

2011-
2012

INTERINSTITUTIONAL ARTICULATION AGREEMENT

The School Board of Palm Beach County, FL
and

The District Board of Trustees of
Palm Beach State College, FL
and

Florida Atlantic University

2011-2012

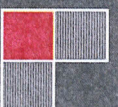


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Appendix A: PSAV Dual Enrollment:

<http://www.palmbeachstate.edu/Documents/VP%20Student%20Services/Appendix A.pdf>

Appendix B: Reducing the Incidence of Postsecondary Remediation in Math, Reading, and Writing for first-time-enrolled recent High School Graduates:

<http://www.palmbeachstate.edu/Documents/VP Student Services/Appendix B.pdf>

Appendix C: Goal: Reduce Number of High School Graduates who require Remediation once enrolled in College:

<http://www.palmbeachstate.edu/Documents/VP Student Services/Appendix C.pdf>

Appendix D: Teacher Prep: <http://www.palmbeachstate.edu/Documents/VP Student Services/Appendix D.pdf>

Appendix E: Acronym Definitions: <http://www.palmbeachstate.edu/Documents/VP Student Services/Appendix E.pdf>

1.

**Interinstitutional Articulation Agreement
2011-2012
The School Board of Palm Beach County, FL
and
The District Board of Trustees of Palm Beach State College
and
Florida Atlantic University**

2. Please describe the make-up of the Articulation Committee in negotiating and drafting the agreement and a description of the process by which the agreement is renewed or terminated:

The School District of Palm Beach County (District), Palm Beach State College (College) and Florida Atlantic University (University) agree to utilize the Palm Beach County Articulation Coordinating Committee (Committee) to monitor the activities established by this Agreement, to recommend enhancements and other changes, and to generally promote articulation.

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 at the last meeting of the year, usually alternating the chairperson among representatives of the District, the College, and the University.

Committee members and/or designee shall be as follows:

DISTRICT:

- High School Principal
- High School Guidance Coordinator
- Career Education Manager
- Career Education Specialist
- District Director, High School Curriculum Development
and School Improvement
- Home Education Program Planner
- 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
- University Registrar

The Committee will meet September through February and other times as needed.

All parties agree to abide by any Florida Department of Education rule changes regarding college credit dual enrollment passed during the relevant fiscal year.

3. Please list the courses and programs that are available to students eligible to participate in dual enrollment:

The 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 for dual enrollment for summer terms that begin in May at the College and/or the University. Any dual enrolled student shall be exempt from the payment of registration, tuition, and laboratory fees. The postsecondary institutions 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. Credits earned by dual enrollment will be applied to the student's transcript at the respective high school post-secondary institution and high school and postsecondary institutions.

Courses:

All courses which meet 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. All college courses to be taken by high school students must receive approval from the students' principals or principals' designees.

A delineation of high school credits earned for completion of each dual enrollment course is available at www.FACTS.org under "Counselor and Educator; College Credit Programs; High School Subject Area Equivalency List." The Dual Enrollment Course Equivalency List is subject to change by FDOE and the respective institutions. The List provides 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 not listed 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.

Students who meet the dual enrollment eligibility requirements must be allowed to enroll in the courses referenced above if offered for dual enrollment by the local postsecondary institution, 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.

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:

The **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 FS1007.271, 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:

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 (12 or more credit hours) in order to continue their early admission status. Students seeking enrollment under Early Admission status must meet all eligibility requirements for dual enrollment listed under Item 8 of this document 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. Unlike dual enrolled students, early admission students may enroll in one or two credit hour courses if required by the postsecondary institution.

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4. Please provide your plan for providing guidance services:**Guidance Services:**

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 (www.FACTS.org), as well as course and program requirements leading to a post-secondary diploma, certificate, associate degree or baccalaureate degree. 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.

Postsecondary Services:

The College/University 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 are not limited to:

- Advisement/orientation sessions
- Dual enrollment brochures
- The College/University/District websites
- Middle and high school visits (Outreach Recruitment Staff and Student Ambassadors)
- Counselor-to-counselor meetings
- Financial aid workshops
- Local special events

5. Please describe the process by which students are notified of the option to participate:

Students are made aware of dual enrollment opportunities beginning in the middle school grades and each year thereafter, typically in the fall and spring. Information is provided through counselor presentations and conferences, school newsletters, in-school and after-school postsecondary opportunity presentations, school websites, dual enrollment publications, school curriculum guides and the annual registration process.

6. Please describe the process by which parents are notified of the option to participate:

Parents are made aware of dual enrollment opportunities through school newsletters and websites, annual curriculum guides during students' registration process, evening parent presentations on postsecondary opportunities, and dual enrollment publications.

