(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.
Dual Enrollment Articulation Agreement Submission Site

THIS AGREEMENT, hereinafter referred to as (“the Agreement”), is entered into by and between The School Board of Pasco County, Florida, a body politic and corporate, hereinafter referred to as (“PCSB”) and The District Board of Trustees of Florida State College at Jacksonville, a public body corporate of the State of Florida, hereinafter referred to as (“the College or FSCJ”); 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 College and PCSB have a long history of cooperation;

WHEREAS, Section 1007.271, Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions and defines specific eligibility requirements for participating students, defines the types of courses which can be taken by dual enrollment students, defines curriculum standards for dual enrollment courses taught on the high school campus, defines credentialing standards for secondary school faculty teaching dual enrollment courses on the secondary school campus, defines criteria for the participation of home and private school students in dual enrollment, defines the mandatory components of dual enrollment articulation agreements to include funding provisions for partners in dual enrollment articulation agreements, and provisions to provide support for students with disabilities who wish to participate in dual enrollment;

WHEREAS the State Board of Education must establish by rule the minimum test scores a student must achieve to demonstrate readiness; and

WHEREAS, Florida Statute 1007.23 (3) requires each student who is seeking an associate in arts degree to indicate a baccalaureate degree program offered by an institution of interest by the time the student earns 30 semester hours and that the institution in which the student is enrolled shall inform the student of the prerequisites for the baccalaureate degree program offered by an institution of interest; and

WHEREAS, the 2014 Legislature enacted HB 5101 amending 1007.271 F.S. requiring school districts to pay public postsecondary institutions tuition for courses offered on the college campus (including virtual campus) in the fall and spring terms, requiring school districts to pay only the costs of salary and benefits when instruction on the high school site is offered by a postsecondary instructor, but not requiring school districts to reimburse costs to the postsecondary institution for instruction on the high school sites delivered by high school instructors; and

WHEREAS, the 2014 Legislature enacted SB 850 creating 1007.273 F.S. requiring a Florida College System institution to work with each district school board in its designated service area to establish collegiate high school programs; providing options for participation in a collegiate high school program; requiring a local Florida College System institution to execute a contract with a district school board to establish the program; requiring the contract to be executed by a specified date for the purpose of implementation and components of the contract; requiring student performance contracts and specifications for participating students; requiring the State Board of Education to enforce compliance; and

WHEREAS, the 2012 Legislature enacted HB 7135 amending 1007.25 FS, mandating that all students entering state colleges and universities in the Fall semester of 2015 must have 15 credits identified as “core” general education as part of their Associate of Arts or Bachelor degree to be universally accepted by said institutions; and

WHEREAS, the 2016 Legislature enacted CS/HB 837 mandating that all postsecondary institutions participating in dual enrollment 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 an eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities and that the Center will disseminate that information to students with disabilities and their parents or guardians; and

WHEREAS, the College and PCSB desire to continue to enjoy a harmonious working relationship and voluntarily continue to enhance articulation between the two entities to improve college and career readiness and facilitate educational opportunities for students who are served by the two entities; and

WHEREAS, the College and PCSB acknowledge the changes in federal and state law that demand secondary to postsecondary career training pathways linked to requirements in postsecondary Workforce Development.

2. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.
A. Marketing of Dual Enrollment Acceleration Mechanisms and Expectations: Students of PCSB and their parents or guardians will be informed about opportunities for Dual Enrollment including credit Dual Enrollment courses leading to an Associate of Arts degree, Career Credit and Non-credit Dual Enrollment courses leading to degrees and certificates, as well as the option of Early Admission. Included will be information on academic rigor of Dual Enrollment programs, benefits of acceleration mechanisms, academic and behavioral expectations of Dual Enrollment students, and application processes and deadlines. In addition, students of PCSB and their parents or guardians who have documented disabilities will be sent information on services available for those students who choose to participate in Dual Enrollment.

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

I. Dual Enrollment: Traditional, Career, Early Admission, Early College, Collegiate Career High School

A. Program Definitions

The dual enrollment program is the enrollment of an eligible secondary student or home education student pursuant to s.1007.271(2) in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. (s.1007.271 F.S.)

Traditional dual enrollment refers to coursework offered for dual enrollment that meets both high school graduation requirements and requirements for the Associate of Arts taken by eligible students enrolled on a part-time basis.

