditable toward the high school diploma or associate or baccalaureate degree. Students must maintain full-time enrollment in order to continue their early admission status. Students seeking enrollment under Early Admission status must meet all requirements for Dual Enrollment listed on Pages 12-14 and meet college or university admission requirements. Public school students enrolled pursuant to this subsection shall be exempt from the payment of registration, tuition and laboratory fees for a period of up to two academic semesters or high school graduation.

Advanced Placement Program shall be the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Entrance Examination Board (CEEB). These courses are eligible for dual enrollment or Advanced Placement credit pursuant to law.
Guidance Services are provided to students eligible to participate through advisement/orientation sessions held at the high school and at the College or the University. These sessions may be held in small groups or individually. Information at these sessions include the use of the automated advisement system (FACTS.org), as well as course and program requirements leading to an Associate in Arts degree, Associate in Science degree, Associate in Applied Science degree, College Credit Certificate or an Applied Technology Diploma. Guidance is given in the selection of program objectives that relate to the student’s area of interest. Advice in the selection of appropriate courses for the intended program objective is given through the high school guidance office or at the College/University. If students indicate interest in a baccalaureate degree, they are given information about the general education and prerequisite requirements that relate to their degree objective.
SECTION 1007.235 (2)(b) 2, FLORIDA STATUTES

1007.235 (2) (b) 2.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

A delineation of the process by which students and their parents are informed about opportunities to participate in articulated acceleration programs.

COMMITTEE RESPONSE TO STATUTE:

College Guidance Services
The College provides guidance services to home educated, private and public school students and District personnel to inform students and parents about the articulation acceleration programs and to assist them in the educational planning process.

Additional guidance tools provided by the College include, but not limited to:

- Advisement/Orientation Sessions
- Dual Enrollment brochure
- The College Website
- Middle and high school visits (Outreach Staff and Student Ambassadors)
- Counselor to Counselor conversations
- Workshops on financial aid information and/or assistance in applying for financial aid
- Local special events

SECTION 1007.235 (2)(b) 3, FLORIDA STATUTES

1007.235 (2) (b) 3.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

A delineation of the process by which students and their parents exercise their option to participate in an articulated acceleration program.

COMMITTEE RESPONSE TO STATUTE:

Students and their parents are encouraged to develop the student’s education plan and postsecondary educational objectives through the use of FACTS.org automated advisement system.

A delineation of the process by which students and their parents exercise their option to participate in articulated acceleration programs is as follows:

- Students and/parents meet with their high school guidance counselor
- High school guidance counselors approve eligible students for accelerated programs
- In the case of high school managed accelerated programs, the guidance counselor registers eligible students for the appropriate classes

In the case of dual enrollment programs, the high school principal or principal’s designee, with parents’ permission, completes and approves the appropriate forms allowing the students to enroll at the College or the University. The College or the University registers the student into the approved dual enrollment course(s).
SECTION 1007.235 (2)(b) 4, FLORIDA STATUTES

1007.235 (2) (b) 4.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

A delineation of high school credits earned for completion of each dual enrollment course.

COMMITTEE RESPONSE TO STATUTE:

See Appendix A
SECTION 1007.235 (2)(b) 5, FLORIDA STATUTES

1007.235 (2) (b) 5.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

Provision for postsecondary courses that meet the criteria for inclusion in a district articulated acceleration program to be counted toward meeting the graduation requirements of s. 1003.43.

COMMITTEE RESPONSE TO STATUTE:

The postsecondary courses referenced in Appendix B completed through dual enrollment must be awarded the designated subject area or elective credit toward high school graduation requirements.

SECTION 1007.235 (2)(b) 6, FLORIDA STATUTE

1007.235 (2) (b) 6.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

An identification of eligibility criteria for student participation in dual enrollment courses and programs.

COMMITTEE RESPONSE TO STATUTE:

The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward a career and technical certificate or an associate or baccalaureate degree. For the purpose of this section, an eligible secondary student is a student who is enrolled in a Florida public secondary school, in a Florida private secondary school that is in compliance with Section 1002.42(2), Florida Statutes and conducts a secondary curriculum pursuant to Section 1003.43, Florida Statutes, or a home education program pursuant to Section 1002.41, Florida Statutes. Nonpublic schools must provide the College or University Registrar or Admissions Office a written sworn statement of legal compliance with Florida Statutes. Procedural requirements that apply to public high school students, including charter high school students, apply to nonpublic high school students as well. Home Education students shall comply with applicable statutory provisions as other nonpublic schools. Home Education students shall submit a Legal Compliance and Eligibility Form each term to the respective College/University at the time of registration.

Students will be exposed to a learning environment that promotes an open exchange of ideas. Course content is presented on an adult level and class discussions require a mature understanding of divergent viewpoints and the ability to think critically on controversial issues.

College Credit Course Eligibility

Course credit earned in college-level programs shall be counted as college-level credit and may also be used to meet high school academic unit credit.

Palm Beach Community College Dual Enrollment Eligibility Requirements

A) Demonstrate readiness for college-level coursework - all students must take the ACT, SAT or all sections of FCELPT (CPT). Early Admission candidates must achieve passing scores in all areas as specified in the College Catalog. In order to be enrolled in a Gordon Rule course, a student must pass the section associated with the course via the SAT, ACT, or FCELPT (CPT) as specified in FAC
6A-10.0315 (or see the College Catalog) that is appropriate for successful student participation in the course. Testing must be completed prior to enrollment. The student or guardian is responsible for all testing fees other than the FCELPT (CPT), required by Section 1008.30, Florida Statutes, given free to college-bound public high school juniors.

AND

B) Complete the high school freshman year (9th grade) and achieve a 3.0 cumulative high school grade point average, HPA or GPA

Early admission eligibility requires that students achieve a 3.0 cumulative high school grade point average.

**Other Criteria at Palm Beach Community College:**

The following are not eligible for dual enrollment at the College, unless through a separate agreement as identified in this document:

- All ATF prefix courses
- All CDO prefix courses
- All Limited Access programs

Early admission eligibility requires that students achieve a 3.0 cumulative high school grade point average.

**Florida Atlantic University Dual Enrollment Eligibility Requirements**

A) Complete the high school freshman year (9th grade) and achieve a cumulative 3.0 grade point average;

AND

B) Demonstrate readiness for college-level coursework - all students must take the ACT, SAT or FCELPT and achieve passing scores as specified in FAC 6A-10.0315 or the University Catalog. If passing scores are not achieved on the placement test, the student shall not be eligible to enroll in any courses on a dual enrollment basis. Testing must be completed prior to enrollment. The student or guardian is responsible for all testing fees.

**Other Criteria at Florida Atlantic University:**

Students may not register for directed independent study courses, study abroad courses, graduate level course or courses for which prerequisites have not been met. Students may only register for three Business courses – ECO 2013 Macroeconomic Principles, ECO 2023 Microeconomic Principles, and GEB 2011 Introduction to Business. All courses must be at least three (3) credits and be taken for a letter grade, not Pass/Fail or Satisfactory/Unsatisfactory.

**Criteria for both Palm Beach Community College and Florida Atlantic University**

Students participating in these programs must maintain a 3.0 cumulative grade point average in other high school academic work and must earn a grade of "C" or better in each college level course in order to continue in the program. However, for early admission, students must maintain a 2.0 cumulative grade point average in college level work (18-credit option students must meet GPA/letter grade requirements of their selected graduation option.). Course credit earned in these courses with a grade of "C" or better shall transfer as college level credit to the College and the University. Semester hours by dual enrollment will be limited to 8 semester hours in each full fall term and spring term, and not to exceed a total of 8 semester hours in the summer term.

Students may be counted as full-time equivalent students for instruction provided outside the required number of school days if such instruction counts as credit toward a high school diploma. All courses must be at least three (3) credits and be taken for a letter grade, not Pass/Fail or Satisfactory/Unsatisfactory, unless required by the College or University and/or noted in exceptions.

