

2018-2019
Florida
Adult High
School
Technical
Assistance
Paper

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Career and Adult Education



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EDUCATION
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I. Adult High School Program Overview

The Adult High School (AHS) program enables an adult student, as defined in [section \(s.\)1004.02\(5\)](#), Florida Statutes (F.S.), to complete the required courses and state assessments to earn a standard high school diploma. Course requirements in adult high school programs are designed in accordance with core content standards per [s. 1003.41](#), F.S. A program of instruction for both traditional and co-enrolled AHS students shall be based on the Florida Department of Education (FDOE) adult education curriculum frameworks found in the [2018-2019 Adult General Education Curriculum Frameworks](#). Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency- and performance-based adult education, distance learning and computer-assisted instruction.

Adult general education programs are authorized by [s. 1004.93](#), F.S., and defined as comprehensive instructional programs designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages (ESOL), applied academics for adult education instruction, and instruction for adults with disabilities in [s. 1004.02\(3\)](#), F.S. The AHS curriculum framework is correlated to the Florida Standards, and courses offered are the same as those offered in the K-12 school system, as found in the [2018-2019 Florida Course Directory](#) (Section 3 and secondary numbers only as identified in Section 5). The FDOE AHS curriculum frameworks, per [s. 1004.92\(2\)\(b\)4](#), F.S., provide a minimum set of standards to be used by all facilitators delivering AHS education programs. AHS education includes both adult high school diploma programs and co-enrollment courses of study. Students in the AHS program must meet all state and local graduation requirements for a standard high school diploma per [s. 1003.4282](#), F.S., unless otherwise noted in this paper.

If you have any questions regarding this technical assistance paper, please contact the Director of Adult Education, at 850-245-0450 or FloridaAdultEducation@fldoe.org.

II. Enrollment Criteria

Enrollment in an AHS program, with the exception of co-enrollment, is permissible if a student:

1. Does not possess a high school or state-approved diploma but may have been issued a certificate of completion;
2. Is 16 years of age or older; and
3. Is officially withdrawn from an elementary or secondary program.

Students with a certificate of completion may enroll in an adult high school program to prepare or remediate for the English Language Assessment (ELA). Students may also enroll in AHS to prepare or remediate for the statewide grade 10 Algebra I End-of-Course (EOC) assessment through intensive courses and earn elective credits as needed.

III. Criteria for Entering into an AHS Co-Enrolled Program

A co-enrolled student is one who is currently enrolled in a high school program as a K-12 student (have not withdrawn from K-12) and is simultaneously taking high school core credit courses in an adult high school program per [s. 1011.80\(10\)](#), F.S. Appropriate documentation, as specified by the institution, shall be obtained prior to enrollment.

K-12 students may enter a co-enrollment program offered through established operational district and college AHS programs. Courses offered through co-enrollment must also be offered for traditional AHS students. While programs are not limited by the number of courses in which a student can enroll, students may only be reported under the following circumstances:

- For co-enrolled students entering an adult high school program, the instructional hours from **two** core curricular courses per year are fundable. For the district workforce funding model, if more than two core curricula courses were reported, the two courses with the most instructional hours are used. The eligible course list for 2018-2019 is available at [2018-2019 Co-Enrolled Course Eligibility List](#) on the 2018-2019 Adult Education Curriculum Frameworks page, under the heading of “Adult High School”
(Note: Courses designated as Credit Recovery (cr) in the CCD are not included on the Co-Enrolled list as they are awarded as elective credits and do not apply toward core curricula requirements.)
- Student may be co-enrolled in core curricula courses for credit recovery or dropout prevention.
- Students must not have a pattern of excessive absenteeism or habitual truancy, or a history of disruptive behavior in school.
- Agencies should maintain documentation of student eligibility to participate.

Students that are at risk of not graduating with their 9th grade cohort may enroll in the co-enrollment program. Students enrolled in the co-enrollment program are exempt from the payment of the block tuition for adult education programs.