Career dual enrollment refers to coursework in college credit career programs and non-credit workforce certificates based upon state-approved frameworks that lead to industry certifications.

Early Admission is a form of dual enrollment in which eligible senior level high school students are permitted to enroll on the college campus on a full-time basis in fall and spring terms of the senior year, earning both college and high school graduation credit.

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

Process for Informing Students and Parents about Opportunities for Student Participation in Dual Enrollment

PCSB will inform students and parents about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through presentations at middle and high school sites, on PCSB website, and PCSB-wide events for high school choice and acceleration mechanisms.

FSCJ will inform students about opportunities for participation in Traditional Dual Enrollment, Career Dual Enrollment, and Early Admission through the FSCJ Dual Enrollment website, and College Open House events.

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

Eligibility for Traditional Dual Enrollment

1. Dual Enrollment programs are designed for secondary students who demonstrate the ability to conduct themselves as mature, responsible students in a collegiate environment, and who understand the consequences of establishing a permanent college transcript. Students taking individual Traditional Dual Enrollment courses who are not part of an Early Admission program must establish a qualifying cumulative unweighted GPA of 3.0 calculated based upon at least four (4) full high school credits.

2. For enrollment in Traditional Dual Enrollment courses, students must demonstrate readiness for college-level work with scores on a common placement test adopted by the State Board of Education under s.1007.27(5) F.S. such as the ACT, SAT, or Postsecondary Education Readiness Test (PERT) that exempts them from remedial work in reading and writing. If the PERT is used for this purpose, students must present for review scores in all three areas of reading, writing, and mathematics. This includes students wishing to take dual enrollment courses in Humanities or the Social and Behavioral Sciences. Students wishing to take dual enrollment courses in mathematics or science must also present test scores that exempt them from remedial work in mathematics. Qualifying PERT test scores in the areas of Writing and Math must be dated within two (2) calendar years prior to the first day of the dual enrollment class.

3. Exception: Placement for SLS1103, IDS1107, or an acceptable SLS alternative course only may be achieved through the following:
   a. senior and junior level students who have no posted college-ready reading scores may qualify with a cumulative unweighted 3.0 high school GPA calculated based upon at least four (4) full high school credits.
Students must meet all prerequisite requirements for any dual enrollment course prior to registration. Students using courses from another accredited postsecondary institution or test scores (such as AICE, AP, IB, or CLEP scores) must submit official documentation to FSCJ at least three (3) weeks prior to registration for courses on the college campus on at least three (3) weeks prior to the first day of class for courses offered on the high school campus.

5. Schools may schedule high school Level 3 world language classes as dual enrollment for qualified secondary students (including minimum GPA requirements based upon at least four full high school credits and college ready test scores) who have previously completed the competencies of the Level I and II classes in the same language, with a grade of “C” or better. The courses in which these students enroll must consist of only dual enrollment students.

6. State law requires that dual enrollment students may only enroll in 12 credit hours before achieving assessment scores that place them into college level courses in all three areas of reading, writing, and mathematics. This requirement pertains to all established assessment placement instruments: PERT, ACT, SAT, and any subsequent functional equivalents. A special exception to the 12 credit hour rule may be available to students who have met placement requirements in reading and writing, and are enrolled in an academic course in mathematics at their high school or have completed a college level math course at another accredited postsecondary institution. Exceptions must be approved by PCSB and FSCJ’s Office of Articulations and are valid for one semester only, after which appropriate test scores must be presented.

7. General Education Requirement: Students must complete the State-mandated 15 credit hours of “Core” General Education courses prior to earning 24 total hours of college credit. “Core” General Education courses are indicated in the advising guide listed in Exhibit B.

8. Maximum course enrollments will be as follows:
Fall and spring terms: Traditional Dual Enrollment students (those who are not participating in an Early Admission program) may enroll in no more than three (3) courses (11 credit hours) per 15 week semester.

9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.

10. A grade of W, D, FN, or F or assignment of NA in a single term, regardless of cumulative unweighted high school or college GPA, will remove student eligibility to participate in dual enrollment.

11. Students who have lost eligibility by earning a single grade of W, D, FN, F or having been assigned NA, may apply for probationary status. Application for probationary status does not guarantee acceptance. Probationary status limits the number and location of courses the student is eligible to take. Successful completion of courses while on probation will return the student to full status as a traditional dual enrollment student. Students who do not successfully complete their probation courses will not be able to take any further coursework while a high school student but may apply to FSCJ after high school graduation.