**Palm Beach Community College Exceptions:**

**SLS Enrollment**

An exception to the eligibility requirements will be granted to 12th grade students with a minimum cumulative GPA/HPA of 2.5, to permit only enrollment in the course “Strategies for College Success,” SLS-1501.
Palm Beach Community College Career and Technical Course Eligibility

Career and technical dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. However, career and technical dual enrollment shall not supplant student acquisition of the diploma. Career and technical dual enrollment shall be available for secondary students seeking a degree or certificate from a complete job-preparatory program, but shall not sustain student enrollment in isolated career and technical courses.

A) TABE test scores must be submitted within the first six weeks of entering a PSAV program. The student or guardian is responsible for all testing fees.

AND

B) A 2.0 cumulative high school grade point average.

The eligible courses and programs are listed in Appendix B-1.

The high school principal or designee shall validate that the student meets the established cumulative grade point average and grade placement criteria.

For any other exceptional circumstances, students should follow the University or the College appeals process for dual enrolled students.

SECTION 1007.235 (2)(b) 7, FLORIDA STATUTES

1007.235 (2) (b) 7.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

A delineation of institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs.

COMMITTEE RESPONSE:

The high schools, home education administrators, and College/University personnel monitor student’s process each term. The monitoring process includes the academic performance reports, enrollment and registration holds, transcripts and other forms of communication with students, parents and District personnel.

Students shall receive appropriate academic guidance and information about the program from the high school and College or University staff prior and subsequent to enrolling in the program.

A student, with permission from his/her assigned high school, who withdraws from the Dual Enrollment Program, must return to the assigned high school for class assignment by the principal.
SECTION 1007.235 (2)(b) 8, FLORIDA STATUTES

1007.235 (2) (b) 8.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

An identification of the criteria by which the quality of dual enrollment courses and programs are to be judged and a delineation of institutional responsibilities for the maintenance of instructional quality.

COMMITTEE RESPONSE TO STATUTE:

Institutional Responsibility for Quality of Instruction

The College and/or University are responsible for ensuring that the curriculum and assessment procedures in dual enrollment courses meet College and the Southern Association of Colleges and Schools – Council on Accreditation & School Improvement (SACS CASI) standards, regardless of whether the dual enrollment courses are taught on the college or the high school campus; provide dual enrollment instructors a copy of course objectives and requirements prior to the beginning of the semester.

The College and/or University will require that all dual enrollment instructors meet or exceed the minimum qualifications established by SACS.

Guidelines for Dual Enrollment Courses Taught on the High School Campus

Payment of Instructors Teaching Dual Enrollment Courses on High School Campuses

Payment of Instructors will be as follows: 1) If the instructor is a teacher from the high school teaching the course as a part of their regular teaching load, the instructor will be paid by the District; 2) If the instructor is an adjunct teacher or teaching on full-time overload (above required class load) from the College, the District will pay the instructor according to the College’s policies; and 3) If the instructor is a full-time faculty member of the College and the course is part of his/her regular teaching assignment, the College will pay the instructor according to the College’s policies.

Staffing of Instructors

All dual enrollment courses will be staffed by the College whether at their site(s) or on a high school campus. This will ensure that all credentials required by the College are met and that appropriate staff is selected and hired.

Criteria are the same for all faculty teaching postsecondary courses regardless of the location of the class (i.e., college campus, high school campus, or satellite site.) The College is responsible for ensuring that all Dual Enrollment/Early College courses are taught by qualified faculty.

For SACS accreditation purposes, postsecondary transcripts of all full-time or adjunct faculty teaching Dual Enrollment/Early College courses must be on file with the College, regardless of who (District/College or both) actually employs or pays their salary. It is the responsibility of the College to request faculty credentials/transcripts.

All full-time and adjunct faculty teaching Dual Enrollment/Early College classes shall be provided with a copy of the current faculty and/or adjunct faculty handbook, and are expected to adhere to the professional guidelines, rules, and expectations therein. Exceptions must be noted in the Interinstitutional Articulation Agreement.

All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with the current student handbook, detailing add/drop and withdrawal policies, student codes of conduct, grading policies, critical dates, etc., and are expected to adhere to the guidelines, rules, and expectations therein. Exceptions must be noted in the Interinstitutional Articulation Agreement.
All adjunct faculty teaching Dual Enrollment/Early College classes shall be provided with a full-time faculty contact or liaison in the same discipline.

All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be observed by a college faculty member or administrator for evaluation purposes using the same criteria as for all other full-time and/or adjunct faculty delivery college courses.

### Content/Syllabi/Exams/Grades

<table>
<thead>
<tr>
<th>Course Content</th>
<th>All courses taught as a part of Early College/Dual Enrollment must meet the postsecondary course content requirements as specified in the Statewide Course Numbering System.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Plan and Objectives</td>
<td>All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a copy of course plans/objectives for the college course they are teaching. In addition, they will be provided with additional requirements for Gordon Rule courses if applicable. All course objectives must be included in the instructional plan and “covered” per the syllabus during the term.</td>
</tr>
<tr>
<td>Syllabus Requirement</td>
<td>All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall file a copy of their current course syllabus with the discipline/department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Dual Enrollment/Early College classes taught on the high school campus meet meet/fulfill all competencies expected and outlined in the college course plan. To ensure equivalent rigor with on-campus courses, final examinations for Early College/Dual Enrollment courses taught/delivered on the high school campus must be approved by the appropriate curriculum/department chair for the college granting the postsecondary credit as a comprehensive assessment of expected learning outcomes prior to administration. Alternatively, final exams may be provided to the high school campus EC/DE instructor by the College in a timely manner which ensures availability prior to scheduled administration dates. Completed, scored exams will be returned to the College (discipline) department and held on file for a period of one (1) year.</td>
</tr>
<tr>
<td>Textbooks and Instructional Materials</td>
<td>Textbooks/instructional materials used in Early College/Dual Enrollment classes must be the same as, or comparable to, those used in other postsecondary courses at the college with the same course prefix and number. The College will advise the School District of instructional material requirements as soon as that information becomes available, but no later than one term prior to a course being offered.</td>
</tr>
<tr>
<td>Tests and Assignments</td>
<td>Course requirements in terms of tests, papers, or other assignments for Early College/Dual Enrollment students must be at the same level, rigor or depth as those for all non-Early College/Dual Enrollment postsecondary students.</td>
</tr>
<tr>
<td>Grades</td>
<td>All full-time and adjunct faculty teaching Early College/Dual Enrollment classes must observe college procedures/deadlines for submission of grades in appropriate format. All faculty will be advised of college-wide grading expectations/guidelines prior to teaching an EC/DE course.</td>
</tr>
</tbody>
</table>
**Monitoring and Observing Instructors**

The College department chairs will observe and monitor all dual enrollment instructors who are employees of the District to ensure they are adhering to the requirements set forth in this checklist:

1. The course outline and curriculum is being followed.
2. The instructor is using the College required textbook(s).
3. The course syllabus that follows the College templates has been submitted by the end of the drop/add period.
4. The class roster is submitted by the established deadline(s).
5. The final examination is administered by the established deadline.
6. The students’ grades are submitted by the established deadline.

The College chair will share information about the observation of the instructor.

High schools shall conduct and analyze course/instructor evaluations for Early College/Dual Enrollment classes on the high school campus, consistent with those used in all other college classes. Analyses and recommendations shall be shared/reviewed with the College.

Any course, discipline, college, or system-wide assessments that a post-secondary institution requires in an Early College/Dual Enrollment section of a course shall also be used in all EC/DE sections of the courses. In addition, EC/DE courses taught on the high school campuses shall follow the specifications detailed in the Content/Syllabi/Exams/Grades section above.

The College shall compare student performance (to include final grade and exam per “Content/Syllabi/Exams/Grades” section above) of Early College/Dual Enrollment course offerings on high school campuses and college campuses to ensure that results are comparable to non-EC/DE sections. Results will be shared with the principal, local school district and the Division.

**Extra Responsibilities outside of the Classroom**

All dual enrollment instructors will not be expected to participate in extracurricular high school activities, unless the instructor is a District teacher required to do so.