Co-enrollment programs are state funded only as allocated by the Florida Legislature, and no federal Adult Education and Family Literacy Act (AEFLA) funds may be used to support instruction, or any activity, supplies or resources used in the delivery of the courses. Enrollments and completions may not be included in NRS reporting or AEFLA grant performance target estimates.

It is suggested that a co-enrolled form signed by the host school counselor, the principal, the student, and the student’s parent(s) or guardian be presented at the time of registration. **Co-enrolled students are not required to take a state-approved assessment before taking academic classes in adult education.**

Collaboration between the high school counselor, parents, and the adult high school representative can serve as a primary factor in recruitment and retention of students in both programs and ensure credits earned are properly recorded in the students’ permanent records at their home schools.

IV. Tuition

All adult education programs (excluding co-enrolled) are required to charge the following tuition rates per [s.1009.22](#), F.S.:

- \$45.00 block tuition rate for each half year in a program year
- \$30.00 block tuition rate for each term in a program year

Residency determinations are not made in any adult education program and therefore, there are no out-of-state fees associated with adult education.

V. Assessing Students for the National Reporting System (NRS)

Students are not required to pretest before entering AHS programs as long as they can present a transcript showing previously earned credits. Placement in ABE Level 5 (formerly ASE Low) or ABE Level 6 (formerly ASE High) is determined by the number of credits the student has earned in the traditional high school previously attended. Students documented at ABE Level 5 have earned from 1-12 high school credits toward a traditional 24 credit diploma (or 1-9 credits toward the 18 credit ACCEL option). Students who reach or complete ABE Level 6 have earned 13-24 credits toward a 24 credit diploma (or 1-18 credits toward the 18 credit ACCEL option) and are not required to post-test once they have earned the standard high school diploma or equivalency diploma. (Co-enrolled students are not eligible for NRS Reporting as stated in the above section, Criteria for Entering an AHS Co-Enrolled Program). Students who have withdrawn from the K-12 system prior to earning any high school credits in grades 9-12 will need to be assessed via Rule 6A-6.014, Florida Administrative Code (F.A.C.), and placed accordingly.

VI. Accountability and Reporting

Literacy Completion Points

Adult education programs can achieve a Literacy Completion Point (LCP) when the AHS student has successfully demonstrated mastery of the curriculum and competencies needed to earn a half-credit in an academic discipline.

Reporting Program Numbers for Adult High School and Co-Enrolled Students

Students who have formally separated from the K-12 system and are solely enrolled in a district “Adult High School Program” must be reported under the adult education program number **9900010** for the adult education course(s), and the secondary course number for each course as found in the Florida Course Code Directory found at <http://www.fldoe.org/articulation/CCD/>. College adult education programs reporting AHS students should use the Classification of Instructional Program (CIP) number **1532010202** and the corresponding high school course number as well.

The instruction should be consistent with the secondary course descriptions found at <http://www.cpalms.org/Public/>. The course descriptions define content standards for all subject

areas for grades 9-12. Students who are co-enrolled in a district program must be reported under the program “Adult High School for Co-Enrolled Students” using the program number **9900099**, and must report the appropriate secondary course number. College adult education programs reporting AHS Co-Enrolled students should use the CIP number **1532019900** and the corresponding adult secondary program number. The credit from the adult education course(s) can be transferred to grades 9-12 secondary programs for a particular course of instruction for the co-enrolled student. School districts should refer to Appendix R of the Workforce Development Information Services (WDIS) Data Base Handbook at <http://fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml> and colleges should refer to Appendix A in the College Data Dictionaries for specific reporting procedures found at the [Bureau of Community College and Technical Center Management Information Systems \(CCTCMIS\)](#) website.

Table 1 Adult High School Credit Matrix

High School Credit Program	Course Number	Literacy Completion Point
Adult High School (School Districts)	Adult Education AHS program number 9900010 and the appropriate secondary course number	.5 half-credit
Adult High School (State Colleges)	CIP program number 1532010202 and the appropriate secondary course number	.5 half-credit
Adult High School for Co-enrolled Program (School Districts)	Adult Education Co-enrolled program number 9900099 and the appropriate secondary course number	.5 half-credit
Adult High School for Co-Enrolled Program (State Colleges)	CIP program number 1532019900 and the appropriate secondary course number	.5 half-credit

VII. Graduation Requirements

The AHS program provides courses of study leading to completion of credits and passing state-mandated assessments necessary to qualify for a standard high school diploma.

