Submitter:
Agreement Effective Date: 8/1/2022

Representing:

Career and Technical Center: Aparicio-Levy Technical College

District(s) the Agreement(s) include
Hillsborough County Schools

Type of Dual Enrollment Articulation Agreement for Submission
Public Postsecondary Institution – School District

(A) Public Postsecondary Institution Agreement with Public School Districts

Each district school superintendent and each public postsecondary institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution. The superintendent and president shall establish an articulation committee for the purpose of developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the postsecondary institution to the Department of Education on or before August 1.

1. A ratification or modification of all existing articulation agreements.

This Agreement shall supersede all prior year’s articulation agreements between Aparicio-Levy Technical College and Hillsborough County Public Schools. Agreements are reviewed annually and shall remain in effect from August 1, 2022 through July 30, 2023. If a revision is required, or if either party identifies a need for termination of the Agreement, a 30-day written notice is mandatory.

2. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.
The information process will be facilitated through the HCPS, Department of Career, Technical and Adult Education under the supervision of the Director of Career and Technical Education and the Director of Workforce and Continuing Education. This process includes the following steps:

One week prior to the start of school, an informative presentation will be electronically mailed to the above referenced high school principals and the Career Dual Enrollment teachers. The teacher will facilitate the presentation for his/her class ensuring the students are made aware of the entrance criteria, course values, courses offered in the program area, the equivalency allocated from a high school credit to technical college clock hours, the application process, and deadline for application and parent/guardian permission letter completion. This presentation will take place within the first six days of school. Concurrently students will receive directions for the completion of the electronic Adult Student Information Form (hereafter referred to as “ASIF”) technical college application, the parent/guardian permission letter, authorizing the student’s participation into CDE, and a brief, but informative Frequently Asked Questions (hereafter referred to as “FAQ”) flyer, delineating details of the CDE program for which the student may apply. Included in the Parent Permission letter and FAQ flyer is the deadline for completion of the application and the signed permission letter (August 22, 2022). The CDE FAQ document and the entire presentation will also be uploaded to the school districts website for parental access should questions arise. This can be accessed through: https://www.hillsboroughschools.org/careerandtechnical A district point of contact for the CDE program option is also listed on all distributed materials.

3. A delineation of courses and programs available to students eligible to participate in dual enrollment.

**COMPUTER SYSTEMS & INFORMATION TECHNOLOGY:** Program # Y100200. Eligible courses include:
- Computer Network Technician, course identifier—CTS0083, OCP B, valued at 150 clock hours (1 high school credit)
- Computer Networking Spec., course identifier—CTS0084, OCP C, valued at 150 clock hours (1 high school credit)
- Computer Security Technician, course identifier—CTS0089, OCP D, valued at 300 clock hours (2 high school credits)

**VETERINARY ASSISTING:** Program #A010512. Eligible courses include:
- Veterinary Assistants & Lab Animal Caretakers 2, course identifier—ATE0070, OCP B, valued at 150 clock hours (1 high school credit)
- Veterinary Assistant, course identifier—ATE0072, OCP C, valued at 150 clock hours (1 high school credit)

4. A description of the process by which students and their parents exercise options to participate in the dual enrollment program.

In the first six days of school students view the CDE informational presentation presented by the CDE teacher. On the same day as this presentation the students will receive (1) instructions regarding the application, (2) the parent/guardian permission letter, and (3) a FAQ document that explains the CDE program that is being offered to their student. Students will complete the electronic application and parent permission letter at home by August 22, 2022; parents are to retain the FAQ document for future reference. The completion of the ASIF and the signed and dated parent/guardian permission letter to his/her teacher completes the student’s responsibility for the application process. Within the body of the FAQ document parents/guardians are informed of the details, initial eligibility, and the requirements of remaining in the course/program for the school year and continuing in the program for subsequent years for the full completion of the program. (Seniors who anticipate an early graduation date of December of their senior year are not allowed to enroll in CDE, as this does not allow for the 150 hours of classroom instruction necessary to complete the course.) This document also provides information on: no cost to the student or his/her family for books, tuition, or lab fee supplies, the commitment of completing the entire course, weighting impact on the student’s grade, industry certifications that the student is expected to earn while in their program, and be identified as already enrolled in the equivalent Career and Technical Education program/course at the beginning of the 2022-2023 school year. In addition to the information regarding the unweighted GPA of 2.0 for eligibility, the FAQ includes information on GPA requirements for incoming 9th grade students that may not have already earned high school credit. This allowance provides the 9th grade level student the opportunity to utilize his/her 8th grade Florida Standards Assessment (FSA) level of scores of a 3, 4 or 5 on the English Language Arts assessment and Mathematics assessment to qualify for CDE.