**Early College Class/Course Expectations**

<table>
<thead>
<tr>
<th>Classroom Atmosphere</th>
<th>Early College/Dual Enrollment courses taught on a high school campus are expected to maintain a college-like atmosphere with minimal interruptions of instructional time. Student behavior which is disruptive to the learning environment may result in that student’s loss of EC/DE eligibility.</th>
</tr>
</thead>
</table>
| Early College Course Expectations | Students and parents/guardians of students enrolled in Dual Enrollment/Early College courses will be advised of college course-level expectations including, but not limited to, the following:  
  - Expectation of 2-3 hours of homework for each hour spent in class.  
  - Firm assignment deadlines  
  - Any letter grade below a “C” will not count as credit toward satisfaction of the Gordon Rule requirement; however, all grades are calculated in a student’s GPA and will appear on their college transcript  
  - All grades, including “W” for withdrawal, become a part of the student’s permanent college transcript and may affect subsequent postsecondary admission  
  - While appropriate for college-level study, course materials/class discussions may reflect topics not typically included in secondary courses which some parents may object to for “minors.” Courses will not be modified to accommodate variations in student age and/or maturity  
  - Students/parents should consult a community college counselor and/or advisor regarding the selection of courses to meet degree requirements |
or for transfer to a specific course of study at another institution

| Educational Planning | All Early College/Dual Enrollment students are encouraged to work with a college advisor as well as with their high school guidance counselor to **develop a postsecondary educational plan** rather than enrolling in a random selection of college courses |

**Calendar Alignment**

If the school year calendar for the District does not align with that of the College, dual enrollment classes taught on the high school campus that start before the College term begins or that ends after the college term ends, will be under the supervision and responsibility of the District. The College will make every attempt to provide useful curriculum to assist the school where appropriate and possible.

The College and the University will follow the requirements as set forth by the Jessica Lunsford Act and the District.

**SECTION 1007.235 (2)(b) 9, FLORIDA STATUTES**

1007.235 (2) (b) 9.

*The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:*

*A delineation of institutional responsibilities for assuming the cost of dual enrollment courses and programs that includes such responsibilities for student instructional materials.*

**COMMITTEE RESPONSE TO STATUTE:**

**Responsibility for Cost of Dual Enrollment Courses and Programs** *(Section 1007.271, Florida Statutes)*

Students enrolled in a dual enrollment or early admission program pursuant to law shall be exempt from the payment of registration, tuition and laboratory fees. All other fees are borne by the student. Such students may be calculated as the proportional shares of full time equivalent enrollments each such student generates for state funding purposes. Students enrolled in home education or non-public school will be liable for the cost of instructional materials, special course fees, and any other fees except tuition.

**Instructional Material and Fees Procedure**

This procedure between the District, the University, and the College, is established in compliance with Florida State Board of Education Rules and will remain in effect until amended by mutual agreement.

*Instructional materials assigned and required for use within dual enrollment courses shall be made available to district public high school students including charter high school dual enrollment students at no charge to the student. Private school and home education students may dual enroll, but are financially responsible for all instructional materials.

*Kits, equipment, consumables and/or tools that are kept in the student’s possession or consumed by the student are not covered by this Agreement. It is the student’s responsibility to purchase these materials.*

Students shall be issued used books when available. The District is responsible for providing student materials, including establishing a systematic process for the purchase of materials, recovery from students, assessing monies for lost/damaged materials and providing for the resale of the materials. Instructional materials purchased by the District on behalf of dual enrollment students enrolled in a district public or charter high school shall be the property of the District. The District shall adhere to applicable state laws and rules concerning the procurement of materials for dually enrolled students.
Students enrolled in postsecondary instruction not creditable toward a high school diploma (continuing education and avocational courses) shall not be considered dual enrollment students. Students who choose to enroll in such courses must meet all standard admission requirements for the courses and shall be required to assume the cost of tuition, fees and instructional materials necessary for such courses.

SECTION 1007.235 (2)(b) 10, FLORIDA STATUTES

1007.235 (2) (b) 10.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

An identification of responsibility for providing student transportation if the dual enrollment instruction is conducted at a facility other than the high school campus.

COMMITTEE RESPONSE TO STATUTE:

Student Transportation

Transportation to attend college level courses offered at any facility other than the high school campus shall be the responsibility of the student and/or the student's parents. All costs relating to the purchase of parking decals are the responsibility of all dual enrollment students.
REDUCING THE INCIDENCE OF POSTSECONDARY REMEDIATION IN MATH, READING, AND WRITING FOR FIRST-TIME-ENROLLED RECENT HIGH SCHOOL GRADUATES

SECTION 1007.235 (2)(c) 1-4, FLORIDA STATUTES

Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates, based upon the findings in the postsecondary readiness-for-college report produced pursuant to s. 1008.37. Each articulation committee shall annually analyze and assess the effectiveness of the mechanisms toward meeting the goal of reducing postsecondary remediation needs. Results of the assessment shall be annually presented to participating district school boards and community college boards of trustees and shall include, but not be limited to:

1. Mechanisms currently being initiated.
2. An analysis of problems and corrective actions.
3. Anticipated outcomes.
4. Strategies for the better preparation of students upon graduation from high school.

COMMITEE RESPONSE TO STATUTE:
The Committee examined the data from the 2006-2007 Performance on the Common Placement Test report (formerly known as the School Readiness for College Report), which was released by the Florida Department of Education in July 2008, as required by statute. The report indicates that 9,123 standard diplomas were awarded by the District in 2006-2007. Of the graduates, 2,566 (28.1%) were enrolled as degree-seeking students in a Florida community college, and 2,236 (24.5%) were enrolled as degree-seeking students in a State University System institution, accounting for 52.6% of the total high school graduates. The remaining 4,321 graduates (47.4%) either did not attend college, were non-degree seeking at a Florida public college or university, were attending a private college or university in Florida, or were attending a college/university in another state or country.

Of the 4,802 PBCSD degree-seeking students attending a Florida public community college or university, the following was observed:

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<tbody>
<tr>
<td></td>
<td>PBCSD State</td>
<td>PBCSD State</td>
<td>PBCSD State</td>
<td>PBCSD State</td>
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<tr>
<td></td>
<td>Average</td>
<td>Average</td>
<td>Average</td>
<td>Average</td>
<td>to 2006-07</td>
</tr>
<tr>
<td>Percent Ready in Mathematics</td>
<td>70.9%69.1%</td>
<td>70.0%67.0%</td>
<td>69.1%67.0%</td>
<td>69.7%69.4%</td>
<td>68.7%65.8% +1.8%</td>
</tr>
<tr>
<td>Percent Ready in Reading</td>
<td>79.1%76.8%</td>
<td>77.5%74.1%</td>
<td>76.8%74.1%</td>
<td>75.8%76.9%</td>
<td>75.3%74.3% +2.3%</td>
</tr>
</tbody>
</table>

TABLE 1
Of the 2,236 PBCSD degree-seeking students enrolled in a State University for 2006-07:

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<tbody>
<tr>
<td>Percent Ready in Mathematics</td>
<td>96.4%</td>
<td>95.5%</td>
<td>95.0%</td>
<td>93.3%</td>
<td>+0.9%</td>
</tr>
<tr>
<td>Percent Ready in Reading</td>
<td>97.8%</td>
<td>97.6%</td>
<td>97.0%</td>
<td>96.4%</td>
<td>+0.2%</td>
</tr>
<tr>
<td>Percent Ready in Writing</td>
<td>98.0%</td>
<td>96.9%</td>
<td>95.2%</td>
<td>94.4%</td>
<td>+1.1%</td>
</tr>
</tbody>
</table>

Of the 2,566 PBCSD degree-seeking students enrolled in a Florida community college for 2006-07:

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Percent Ready in Mathematics</td>
<td>47.4%</td>
<td>40.9%</td>
<td>44.0%</td>
<td>43.8%</td>
<td>+6.5%</td>
</tr>
<tr>
<td>Percent Ready in Reading</td>
<td>62.9%</td>
<td>59.7%</td>
<td>55.9%</td>
<td>55.7%</td>
<td>+3.2%</td>
</tr>
<tr>
<td>Percent Ready in Writing</td>
<td>71.4%</td>
<td>71.1%</td>
<td>67.0%</td>
<td>66.8%</td>
<td>+0.3%</td>
</tr>
</tbody>
</table>

Of the 2,566 PBCSD degree-seeking students enrolled in a Florida community college, 2,176 (84.8%) enrolled at the College:

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</thead>
<tbody>
<tr>
<td>Percent Ready in Mathematics</td>
<td>44.9%</td>
<td>44.4%</td>
<td>44.1%</td>
<td>43.2%</td>
<td>+0.5%</td>
</tr>
<tr>
<td>Percent Ready in Reading</td>
<td>62.1%</td>
<td>59.9%</td>
<td>55.7%</td>
<td>55.7%</td>
<td>+2.2%</td>
</tr>
<tr>
<td>Percent Ready in Writing</td>
<td>70.6%</td>
<td>70.8%</td>
<td>68.7%</td>
<td>67.2%</td>
<td>-0.2%</td>
</tr>
</tbody>
</table>

In interpreting these data, the committee observes that the majority of high school graduates who attend state universities are college-ready (Table 2). However, those students who attend community colleges are in need of remediation (Table 3). In Table 4, we observe that the goal of a 3% improvement in these percentages was not achieved. All three of the measures improved, but not to the degree set forth in this Agreement.
A disparity continues to exist between students who attend a state university system (Table 2) and those who attend a community college (Table 3). This finding is not surprising, given that admission to a state university system institution is competitive, while all community colleges in Florida, by nature of mission, have an open-door admission policy. This open-door admission policy requires that the student have a high school diploma, following a curriculum as prescribed by the State of Florida, attain a minimum 2.00 grade point average while in high school and earn passing scores on the FCAT examination.

A concordance study commissioned by the Florida Legislature (2003) concluded that the minimum FCAT passing scores equate to scores on the SAT and ACT that would place the student in remedial level courses at a community college. A research study is currently underway by the Department of Education to use FCAT scores to place students in lieu of the common placement test, and the college is participating in that study. Community colleges must also admit students who have been awarded a “Certificate of Completion,” given to those students who have met all requirements for high school graduation except passing the FCAT. Students receiving “Certificates of Completion” cannot attend state universities; universities in general are increasing admissions standards for all students so that more students will have to attend a community college prior to admission to a university.

The challenge of students not being prepared for college-level studies is one of national importance and discussion for it occurs in all 50 states. An Alliance for Excellent Education (2006) study estimates that community college remediation costs the nation $3.7 billion dollars in lost wages, government costs, tuition cost and other costs. The study concludes that the key to reducing remediation can only occur by improving high schools and increasing the rigor of courses that students take while enrolled in high school “…reforming the nation’s high schools will not be an easy process, and the kind of comprehensive school reform needed to assure that all students have the opportunity to succeed and graduate prepared for the future is not simple.” West Virginia and Florida are commended in the report for having statewide performance standards that most states lack.

Senate Bill 1908, passed in 2008, is specifically aimed at reducing remediation. This bill requires that community colleges and high school districts work collaboratively to test students using the common placement exam and remediate students while still in high school.

To reduce the incidence of the need for remediation, the specific mechanisms employed, with collaboration from Palm Beach Community College, are all based on activities that occur while the student is still enrolled in the School District of Palm Beach County. These strategies include: adding FCELPT (CPT) mathematics strategies for grade 11 mathematics students; continued reading intervention for struggling readers, including new core curriculum, and supplemental materials and tutoring; administering the FCELPT (CPT) to students in the 11th grade; and providing remediation classes in grade 12. Each of these mechanisms must be thought of as working in tandem to reduce the total number of students who require remediation; each mechanism contributes to the overall goal of reducing the number of students requiring remediation by 3% in each of the subject areas (mathematics, reading and writing.) Given that the data we review from the state are typically two years old, many of the recently instituted mechanisms may take several years to show an effect on reducing the number requiring remediation after graduation from high school.

It should be noted that the most appropriate data to examine for the need for remediation are the results from all the graduates of the Palm Beach County School District, not just those who decide to attend community colleges or those who decide to attend Palm Beach Community College. Neither the Palm Beach County School District nor Palm Beach Community College can control or predict where a given high school graduate may decide to attend.
<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>ACTION PLAN</th>
<th>ARTICULATION COORDINATING COMMITTEE ANTICIPATED OUTCOME</th>
<th>EXPECTED RESULT IF OUTCOME IS NOT ACHIEVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that all students who graduate are college-ready</td>
<td>1. Implement Progress Monitoring Plan</td>
<td>Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading</td>
<td>1. Enrollment in prep courses may not be reduced</td>
</tr>
<tr>
<td></td>
<td>2. Provide tutorials/SES tutorials</td>
<td>and writing</td>
<td>2. District and College personnel will collaborate to find process/activity to find improved mechanism for</td>
</tr>
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<td></td>
<td>3. Provide intensive classes in math and reading</td>
<td></td>
<td>decreasing number of FTIC students requiring remediation</td>
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<td>4. Require 8th grade students choose a Major Area of Interest</td>
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<td></td>
<td>5. Implement School Based Teams</td>
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<td>6. Expand virtual learning opportunities</td>
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<td>7. Require four mathematics credits for graduation</td>
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<td>8. Require Algebra credit for graduation</td>
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<td></td>
<td>9. Encourage cooperative agreements between postsecondary grant programs</td>
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<td></td>
<td>including College Reach Out Program, Talent Search, Upward Bound, Go Higher</td>
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<td>Get Accepted Program and the District</td>
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<td></td>
<td>10. Utilize School Based Teams for all students who are truant, failing or</td>
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<td>behaving poorly, or have social/emotional needs in order to develop</td>
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<td>individualized learning plans for support</td>
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<td>11. Provide students in grades 10-12 who have failed the FCAT the</td>
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<td></td>
<td>opportunity to receive immediate feedback on their strengths and</td>
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<td>weaknesses by taking the 10th grade diagnostic</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>12. Analyze the data from the Educational Data Warehouse (EDW)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and other District assessments</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>13. Provide College Success classes in selected high schools</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>14. Implement Springboard strategies in selected classes at selected high</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>schools</td>
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<td></td>
<td>15. Offer credit recovery in all high schools</td>
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<td></td>
<td>16. Offer FCELPT (CPT) to grade 11 students and remediate in grade 12 to</td>
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<tr>
<td></td>
<td>ensure that more students are college-ready</td>
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</tr>
</tbody>
</table>
## GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>ACTION PLAN</th>
<th>ARTICULATION COORDINATING COMMITTEE ANTICIPATED OUTCOME</th>
<th>EXPECTED RESULT IF OUTCOME IS NOT ACHIEVED</th>
</tr>
</thead>
</table>
| Assistance for struggling schools using restructuring teams               | 1. Ensure high need schools receive funding for literacy “coaches” and learning team facilitators  
2. Participate in common assessments in reading, writing, mathematics and science  
3. Provide services for low performing students in all content areas K-12  
4. Provide on-going research-based professional development to teachers, school and district staff  
5. Require all 10th graders to take the PSAT  
6. Encourage all 11th graders to participate in the PSAT  
7. Provide school district support services to high need schools (i.e., restructuring teams, area support teams, etc.)  
8. Encourage all seniors who have not applied to college to apply to the College  
9. Provide students with information about scholarship opportunities and annually report scholarship awards  
10. Provide standards-based curriculum for all core subjects  
11. Ensure intensive mathematics classes will be available in high schools  
12. Analyze the data from EDW and other District assessments  
13. Administer FCELPT (CPT) to grade 11 students and remediate in grade 12 to ensure that more students are college-ready  
14. Provide remediation exercises on sentence structure to 11th/12th grade students that address/review the skills needed to pass the FCELPT (CPT)  
15. Infuse in-depth Florida DOE reading benchmarks addressed on the FCELPT (CPT) into language arts courses  
16. Implement test preparation sessions to better acquaint high school students with the format of the computerized FCELPT (CPT) | Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing | 1. Enrollment in prep courses may not be reduced  
2. District and College personnel will collaborate to find improved mechanism for decreasing number of FTIC students requiring remediation |
## GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