12. Students who did not participate in probation may re-apply to take dual enrollment courses after the completion of two (2) consecutive semesters (including fall or spring) taking only high school coursework, if meeting all other eligibility requirements.

13. If a student posts a grade of W, D, FN or F in the same course on two attempts, the student will not be permitted to attempt the course a third time while a dual enrollment student.

14. Students and their parent or guardian must sign a contract delineating an understanding of both academic and behavioral expectations of the Dual Enrollment Program and adhere to the College Expectations for Student Conduct and PCSB Student Code of Conduct. Students who disrupt the educational process or in other ways violate the Expectations for Student Conduct and PCSB Code (including issues of Academic Dishonesty) shall be

6. A delineation of the high school credit earned for the passage of each dual enrollment course.
Course Equivalency

In general, three (3) college credit hours are equivalent to a 0.5 high school credit, with six (6) college credit hours equating to one (1) full high school credit. There are exceptions, however:

1. Florida Department of Education’s articulation committee maintains a list of dual enrollment courses identified to meet high school graduation requirements. This list contains certain semester-length postsecondary courses deemed of sufficient rigor to earn a full high school credit. The current list can be found on the Florida Department of education website at https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf.

2. High school credits shall be awarded per the status of the list at the time of student enrollment.

3. One (1) credit hour college music courses are equivalent to 0.5 high school credit.

4. Most two (2) hour college credit courses are equivalent to 0.5 high school credit.

5. College certificate program workforce credit courses are equivalent to a 0.5 high school career education credit.

7. A description of the process for informing students and their parents of college-level course expectations.

D. Assignment of Responsibilities for Acceleration Programs: The College and PCSB agree to provide acceleration opportunities for Pasco County students through the Dual Enrollment (Traditional Dual Enrollment, Career Dual Enrollment, Early Admission), Advanced Placement, and International Baccalaureate and articulation of industry certifications or other jointly approved curricula. The College and PCSB agree to abide by the terms and assignments of responsibilities as detailed in Exhibit A. The College and PCSB shall create systems and policies that align with the terms and assignments of responsibilities. These systems and policies may be adjusted when agreed to by both parties. Information about available programs, advising, and counseling services will be provided to students and their parents in order for them to take advantage of acceleration opportunities for which they are qualified.

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

9. Students must maintain a minimum 2.0 grade point average on their FSCJ transcript of college courses as well as a cumulative unweighted 3.0 high school GPA.

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

PCSB Shall:
1. Inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of:
   a. student eligibility requirements criteria;
   b. the option for taking dual enrollment courses beyond the regular school year;
   c. the minimum academic credits required for graduation;
   d. the fact that dual enrollment grades are posted to a permanent college transcript;
   e. the consequences of grades of D, F, FN, and W on a college transcript regarding future eligibility for selective access programs at colleges and universities, financial aid, and continuation in dual enrollment courses; and
   f. the availability of services for students with disabilities who wish to participate in Dual Enrollment.

2. Provide academic advising to dual enrollment students regarding program and course selection:
   a. encourage each dual enrollment student to identify a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree or baccalaureate degree, rather than a random selection of courses.
   b. assist students and parents who wish to select courses which meet degree requirements for a specific course of study at another postsecondary institution, which may have different numbers of elective credit.
   c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
   d. advise students taking college credit courses including those in Early Admission programs of the requirement to complete the 15 hour State mandated General Education “Core” courses prior to earning 24 total college credit hours.

The College Shall:
1. Provide all dual enrollment students with access to the College Catalog and Student Handbook.

2. Provide academic advising to dual enrollment students regarding program and course selection:
   a. assist students in identifying and declaring a postsecondary educational objective that includes course selection leading to a technical certificate, associate degree, or baccalaureate degree.
   b. assist students pursuing an Associate of Arts degree in declaring their intended transfer degree program and institution prior to attaining 30 credit hours toward the AA degree.
   c. advise students who are undecided about their postsecondary major to take courses which meet General Education requirements.
   d. advise students taking college credit courses including those in Early Admission and Early College programs of the requirement to complete the 15 hour State mandated General Education “Core” courses prior to earning 24 total college credit hours.