For AHS programs, some exemptions to the requirements are present under [s.1003.4282\(6\)\(b\)](#), F.S.:

- The one credit in physical education required for graduation is not required for graduation and may be substituted with an elective credit, keeping the total credits needed for graduation.
- Each district school board may waive the requirement that two of the science credits include a laboratory component.
- Any course listed within the FDOE course code directory in the areas of art, dance, drama or music may be undertaken by adult secondary education students. The one credit in performing fine arts required for high school graduation is not required for graduation and may be substituted with an elective credit that is consistent with the total credits needed for graduation.

To obtain a standard adult high school diploma, a student must earn the required 24 credits or the Academically Challenging Curriculum to Enhance Learning (ACCEL) option of 18 credits per [s. 1002.3105](#), F.S., and successfully complete all statewide, grade level assessments, or attain a recognized concordant score as specified in [s. 1008.22\(9\) F.S.](#), or a recognized comparative score as specified in [s.1008.22\(10\), F.S.](#) A cumulative GPA of 2.0 on a 4.0 scale is required for all adult education students. Students in the 24 credit option are required to complete the one-credit on-line course requirement as per [s. 1003.4282\(4\), F.S.](#)

The ACCEL option allows the student to earn a high school diploma by completing 18 credits, of which 14 are core courses and 4 are elective credits. Students must meet the criteria established as per [s. 1002.3105, F.S.](#), and may not be required to complete the one-credit on-line course requirement as per [s. 1003.4282\(4\), F.S.](#)

The credit acceleration program (CAP) allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects: Algebra I, Geometry, U.S. History and Biology I. (Note: A student is allowed to earn high school credit in courses required for high school graduation through the passage of an AP examination or a College Level Examination Program (CLEP)). If a student attains a passing score on an AP or CLEP examination, then the school district is required to award credit to the student who is not enrolled or who has not completed the course.

AHS should follow the same course requirements and state assessments as those required in the K-12 system as per [s.1003.4282](#), F.S., (24 credit option) and [s.1002.3105](#), F.S., (ACCEL option). However, some exceptions apply:

- Students who enter an AHS may not be required to take the EOC assessment for Algebra 1 if credit for this course was earned and documented on their transcript prior to 2010 – 2011.
- Students who enter an AHS may not be required to take the EOC assessment for Biology 1 and or Geometry, if credit for these courses was earned and documented on their transcripts prior to 2011-2012.
- The 2018-2019 and the Preliminary 2019-2020 Florida Statewide Assessment Testing Schedule is available at [Florida Statewide Assessment Schedules](#).
- All students taking U.S. History beginning 2012-13 should take the U.S. History EOC assessment regardless of cohort year.

VIII. Granting High School Credits and Diplomas to Adults

[Rule 6A-6.020, F.A.C.](#) , provides for the award of high school credits and diplomas to adults and was revised as of January 2013. Students already enrolled prior to this date may follow the educational plan in place prior to adoption of the rule. Students enrolled after this date should follow the requirements listed below. To determine graduation requirements for AHS students who are not enrolled in the K-12 educational system, the following shall apply:

1. Students entering AHS whose 9th grade cohort group has not graduated must meet the graduation requirements based on the year that the student entered the 9th grade.
2. Students entering AHS after their 9th grade cohort has graduated, or who are not a part of a 9th grade cohort (from another country, never entered high school, etc.) must meet the current 12th grade cohort graduation requirements that are in effect for the year they enter AHS. A chart follows listing graduation requirements for these students.

Note: For students that are continuously enrolled from the time that they withdraw from the K-12 system and enroll in adult education, they will follow the requirements of their 9th grade cohort.