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<th>EXPECTED RESULT IF OUTCOME IS NOT ACHIEVED</th>
</tr>
</thead>
</table>
| Utilize Mathematics Preparation Efforts | 1. Strengthen, beginning in 5th grade, the mathematics curriculum to prepare students for Algebra I in 8th grade  
2. Implement mathematics remediation, as required by Florida DOE, for all non-proficient students in grades 3-10 and remediate in grade 12 to ensure that more students are college-ready  
3. Suggest that Level 1 and 2 students (based on 7th grade FCAT scores) in grade 8 will take a two-block period of 8th grade mathematics (M/J 3) with the same teacher  
4. Increase research-based professional development for teachers.  
5. Provide on-going technology (graphing calculator, Texas Instruments Navigator, Geometer’s Sketchpad, Riverdeep, Holt technology)  
6. Provide hands-on manipulative professional development for all 8th grade and Algebra I teachers  
7. Analyze the data from EDW and other District assessments  
8. Offer college-bound students, through the District K-12 Curriculum website, mathematics remediation in the form of practice problems with solutions  
9. Develop curriculum to embed the college readiness skills into the District’s Integrated Mathematics III course  
10. Offer 12th grade students who do not master the FCELPT (CPT) during the 11th grade the revised Integrated Mathematics III course  
11. Administer the College Readiness Diagnostic Test to students in mathematics courses at the Algebra II level and above  
12. Continue to partner with PBCC to co-sponsor for high school mathematics’ teachers and PBCC Prep mathematics’ faculty a yearly “Math Alliance Workshop” focusing on FCELPT (CPT) testing, course comparisons, and calculator issues | Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing | 1. Enrollment in prep courses may not be reduced  
2. District and College personnel will collaborate to find improved mechanism for decreasing number of FTIC students requiring remediation |
GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

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</tr>
</thead>
</table>
| Encourage students to enroll in honors courses, Advanced Placement courses, dual enrollment, the International Baccalaureate Program, and the Advanced International Certificate of Education Diploma Program | 1. Analyze district-wide participation rates data  
2. Encourage articulation between high and middle school staff  
3. Partner with College Board (i.e., Spring Board)  
4. Promote awareness of Choice Programs  
5. Utilize AP predictors  
6. Require all 10th graders to take the PSAT  
7. Encourage all 11th graders to participate in the PSAT  
8. Analyze the data from EDW and other District assessments | Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing | 1. Enrollment in prep courses may not be reduced  
2. District and College personnel will collaborate to find improved mechanism for decreasing number of FTIC students requiring remediation |
GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

<table>
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<th>EXPECTED RESULT IF OUTCOME IS NOT ACHIEVED</th>
</tr>
</thead>
</table>
| Develop an action plan to bridge the gaps between graduation standards and college readiness expectations | 1. Articulation Coordinating Committee members will analyze the correlation between graduation standards and college readiness expectations.  
2. Data from EDW and other District assessments will be analyzed.  
3. Offer FCELPT (CPT) to 11th grade potential college-bound students  
4. Provide college remediation classes at high schools  
5. Provide FCELPT (CPT) prep strategies within core curriculum  
6. Provide remediation exercises on sentence structure to 11th/12th grade students that address/review the skills needed to pass the FCELPT (CPT)  
7. Infuse in-depth Florida DOE reading benchmarks addressed on the FCELPT (CPT) into language arts courses  
8. Implement test preparation sessions to better acquaint high school students with the format of the computerized FCELPT (CPT)  
9. Offer college-bound students, through the District K-12 Curriculum website, mathematics remediation in the form of practice problems with solutions  
10. Develop curriculum to embed the college readiness skills into the District’s Integrated Mathematics III course  
11. Offer 12th grade students, who do not master the FCELPT (CPT) during the 11th grade, the revised integrated Mathematics III course  
12. Administer the College Readiness Diagnostic Test to students in mathematics courses at the Algebra II level and above  
13. Continue to partner with PBCC to co-sponsor for high school mathematics’ teachers and PBCC Prep Mathematics’ faculty a yearly “Math Alliance Workshop” | Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing. | 1. Enrollment in prep courses may not be reduced  
2. District and College personnel will collaborate to find improved mechanism for decreasing number of FTIC students requiring remediation |
SECTION 1007.235 (2)(c) 5, FLORIDA STATUTES

1007.235 (2) (c) 5.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

An analysis of costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions.

COMMITTEE RESPONSE TO STATUTE:

During the 2007/2008 academic year, the College spent $8,606,370 on both direct and indirect costs associated with postsecondary remedial education. During the 2007/2008 academic year, the District spent $21,219,075 on both direct and indirect costs associated with secondary level remedial education.

Expenses for remedial education would include: FT/PT instructional staff, FT/PT Student Services staff, FT/PT support staff, tutors, supplies (tutoring software, books, tests, etc.) facilities, and hardware.

<table>
<thead>
<tr>
<th>COSTS ASSOCIATED WITH REMEDIAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palm Beach Community College</td>
</tr>
<tr>
<td>School Board of Palm Beach County</td>
</tr>
</tbody>
</table>

SECTION 1007.235 (2)(c) 6, FLORIDA STATUTES

1007.235 (2) (c) 6.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

The identification of strategies for reducing costs of the delivery of postsecondary remediation for recent high school graduates, including the consideration and assessment of alternative instructional methods and services such as those produced by private providers.

Wherever possible, public schools and community colleges are encouraged to share resources, form partnerships with private industries, and implement innovative strategies and mechanisms such as distance learning, summer student and faculty workshops, parental involvement activities, and the distribution of information over the Internet.

COMMITTEE RESPONSE TO STATUTE:

The College provides a list of private tutorial services such as Sylvan Learning Center and Kaplan Test Prep that assist students with remedial education. These services are provided as an alternative remedial option to traditional courses; however, upon completion, students still must score satisfactorily on the FCELPT (CPT) in order to place out of college preparatory courses. College costs are reduced by having students incur the full cost of remedial instruction by the private vendor, if such services are available.
For example, if a student decides to seek remediation through a private vendor such as Sylvan Learning Center, the student pays the full cost of instructional services to the private vendor. Had that same student remediated through the college, their out-of-pocket expense for student tuition and fees would only pay about 30% of the actual cost on instruction (assuming instate tuition rates.) The remaining 70% of the instructional cost for remediation is funded through state appropriations, supported by tax collections.

In addition, the goal of reducing the number of students who place in remedial mathematics, reading or writing will reduce college expenditures for remediation by virtue of having fewer students place in such courses.

**Current Activities:**

- Continue the planned activities of the Title III Grant, especially the emphasis on success in college preparatory mathematics to improve the retention of college prep students.

- The recommendation of College mathematics faculty to raise the cut-off score for Prep Math I has been implemented, and results will be first measured in fall 2006.

- Conduct “combo courses” where students take two mathematics prep classes in one semester or a combination of one college prep math class and one intermediate algebra class. Preliminary results indicate a significant increase in pass rate and subsequent success in the next level course.

- Programming has been requested from the Florida Community College Software consortium (FCCS) to add additional programming to allow for an additional diagnostic test for math prep students to assist with proper placement for increasing student success.

- The Strategic Planning committees Quality Enhancement Plans are being implemented; such plans emphasize student success.

- Conduct Fast Break and Summer Bridge programs and preparatory sessions for incoming high school graduates.
CAREER PATHWAYS (TECH PREP)

SECTION 1007.235 (2)(d), FLORIDA STATUTES

1007.235 (2) (d)

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

Mechanisms and strategies for promoting "tech prep" programs of study. Such mechanisms should raise awareness about the programs, promote enrollment in the programs, and articulate students from a secondary portion into a planned, related postsecondary portion of a sequential program of study that leads to a terminal postsecondary career or technical education degree or certificate.