3. Provide access to advisement throughout the year with campus dual enrollment coordinators and Student Success advisement staff.

4. Provide information to students regarding the requirement for self-identification of disabilities to the College’s Disabilities Office in order to obtain services and accommodations.

10. Exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution.
Dual Enrollment Articulation Agreement Submission Site

Teacher Preparation and In-Service Training

FSCJ and PCSB will partner to provide teacher preparation and in-service training to District teachers and counselors to assist them in increasing the success of students in postsecondary education.

PCSB Shall:
1. Designate a day during the fall term professional development period for a comprehensive dual enrollment orientation/training for all prospective dual enrollment teachers.
2. Support PCSB teachers participating in required professional development training offered by FSCJ.
3. Support school counselors and other dual enrollment support personnel attendance at professional development activities offered by the College.

The College Shall:
1. Offer collaborative workshops between college and high school faculty to develop curriculum and instructional methodologies and cumulative final exams.
2. Offer PCSB teachers and guidance staff access to workshops on the use of technology in instruction as well as other courses offered by the Academy for Professional Development.
3. Offer recertification courses for PCSB teachers.
4. Offer in-service for PCSB school counselors that delineates the diverse career education options available to students and the basic skill levels necessary for success.

11. Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members.
5. Inform students of the relevant requirements and conditions for enrollment outlined in Exhibit A-C, including but not limited to their adherence to the FSCJ “Expectations for Student Conduct,” PCSB “Code,” and provide information to students about access to the online Student Handbook.

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.

WHEREAS, Section 1007.271, Florida Statutes, specifies that articulation agreements pertaining to acceleration programs (dual enrollment) shall be executed between Florida College System institution presidents and District school superintendents in their respective school districts and Florida College System Institutions and defines specific eligibility requirements for participating students, defines the types of courses which can be taken by dual enrollment students, defines curriculum standards for dual enrollment courses taught on the high school campus, defines credentialing standards for secondary school faculty teaching dual enrollment courses on the secondary school campus, defines criteria for the participation of home and private school students in dual enrollment, defines the mandatory components of dual enrollment articulation agreements to include funding provisions for partners in dual enrollment articulation agreements, and provisions to provide support for students with disabilities who wish to participate in dual enrollment;

13. The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.
Data Sharing and Program Evaluation

The FSCJ Executive Director of Articulations and PCSB shall provide overall leadership for the implementation of this articulation agreement and shall be responsible for sharing data for the purpose of state reporting and program improvement. Each party agrees to protect the rights of students with respect to records created, maintained and used by each Party in accordance with state and federal law.

Shared data will be used to produce an annual evaluation report on implementation. The report shall include:
1. number and percentage of high school student participants by school, program type, and course;
2. agreed-upon demographic data;
3. student course performance; and
4. program improvement actions.

In alignment with the 2007 Council of Presidents’ Statement of Standards, the following assessment and accountability measures will be established:
1. FSCJ will share statewide and specific research on dual enrollment student progression and
2. FSCJ will conduct follow-up research on dual enrollment courses to ensure grading standards and outcomes are comparable to non-dual enrollment sections. Results are to be shared with the principals, local district, and the division.

14. A funding provision that delineates costs incurred by each entity.

Student Costs and Fees

Consistent with provisions of Florida Statute s.1007.271 F.S., properly enrolled high school students receiving dual enrollment or early admission instruction under the provisions of this plan shall not be charged registration, tuition, technology, or laboratory fees for the college courses in which they enroll.

Students will be responsible for payment of other special course or program fees, including, but not exclusive to:
1. art supplies;
2. aviation flight fees;
3. automotive tools;
4. culinary equipment;
5. health care uniforms;
6. fees for dissection or other science consumables required for science courses; and
7. other consumables which will be identified by the college in collaboration with District prior to student enrollment.

Students will be responsible for paying the transcript request fee standard for all students of the College (charged per transcript) if they wish to have a copy of their College transcript or wish to have a transcript sent from the College to other postsecondary institutions.

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

Transportation

Unless specifically provided for a designated program by PCSB, students attending dual enrollment classes at a location other than their public high school shall provide their own transportation.

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.

WHEREAS, the 2016 Legislature enacted CS/HB 837 mandating that all postsecondary institutions participating in dual enrollment 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 an eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities and that the Center will disseminate that information to students with disabilities and their parents or guardians; and