5. A list of any additional initial student eligibility requirements for participation in the dual enrollment program.

To enroll, students must...
- have an overall 2.0 unweighted GPA;
- be enrolled in an eligible articulated Career and Technical Education secondary course;
- take the TABE 11/12 Math and Reading tests within the first six (6) weeks of school to determine the student’s educational level (not utilized as a source for eligibility approval or denial of participation): exemptions for this testing include students that were in CDE in the immediate previous school year, or students having a concordant college placement test score, or students that have earned one or more of the FLDOE authorized industry certifications tied to their program, and;
- be enrolled in the course for the entire 2022-2023 school year (anticipated December graduates may not enroll in CDE, but can take the equivalent secondary course).

6. A delineation of the high school credit earned for the passage of each dual enrollment course.
7. A description of the process for informing students and their parents of college-level course expectations.

Students and parents receive all dual enrollment participation (and continued participation) requirements at time of registration via their in-class power point presentation, the parent permission letter, and the frequently asked questions document. These same materials are posted on the district’s website and may continually be accessed throughout the school year at https://www.hillsboroughschools.org/careerandtechnical

8. The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis.

Incoming ninth grade students without a high school GPA earned while in middle school are assessed for eligibility by way of Florida Standards Assessment (FSA) scores for Reading and Math. The incoming ninth grader must have earned a score of level three (3) or higher on both assessments during their 8th grade year of school. Students in 10th, 11th, and 12th grade will all be screened for eligibility through their unweighted State GPA.

9. The registration policies for dual enrollment courses as determined by the postsecondary institution.

Eligible students must be registered in a currently offered CDE program at their high school, complete the online ASIF application and parent permission form, and must take the TABE Math and Reading tests within the first six weeks of the start of the secondary school year. TABE scores do not determine admittance or removal of a student from participating in their CDE program. The assessments are only for determining a student’s current learning level.

10. Exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution.

No exceptions noted.

11. Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members.

No exceptions noted.

12. The responsibilities of the school district regarding the determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program.

Eligibility status is pre-determined by the Department of Career, Technical and Adult Education via the HCPS district’s Information Services division; this is accomplished with a programming system designed to gather specific data needed for the students’ ASIF paperwork. Individuals that were not on the pre-determined list may still apply, but the student’s eligibility data must be reviewed prior to being notified of the enrollment status. Continued monitoring of student enrollment status, grades, and behavior is ascertained through the school district’s mainframe database. Appropriate actions are taken for withdrawal, if necessary. Students that do not maintain their 2.0 unweighted GPA will not be eligible to participate in the following school year.

13. The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.

Since HCPS CDE students remain on their high school campus, the students’ final grades are submitted to the assigned technical college via the CDE coordinator in the Career, Technical and Adult Education office. Final grade data is formula-calculated electronically and then submitted to the technical colleges by the CDE coordinator and the Information Services department. This final information is gathered at the end of the school year and immediately transmitted to the technical colleges via a secure password encrypted email. The colleges’ data processors input the data into their adult mainframe system.

14. A funding provision that delineates costs incurred by each entity.
Dual Enrollment Articulation Agreement Submission Site

As the high school/CDE students remain on their high school campus, no additional costs are incurred by the school or the technical colleges.

15. Any institutional responsibilities for student transportation, if provided.

Students remain on their high school campus for CDE courses, therefore no additional transportation costs are incurred by either entity.

16. For students with disabilities, a postsecondary institution eligible to participate in dual enrollment pursuant to s. 1011.62(1)(i) shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at the eligible institution.

All services that are identified in a student’s Individual Education Plan (IEP) will continue to be addressed by the high school. The services and resources the student receives throughout their regular school day remain in place during the CDE course(s) he/she is taking.