COMMITTEE RESPONSE TO STATUTE:

I. Pursuant to Section 1007.235(2)(d), Florida Statutes, the District, the College and the University agree to cooperate in the advancement of the Career Pathways (Tech Prep) Program. Working with District personnel, the College has identified courses and programs that can articulate from the District to the College to help prepare students for Associate degrees and baccalaureate studies.

II. Promotion of Career Pathways (Tech Prep) Programs – The District, the College and the University shall design a marketing plan for the promotion of Career Pathways (Tech Prep) to students, parents and counselors. The strategies shall include, but not be limited to:

- Web site for Career Pathways (Tech Prep) Information
  www.palmbeach.k12.fl.us/careered/pbcareerpathways
- Marketing materials, such as brochures and posters
- Training and awareness sessions for District and College personnel
- Special efforts to orientate parents towards the value of career academies

III. Career Pathways (Tech Prep) course of studies shall include:

A. A planned program of study that will be taught in the high schools providing a transition from secondary career programs and academies to College, leading to certificates or associate degrees;

B. Higher level mathematics, English, science and technology courses at the high schools utilizing applied, integrated teaching techniques;

C. Expanded opportunities for students to participate in academic and technical dual credit opportunities to accelerate student progress toward completion of certificate and degree requirements leading to a high-demand and high-wage career.

D. Opportunities for earlier exposure to technical preparation in high skill areas such as business, health, graphic design, and computer technology.

E. The courses found at www.palmbeach.k12.fl.us/careered/pbcareerpathways can be applied to the following programs:

- Accounting Applications
- Administrative Assistant
- Aerospace Technology
- Allied Health Assisting
- Automotive Service Technology
- Business Co-op Ed. OJT
- Business Supervision & Management
- Communications Technology
- Commercial Art
- Computing for College and Careers
- Construction/Construction Technology
• Criminal Justice Operations
• Culinary Operations
• Dental Aide
• Digital Design
• Diversified Career Technology (DCT)
• Drafting & Illustrative Design
• Early Childhood Education
• Electrocardiograph Aide (EKG)
• Engineering Technology (PLTW)
• Entrepreneurship Academy
• Finance
• First Responder
• Health Unit Coordinator
• Home Health Aide
• Hospitality & Tourism
• HVAC
• Interior Design Services
• International Business
• Marketing Management
• Medical Lab Assisting
• Nursing Assistant
• PC Support Services
• Practical Nursing
• Production Technology
• Network Support Services
• New Media Technology
• Secondary School Age Certification
• Technology Studies
• Television Production
• Web Design Services

IV. Expanded opportunities for students to continue their education in technical fields of their choice will be further enabled by the establishment of clearly defined course-by-course or course-to-pathway articulation agreements among the District, the College and the University. The agreements will make clear enhanced opportunities for admission to College programs and the award of credit or Advanced Placement of students in those programs because of their successful work in the Career Pathways (Tech Prep) Program. To be eligible for the award of college credit, the student must complete the appropriate sequence of high school Career Pathways (Tech Prep) courses with a cumulative grade point average and specified assessment stated in the Agreement to receive credit for identified college courses. College credit shall be awarded through articulation. Through successful work in the Career Pathways (Tech Prep) Program, students will receive credit for college courses, as found at www.palmbeach.k12.fl.us/careered/pbcareerpathways, which saves them time and money. These credits can assist students in graduating earlier at the postsecondary level.

V. Career Pathways (Tech Prep) Articulation Agreements revisions and amendments will be submitted annually. All courses in a pathway will be reviewed and new pathways will be developed as appropriate.

VI. Procedures for development of individual program agreements will be established by the Vice President of Academic Affairs of the College and the Assistant Superintendent for the District, who will work with appropriate faculty, program directors, deans, directors and other key individuals and groups.
VII. Articulation Agreements between the District, College and University are to be consistent and equitable. Individuals from the District, College and/or University interested in creating new agreements must present such interest to the individuals responsible for articulation agreements to present to the Interinstitutional Articulation Coordinating Committee for consideration and approval.

VIII. The website www.palmbeach.k12.fl.us/careered/pbcareerpathways contains the Career Pathways (Tech Prep) courses.
SECTION 1007.235 (3), FLORIDA STATUTES

1007.235 (3) The district interinstitutional articulation agreement shall include a plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers. Effective collaboration among school districts, postsecondary institutions, and practicing educators is essential to improving teaching in Florida's elementary and secondary schools and consequently, the retention and success of students through high school graduation and into postsecondary education. Professional development programs shall be developed cooperatively and include curricular content which focuses upon local and state needs and responds to state, national, and district policy and program priorities. School districts and community colleges are encouraged to develop plans which utilize new technologies, address critical needs in their implementation, and include both preservice and inservice initiatives.

COMMITTEE RESPONSE TO STATUTE:

In an effort to improve the preparation of elementary, middle, and high school teachers, the College, the District, and the University have collaborated on the following strategies:

<table>
<thead>
<tr>
<th>Mechanisms Currently Being Initiated</th>
<th>Focus of Mechanism</th>
<th>When Implemented</th>
<th>Method of Evaluation (if any)</th>
<th>Results of Evaluation</th>
<th>Contact Person Information</th>
</tr>
</thead>
</table>
| FAU/PBCC 2+2 in Science and Mathematics Teacher Education Degree Program | To increase the number of students enrolling in and graduating from these teacher education programs | This program was approved by SACS in January 2004 | Number of students enrolling in classes, number of students completing programs | Number of students enrolling in and graduating from these teacher education programs | Diane Bressner bressned@pbcc.edu 868-3498  
Lorraine Cross icross@fau.edu 561-297-2491 |
| Teacher Certification Program | To assist non-education trained professionals become teacher certified | January 2006 | Number of individuals enrolling in program, number completing program, number become state certified, number teaching | | Susan Mills mills@pbcc.edu 868-3822 |