Students Entering Adult High School in 2018-2019 School Year and Forward (9th grade cohort of 2015-2016 and forward)
24 Credit Standard High School Diploma (s. 1003.4282, F.S.)
4 Credits English Language Arts (ELA)
Pass the statewide Grade 10 ELA assessment or earn a concordant score in order to graduate with a standard diploma.
4 Credits Mathematics
One of which must be Algebra I and one of which must be Geometry. A student who takes Algebra I must pass the Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. The EOC results constitute 30 percent of a student's final course grade. A student who takes Geometry must take the EOC assessment. The EOC results constitute 30 percent of a student's final course grade.
3 Credits Science
One of which must be Biology I, two of which must have a laboratory component; however, institutions may waive the laboratory component of the science requirements. All students who enroll in Biology I must take the EOC assessment, and the EOC results constitute 30 percent of a student's final course grade.
3 Credits Social Studies
One credit in World History. One credit in U.S. History. One-half credit in U.S. Government. One-half credit in Economics which must include financial literacy. All students who enroll in U.S. History must take the EOC, and the EOC results constitute 30 percent of the student's final course grade.
Fine and Performing Arts, Speech and Debate, or Practical Arts
Not required, but must be substituted with electives.
Physical Education
Not required, but must substitute with an elective.
10 Elective Credits
1 Online Course
All other graduation requirements for a 24 credit standard diploma must be met (per section 1003.4282(3)(a-e), F.S.)
18 Credit (ACCEL) Standard High School Diploma Option (s.1002.3105, F.S.)
14 core courses required for standard high school diploma (see above) 4 Elective Credits Elective Online course is not required.

*Note: If the student, whose 9th grade cohort has already graduated or who does not belong to a cohort, enrolls in adult high school in 2018-2019, he/she will follow the requirements of the current K-12 graduating class which entered the 9th grade in 2015-2016. Students entering AHS whose 9th grade cohort group has not graduated must meet the graduation requirements based on

the year that the student entered the 9th grade. Students with Algebra I on their transcript prior to 2010-2011 and Biology I, Geometry, and U.S. History on their transcript prior to 2011-2012 are not required to take the EOC when enrolling in AHS.

IX. Statewide Assessments

The passing score for statewide assessments required for adult high school graduation or for course credit is the minimum scale score in achievement level three. Beginning in 2014-2015, students should pass the Grade 10 ELA assessment to earn a standard adult high school diploma. A student can also substitute a concordant score to meet the Grade 10 ELA assessment graduation requirement as specified in [Rule 6A-1.09422, F.A.C.](#)

Students must take the Algebra I EOC assessment to earn an adult high school credit without taking the Algebra I course. If the student is enrolled and completes the Algebra I course, passing scores for statewide assessments and acceptable concordant and comparative scores as required to meet the statewide assessment requirements, can be found in [Rule 6A-1.09422, F.A.C.](#), and the publication, [Graduation Requirements for Florida's Statewide Assessments](#). Please visit this publication for additional updates regarding graduation options and clarification on concordant scores, links to a variety of helpful resources and contact information.

The Postsecondary Education Readiness Test (PERT) score will no longer be an option as a replacement for the Algebra I end of course exam for both Adult High School students and K-12 students who enter the 9th grade in 2018-2019 and beyond, effective June 28, 2018. This falls within the guidelines of [s. 1008.22\(10\), F.S.](#), which gives the State Board of Education the authority to set comparative and concordant scores.

When reviewing this information, please note that if a student enrolls in AHS and his or her 9th grade cohort group has graduated, the graduation requirements will be determined by the passing scores in effect for the current graduating class as per [Rule 6A-6.020, F.A.C.](#)

Retaking the Statewide Assessments — Students can retake the Grade 10 ELA assessment or Algebra I EOC assessment each time the assessment is administered until a passing score is achieved.

Section [1008.22, F.S.](#), does not impose any requirements regarding the number of attempts, if any, on the statewide assessment, before a concordant score may be applied. If a student enrolls in AHS and his or her 9th grade cohort group has graduated, the graduation requirements will be determined by the passing scores in effect for the current graduating class.