PROGRAM ENDS 09/30/09
<table>
<thead>
<tr>
<th>Mechanisms Currently Being Initiated</th>
<th>Focus of Mechanism</th>
<th>When Implemented</th>
<th>Method of Evaluation (if any)</th>
<th>Results of Evaluation</th>
<th>Contact Person Information</th>
</tr>
</thead>
</table>
| Transitioning and Supporting Hispanic Educators (TASHE) | To recruit non-teacher trained Hispanic professionals and recent college graduates holding bachelor degrees into teaching careers and increase the number of highly qualified and prepared teachers in the District | October 2006 | Number of individuals who sign program agreements, number of participants who complete the program, and number of participants hired by the District | | Susy Martinez-White martines@pbcc.edu 561-868-3807  
Sandra Arroyo arroyos@palmbeach.k12.fl.us 561-649-6830 |
| Florida Future Educators of America (FFEA) club partnership: District, College, and University | To streamline the process for education students to articulate from one institution to another-giving them a support system as they articulate | March 2003 | Number of members | | Nika Coleman-Ferrell ferrelln@pbcc.edu 561-862-4439  
Joe DePaolo depaoloj@pbcc.edu 561-207-5037  
Susy Martinez-White martines@pbcc.edu 561-868-3807  
Tracianne Catto tcatto@fau.edu 561-297-3570  
Sue Walters swalters@palmbeach.k12.fl.us 561-649-6809 |
| FFEA Annual Convention | To offer an opportunity for teacher education students from high schools, College, and University to participate in this jointly sponsored, University developed, event | Annually beginning Spring 2003 | Number of students participating | | Tracianne Catto tcatto@fau.edu 561-297-3570  
Susy Martinez-White martines@pbcc.edu 561-868-3807 |
<table>
<thead>
<tr>
<th>Mechanisms Currently Being Initiated</th>
<th>Focus of Mechanism</th>
<th>When Implemented</th>
<th>Method of Evaluation (if any)</th>
<th>Results of Evaluation</th>
<th>Contact Person Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Advisors’ Annual Meetings</td>
<td>To give an opportunity for advisors from both institutions to discuss articulation and legislative issues regarding teacher education students</td>
<td>Annually beginning 2003</td>
<td>Continuous meetings</td>
<td></td>
<td>Diane Bressner <a href="mailto:bressned@pbcc.edu">bressned@pbcc.edu</a> 561-868-3498</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lorraine Cross <a href="mailto:lcross@fau.edu">lcross@fau.edu</a> 561-297-2491</td>
</tr>
<tr>
<td>Faculty Curriculum Collaboration</td>
<td>To bring together faculty from the College and the University to discuss education course content, field experiences, textbooks and materials, portfolios, course objectives, and standards</td>
<td>Spring 2004</td>
<td>Continuous meetings and collaboration</td>
<td></td>
<td>Susan Caldwell <a href="mailto:caldwels@pbcc.edu">caldwels@pbcc.edu</a> 561-868-3339</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lorraine Cross <a href="mailto:lcross@fau.edu">lcross@fau.edu</a> 561-297-2491</td>
</tr>
<tr>
<td>Palm Beach Lakes High School Teacher Academy</td>
<td>To give support, guidance, and experiences to students to help them transition smoothly from high school into a postsecondary teaching program at the College and then on to a university program</td>
<td>Ongoing</td>
<td>Number of students participating</td>
<td></td>
<td>Christine Dansby <a href="mailto:christine.dansby@palmbeach.k12.fl.us">christine.dansby@palmbeach.k12.fl.us</a> 561-682-0694</td>
</tr>
<tr>
<td>Mechanisms Currently Being Initiated</td>
<td>Focus of Mechanism</td>
<td>When Implemented</td>
<td>Method of Evaluation (if any)</td>
<td>Results of Evaluation</td>
<td>Contact Person Information</td>
</tr>
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</tbody>
</table>
| Professional Development            | Various CCE workshops offered to prepare teachers for FTCEs and classroom instruction  
Provide District staff with professional development to promote high-quality instruction | Ongoing | Number of classes offered, number of participants, participant evaluations |  | Diane Bressner  
bressned@pbcc.edu  
561-868-3498  
Constance Tuman-Rugg  
tuman@palmbeach.k12.fl.us  
561-434-8549 |
| Substitute Teacher Training         | A CCE curriculum of training to recruit and train substitute teachers for the School District | Spring 2008 | Number of classes offered, number of participants, participant evaluations |  | Diane Bressner  
bressned@pbcc.edu  
561-868-3498  
Darron Davis  
davisda@palmbeach.k12.fl.us  
561-434-8953 |
SECTION 1007.235 (4), FLORIDA STATUTES

1007.235 (4) The district school superintendent is responsible for incorporating, either directly or by reference, all dual enrollment courses contained within the district interinstitutional articulation agreement within the district school board's student progression plan.

COMMITTEE RESPONSE TO STATUTE:

The superintendent of schools shall be responsible for incorporating, either directly or by reference, all dual enrollment courses contained within the district interinstitutional articulation agreement within the District Student Progression Plan.

SECTION 1007.235 (2)(b) 11, FLORIDA STATUTES

1007.235 (2) (b) 11.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

A delineation of the process for converting college credit hours earned through dual enrollment and early admission programs to high school credit based on mastery of course outcomes as determined by the Department of Education in accordance with s. 1007.271 (6).

COMMITTEE RESPONSE TO STATUTE:

Beginning with students entering grade 9 in the 2006-2007 school year, school districts and community colleges must weigh dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when honor grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

Removed due to statute not allowing exceptions and mandating equal weighting.

MISCELLANEOUS PROVISIONS:

- GOVERNING LAW: This Agreement shall be construed in accordance with the laws of the State of Florida.

- LIABILITY ISSUES: The parties agree, pursuant to Section 768.28, Florida Statutes, to be responsible for their respective liability caused by an act or omission of their respective agents or employees, provided, however, this provision shall not be construed as a waiver of any right of defense that they may possess and they reserve all such rights as against any and all claims that may be brought.
APPENDIX A

DUAL ENROLLMENT COURSE EQUIVALENCY LIST

(Course listings are subject to change by FDOE and the respective institutions)

The Dual Enrollment Course Equivalence List provides for a MINIMUM statewide guarantee; however, school districts are not precluded from awarding subject-area credit for additional dual enrollment courses. If a school district awards subject-area credit for a course that is not found on the list, students and districts should be aware that the subject-area credit is not guaranteed to transfer between school districts.

This list is NOT all inclusive and DOES NOT prohibit the offering of other dual enrollment courses, if agreed upon by the District, the College and the University.

ELECTIVES

Current law allows for any course in the Statewide Course Numbering System, with the exception of remedial courses and Physical Education skills courses, to be offered as dual enrollment. Three-credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed below shall be awarded 0.5 high school credits, either as an elective or as designated in the local interinstitutional articulation agreement.

All four-credit foreign language courses shall be awarded one full high school credit.

SECTION 1007.235 (2)(b) 4, FLORIDA STATUTES

1007.235 (2) (B) 4.

The district interinstitutional articulation agreement for each school year must be completed before high school registration for the fall term of the following school year. The agreement must include, but is not limited to, the following components:

A delineation of high school credits earned for completion of each dual enrollment course.

COMMITTEE RESPONSE TO STATUTE:

The list is available at www.FACTS.org under Counselor and Educator; College Credit Programs; High School Subject Area Equivalency List.”
# Appendix B
## PSAV Dual Enrollment

## Appendix B-1
### PSAV Approved Programs for Dual Enrollment
#### Credit Equivalency Table

<table>
<thead>
<tr>
<th>PSAV Program Name - PBCC</th>
<th>PSAV Program Objective #</th>
<th>OCP A Hours +HS Credit</th>
<th>OCP B Hours HS Credit</th>
<th>OCP C Hours HS Credit</th>
<th>OCP D Hours HS Credit</th>
<th>OCP E Hours HS Credit</th>
<th>OCP F Hours HS Credit</th>
<th>OCP G Hours HS Credit</th>
<th>OCP H Hours HS Credit</th>
<th>OCP I Hours HS Credit</th>
<th>*Total Hrs. **Total elective credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-Hour Introductory Child Care Training</td>
<td>5348 and 5362</td>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>5357</td>
<td>1200 clock hours 5.0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>1200 clock hours 10.0 (10 courses, 120 hours each, 1.0 HS elective credit each)</td>
</tr>
<tr>
<td>Facial Specialties</td>
<td>5355</td>
<td>260 clock hours 1.5</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>260 clock hours 2.0 (1 course, 260 hrs, 2.0 HS elective credits)</td>
</tr>
<tr>
<td>Nail Specialist</td>
<td>5356</td>
<td>240 clock hours 2.0</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>240 clock hours (1 course, 240 hrs, 2.0 HS elective credits)</td>
</tr>
<tr>
<td>Diesel Technology</td>
<td>5468</td>
<td>360 clock hours 1.5</td>
<td>240 clock hours 1.0</td>
<td>120 clock hours 0.5</td>
<td>120 clock hours 0.5</td>
<td>240 clock hours 1.0</td>
<td>120 clock hours 0.5</td>
<td>120 clock hours 0.5</td>
<td>120 clock hours 0.5</td>
<td>120 clock hours 1.0</td>
<td>1680 clock hours 14.0 (14 courses, 120 hours each, 1.0 HS elective credit each)</td>
</tr>
<tr>
<td>Welding Technology</td>
<td>5460</td>
<td>240 clock hours 1.0</td>
<td>240 clock hours 1.0</td>
<td>120 clock hours 0.5</td>
<td>120 clock hours 0.5</td>
<td>240 clock hours 0.5</td>
<td>120 clock hours 0.5</td>
<td>240 clock hours 0.5</td>
<td>240 clock hours 0.5</td>
<td>240 clock hours 1.0</td>
<td>1170 clock hours 10.0 (10 courses, 120 hours each, 1.0 HS credit elective credit each)</td>
</tr>
</tbody>
</table>

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* Denotes clock hours taken in the PSAV courses at Palm Beach Community College
** High school credit is given by the School District of Palm Beach County
+HS Credit figured per course: 150 contact hours = 1 HS elective credit
THIS AGREEMENT, made and entered into by and between PALM BEACH COMMUNITY COLLEGE, a public corporation under the laws of the State of Florida, 4200 Congress Avenue, Lake Worth, Florida 33461, hereinafter referred to as "COLLEGE" and Palm Beach County School District, 3300 Forest Hill Boulevard, West Palm Beach, Florida 33406, hereinafter referred to as "CENTER."