X. Assessment Requirements for Students with Disabilities

Students with disabilities who have withdrawn from the K-12 system and possess a statewide, standardized assessment waiver, may now transfer this waiver to the Adult High School program upon enrollment.

The extension of the waiver to the AHS program only applies to students who received waivers as part of [s. 1008.22\(6\)](#), F.S. Additional information can be found at: [Waiver of Statewide, Standardized Assessment Results for Students with Disabilities TA Paper](#).

Statutory authority prohibits adult education programs from issuing waivers; however, for students without a waiver but self-identify as having a disability, every effort should be made by the program to provide accommodations and necessary support services to assist the students in meeting their goals to complete their high school diploma.

XI. Transfer of Credit Guidelines

Rule [6A-1.09941, F.A.C.](#), establishes uniform procedures relating to the acceptance of transfer work and credit for students entering Florida’s public schools effective July 1, 2013. The rule increases consistency in the credit transfer process and fulfills the State Board’s responsibility to prescribe “procedures relating to the acceptance of transfer work and credit for students” as required by s. 1003.25, F.S.. The rule cited above specifies that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. Assessment requirements for transfer students under [s.1003.4282](#), F.S., must be satisfied.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, the student does not possess an official transcript, or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level; to receive credit, a student should have a minimum grade point average of 2.0 at the end of the student’s first grading period. Alternative validation procedures are also specified in Rule [6A-1.09941, F.A.C.](#)

XII. Diploma/Completion Options

The following completion options are suggested for students enrolled in the AHS program. Programs should select the appropriate options for their area in accordance with [s.1003.4282](#), F.S., or [s.1002.3105](#), F.S.

Adult High School Standard Diploma

- Meet state credit requirements, with exceptions noted in the “Graduation Requirements” section of this guide.
- Meet state GPA requirements.
- Pass state of Florida required assessments.
- Credits may be earned by demonstration of competencies (competency-based) and passage of required state exams.

Certificate of Completion

- Meet state credit requirements.
- Has not met state GPA requirements; or
- Has not passed state required assessments.

**Note: Per [s.1003.433\(2\)\(b\)](#), F.S., upon receipt of a certificate of completion, students must be allowed to take the College Placement Test and be admitted to developmental education or credit courses at a Florida College System institution, as appropriate.*

XIII. Course Code Directory

Course numbers and titles must be taken from the [Florida Course Code Directory](#) (CCD). The state assigns and recognizes only the first seven digits of the course number. The eighth digit is used by the district for purposes of tracking and reporting data. The state maintains course descriptions for each course listed in the CCD. State Colleges should follow the information provided through the Statewide Course Numbering System at [SCNS](#).

Districts and colleges select or develop curriculum for each of these courses based on standards included in the state's official standards site, CPalms, found at <http://www.cpalms.org/Public/>. Students are expected to demonstrate mastery of these standards in order to receive credit for each course.

XIV. Adult Education Instructor Certification Requirements

As per [s.1012.39\(1\)\(b\)](#), F.S., each school district shall establish the minimum qualifications for part-time and full-time teachers in adult education programs.

**Note: In order to meet most secondary accrediting agency requirements, please refer to the certification requirements listed in Sections 3 and 5 of the CCD as appropriate for each specific course being offered as part of the Adult High School program.*

Appendix A

Terminology and Acronyms

ACCEL

Academically Challenging Curriculum to Enhance Learning: An 18 credit graduation option available to Adult High School Students. (Defined in this document and s. 1002.3105, F.S.)

AEFLA

Adult Education and Family Literacy Act of 2014: Federal Workforce Innovation and Opportunity Act of 2014 guides the administration and reporting of federal adult education funds. These funds are allocated to the State Department of Education, which in turn is responsible for the administration of funds to local providers and statewide initiatives under the provisions of the act.

AIEP

Adult Individual Education Plan: Used to document students who self-identify and need special services to accommodate learning processes.

ASE

Adult Secondary Education: Adult education courses offered at the 9-12 grade equivalent levels. It includes AHS and GED® Preparation courses.

Bright Futures Scholarships

Scholarships awarded by the State of Florida to eligible students provided they meet certain academic, GPA, and test score criteria. See www.floridastudentfinancialaid.org for more information.

Career Shines

Florida's Career Exploration and Planning System

CASAS

State approved assessment for documenting educational functioning levels in adult general education programs.

CBO

Community-Based Organization

Co-enrolled Student

A co-enrolled student is defined as one who is currently enrolled in a K-12 secondary school program and is taking additional credit courses through adult education to earn a standard High School diploma and graduate with his or her cohort group.

Florida State Standards

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses, and in workforce training programs.

Competency-Based Education

An educational approach based on a predetermined set of knowledge, skills, and abilities that the student is expected to accomplish.

CPALMS (Collaborate, Plan, Align, Learn, Motivate, Share)

Florida's official standards database that includes course descriptions, standards and resources for educators.

EFL

Educational Functioning Level: Measure used to assess progress from one student literacy level to the next utilizing an approved standardized test.

ELA Assessment

English Language Arts Assessment that replaces the 10th grade Reading Assessment beginning in 2015.

ELL

English Language Learner: Used in conjunction with ESOL or ESL programs.

EOC

End-of-Course Assessment

F.A.C.

Florida Administrative Code (Florida Department of Education rules found at <https://www.flrules.org/gateway/Department.asp?DeptID=6>).

FCAT

Florida Comprehensive Assessment Test: Replaced the HSCT in 2003 as a graduation requirement.

FEFP

Florida Education Finance Program: The FEFP is the funding formula used to allocate funds appropriated by the Legislature each year to school districts for K-12 school operation. See [s. 1011.62, F.S.](#)

Florida Course Code Directory (CCD)

Programs and courses funded by the state and courses or programs for which students earn credits toward high school graduation are listed in the Course Code Directory. ([Rule 6A-109441, F.A.C.](#))

GPA

Grade Point Average

HSCT

High School Competency Test: Replaced by the FCAT in 2003 and Florida Standards Assessments in 2010.

IEP

Individual Education Plan

LEA

Local Education Agency (public school districts, community colleges, state colleges and state universities)

LEP

Limited English Proficient

LCP

Literacy Completion Point

NRS

National Reporting System: The accountability system for the federally funded, State administered adult education program.

SACS

Southern Association of Colleges and Schools - An accrediting agency for colleges and schools.

TABE

Tests of Adult Basic Education: State-approved assessment for documenting educational functioning levels in adult general education programs.

WIOA

Workforce Innovation and Opportunity Act of 2014: Replaces the Workforce Investment Act (WIA) of 1998 and provides for continued funding for states through the federal Adult Education and Family Literacy Act of 2014 funds. As part of the new Act, agencies are required to work with core partners in the provision of the activities and services to support both literacy and workforce readiness skills.

Appendix B Resource Links

Florida Department of Education, Division of Career and Adult Education:
<http://fldoe.org/academics/career-adult-edu>

Florida Administrative Register and Florida Administrative Code (State Board of Education Rules): <https://www.flrules.org/gateway/Department.asp?DeptID=6>

Florida Adult Education Curriculum Frameworks: <http://www.fldoe.org/academics/career-adult-edu/adult-edu/2018-2019-adult-edu-curriculum-frameworko.shtml>

Florida Department of Education Course Code Directory (2018-2019):
<http://www.fldoe.org/policy/articulation/ccd/2018-2019-course-directory.shtml>

Florida Department of Education, Statewide Assessment Schedules:
www.fldoe.org/asp/schedule.asp

Florida Department of Education, Bureau of Exceptional Education and Services (BEES), Resource and Information Services: <http://fldoe.org/academics/exceptional-student-edu/>

Florida Department of Education Office of School Choice:
www.fldoe.org/schools/school-choice

Florida Standards Assessments Online Portal: <http://www.fsassessments.org>

Online Sunshine (Official site of the Florida Legislature): www.leg.state.fl.us

Florida Shines Career Planning System: www.floridashines.org/find-a-career

Statewide Course Numbering System: http://scns.fldoe.org/scns/public/pb_index.jsp#