W I T N E S S E T H

WHEREAS, the parties hereto desire to enter into a contractual arrangement providing for the education and training of Dual Enrollment Students in the Cosmetology, Facial Specialty, Nail Technician, Diesel (Heavy Bus and Truck) and Welding Programs at the COLLEGE, Belle Glade Campus.

WHEREAS, Palm Beach Community College, has undertaken to educate and train students in the Cosmetology, Facial Specialty, Nail Technician, Diesel (Heavy Bus and Truck) and Welding Programs in the discipline of Trade and Industrial Education at the COLLEGE, Belle Glade Campus.

NOW, THEREFORE, it is agreed between the parties hereto as follows: The control of the program shall reside in the President of the Palm Beach Community College with the assistance of the Dean of Educational Services in the disciplines of Cosmetology, Facial Specialty, Nail Technician, Diesel (Heavy Bus and Truck) and Welding at the COLLEGE, Belle Glade Campus.

COLLEGE agrees to:
- Accept eligible students in the programs as regular enrollees of Palm Beach Community College at the Belle Glade Campus, subject to the rules and regulations of the College and Cosmetology, Facial Specialty, Nail Technician, Diesel (Heavy Bus and Truck) and Welding Programs (see Exhibit A, Cosmetology, Diesel (Heavy Bus and Truck) and Welding Programs’ Guidelines and the Interinstitutional Articulation Agreement)
- Select a qualified faculty
- Provide a College approved course of study
- Provide supervision for students participating in lab experiences at Palm Beach Community College at the Belle Glade Campus
- Cooperate with the CENTER staff in all matters pertaining to dual enrolled students in Cosmetology, Facial Specialty, Nail Technician, Diesel (Heavy Bus and Truck) and Welding Programs

CENTER agrees to:
- Cooperate in the admission of students to COLLEGE
- Provide liaison between a designated staff of CENTER and the College Dean of Trade and Industrial Education in the discipline of Cosmetology, Diesel (Heavy Bus and Truck) and Welding Programs.
- Cooperate with the COLLEGE staff in all matters pertaining to dual enrolled students Cosmetology, Facial Specialty, Nail Technician, Diesel (Heavy Bus and Truck) and Welding Programs.

**BOTH PARTIES agree to:**
- Follow attached Exhibit A regarding Cosmetology, Facial Specialty, Nail Technician, Diesel (Heavy Bus and Truck) and Welding Programs Guidelines and the Interinstitutional Articulation Agreement for dual enrollment guidelines.
- Require that each Cosmetology, Facial Specialty, Nail Technician, Diesel (Heavy Bus and Truck) and Welding student at his/her own expense provide the following:
  - Uniforms
  - Meals
  - Laundry service
  - Transportation
  - School accident insurance or evidence of such insurance protection
  - Special course fees
- The Agreement shall continue for two (2) years from the date hereof unless sooner terminated as hereinafter provided and may be renewed at the end of two (2) years by the mutual consent of the parties hereto. In the event that either party desires to terminate the arrangement prior to the two (2) year period, notice is to be given by the party desiring to terminate to the other party in writing, but such termination shall not be effective until such time as all then enrolled students have had an opportunity to complete their prescribed program, although new enrollees shall not be accepted after receipt of notice of termination.
- Affirm they do not discriminate based on race, religion, national origin, gender, age or disability.

**Program Information**
For more information on these PSAV program courses, please go to the following web links:

- Cosmetology (5357)  
  [http://www.pbcc.edu/x3223.xml?id=15](http://www.pbcc.edu/x3223.xml?id=15)
- Facial Specialty (5355)  
  [http://www.pbcc.edu/x3223.xml?id=85](http://www.pbcc.edu/x3223.xml?id=85)
- Nails Technician PSAV 5356  
  [http://www.pbcc.edu/x3223.xml?id=84](http://www.pbcc.edu/x3223.xml?id=84)
- Diesel Technology (5468)  
  [http://www.pbcc.edu/x3223.xml?id=56](http://www.pbcc.edu/x3223.xml?id=56)
- Welding Technology (5460)  
  [http://www.pbcc.edu/x3223.xml?id=87](http://www.pbcc.edu/x3223.xml?id=87)
- PSAV Dual Enrollment Suggested Sequences  
  [http://www.pbcc.edu/PSAV_DE_Suggested_Sequences.pdf](http://www.pbcc.edu/PSAV_DE_Suggested_Sequences.pdf)
APPENDIX C

FCELPT (CPT) ASSESSMENT OF HIGH SCHOOL JUNIORS

During the 2008 legislative session, the Legislature passed Senate Bill 1908, and, on June 30, 2008, the governor signed the bill into law. Chapter Number 2008-235, General Laws of Florida, includes revisions to Section 1008.30, Florida Statutes (F.S.), relating to common placement testing for public Postsecondary education by (1) expanding college and career readiness assessment of high school students indicating an interest in postsecondary education and (2) extending opportunities for remediation to high school seniors. The act became effective July 1, 2008; therefore, the expanded assessment and remediation opportunities must commence for public school students during the 2008-9 school year.

Palm Beach Community College and the School District of Palm Beach County have agreed to the following in order to accommodate Chapter Number 2008-235, Section 1008.30, Florida Statute.

Palm Beach Community College (PBCC) will:

1. Arrange for and pay for needed numbers of Accuplacer exams for juniors attending each requested District High School
2. Hire Palm Beach County high school Testing Coordinators for supplemental hours needed to prepare for administering exams
3. Provide PowerPoint Training and written direction for exam administration, and how to contact Accuplacer for trouble shooting
4. Receive a data base of high school juniors to be populated with test scores and returned to the School District

Palm Beach County School District will:

1. Provide numbers of anticipated juniors by high school to PBCC
2. Provide signed test security agreements from all high school testing coordinators before exams begin
3. Provide hiring information from all high school testing coordinators
4. Provide a window of test dates
5. Provide ADA accommodation to high school juniors as needed
6. Provide test environment for equipment and students, including computers and networking necessary to interface with Accuplacer
7. Provide students access to test results, and provide optional remediation during senior year
8. Arrange for means for students to provide test result to their college of choice following high school graduation
   a. Provide parent letter
   b. Provide permission form
   c. Inform students who will test at PBCC
   d. Develop a MOA to share information with PBCC
AND BE IT FURTHER RESOLVED that this Agreement shall commence on July 1, 2009 and shall continue through June 30, 2010. The Presidents and the Superintendent may by mutual consent implement and change procedures and operational details specified in the exhibits and attachments as necessary to carry out the intent of this Agreement. Such changes will be reviewed by the respective boards at the next annual review of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written.

THE DISTRICT BOARD OF TRUSTEES OF PALM BEACH COMMUNITY COLLEGE

DATE: ______________________________
BY: ______________________________

Kenneth B. Kirby, Chair

ATTEST: ______________________________
Dennis P. Gallon, President

APPROVED AS TO FORM AND LEGAL SUFFICIENCY

Legal Counsel for College

Signed agreement on file in Academic Services

THE SCHOOL BOARD OF PALM BEACH COUNTY

DATE: ______________________________
BY: ______________________________

William G. Graham, Chair

ATTEST: ______________________________
Arthur C. Johnson, Superintendent

APPROVED AS TO FORM

Attorney for the District

FLORIDA ATLANTIC UNIVERSITY

DATE: ______________________________
BY: ______________________________

Barbara Pletcher, Articulation Officer

ATTEST: ______________________________
Frank T. Brogan, President

APPROVED AS TO FORM AND LEGALITY

General Counsel for University

09-10 IAA