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7. Please describe the process by which students and parents exercise their right to participate:

Students and their parents are encouraged to develop the student's education plan and postsecondary educational objectives through the use of www.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 meet with their high school guidance counselor.
- High school counselors approve eligible students, with parent permission, for accelerated programs.
- In the case of high school-managed accelerated programs, the guidance counselor registers eligible students for the appropriate classes.
- The high school principal or principal's designee, with parent 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).
- Students may withdraw with high school permission, as indicated on the withdrawal form.

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8. Please describe eligibility criteria for student participation in dual enrollment courses and programs:

1. College-credit Dual Enrollment (includes College-credit ATD, College Credit Certificate, AAS, AS, and AA)

i. List any admissions criteria in addition to the statutorily mandated 3.0 unweighted GPA and the common placement examination for college-credit dual enrollment:

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 [FS1002.42\(2\)](#), Florida Statutes, and conducts a secondary curriculum pursuant to [FS1003.43](#), or a home education program pursuant to [FS1002.41](#).

Nonpublic schools must provide the College, 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 State College Dual Enrollment Eligibility Requirements:

A) Demonstrate readiness for college-level coursework - all students must take the ACT, SAT or all sections of a recognized college placement test. Early Admission candidates must achieve passing scores in all areas, as specified in the College Catalog. Effective spring 2012, dual enrollment candidates must achieve passing scores in all areas. Testing must be completed prior to enrollment. The student or guardian is responsible for all testing fees other than one free recognized college placement test

AND

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

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 a recognized college placement test and achieve passing scores as specified in FAC 6A-10.0315 of 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 at the University.

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 College of 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 State 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. Semester hours for dual enrollment will be limited to eight (8) semester hours in each full fall term and spring term, and not to exceed a total of eight (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*.

Dual enrollment students who receive a “D” or an “F” will not be allowed to continue in the program, and may only be allowed to repeat the course for grade forgiveness after graduation from high school.

Early admission students are allowed to continue in the program as long as their term GPA is a minimum of 2.00. In this case, a “D” or “F” dual enrollment grade may be repeated for grade forgiveness with permission from the high school dual enrollment designee.

Students earning a grade of “D” or “F” in a dual enrollment course may find difficulty in meeting future college admissions requirements and the qualifications for financial aid/scholarships, including the Florida Bright Future Scholarship

The District, the College and the University 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.

Grades may be accessed by students through the College or University’s online record system. In addition, hard copy transcripts are sent to each high school dual enrollment designee.

ii. List any agreed upon exceptions to the statutorily mandated admissions criteria:

The following are not eligible for dual enrollment at the College unless through a separate agreement as identified in this document: all Aviation Technology Flight (ATF) prefix courses, and all limited access programs.

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

FS1007.235 (2) (b)

2. Career and Technical Certificate Dual Enrollment (Postsecondary Adult Vocation, PSAV)

i. List any admissions criteria in addition to the statutorily mandated 2.0 unweighted GPA:

Palm Beach State 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 prior to enrolling in a PSAV program. Students who do not meet TABE test standards for Cosmetology, Heavy Equipment Mechanics or Welding will not be eligible for these programs because they would be required to take remediation as a co-requisite. 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 A, or

<http://www.palmbeachstate.edu/Documents/VP%20Student%20Services/Appendix A.pdf>

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

ii. List any agreed upon exceptions to the statutorily mandated admissions criteria:

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

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Early Admission

iii. List any admissions criteria for Early Admission (i.e., full-time postsecondary enrollment) dual enrollment:

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 at www.FACTS.org 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.

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

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).

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9. Please describe the institutional responsibilities for student screening prior to enrollment and monitoring enrolled students:

A. Describe how students are screened for dual enrollment eligibility prior to enrolling in a dual enrollment course:

Students and their parents are encouraged to develop the student's education plan and postsecondary educational objectives through the use of www.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).

B. Describe how students' progress is monitored in dual enrollment courses:

The high school staff, home education administrators, and College/University personnel monitor student's progress 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.

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10. Please describe the criteria by which the quality of dual enrollment courses and programs is to be judged and maintained:

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 accreditation requirements. The Southern Association of Colleges and Schools – Council on Accreditation & School Improvement (SACS CASI) is the accreditation agency. Its standards apply, regardless of whether the dual enrollment courses are taught on the College, University or the high school campus. The College/University provide dual enrollment instructors a copy of course objectives and requirements prior to the beginning of the semester. The College and/or University require that all dual enrollment instructors meet or exceed the minimum qualifications established by SACS.

Staffing of Instructors:

All dual enrollment courses will be staffed by the College/University whether at a College/University site (s) or on a high school campus. This will ensure that all credentials required by the College/University 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/University is responsible for ensuring that all dual enrollment/early Admission courses are taught by qualified faculty.

For SACS accreditation purposes, postsecondary transcripts of all full-time or adjunct faculty teaching dual enrollment/early admissions courses must be on file with the College/University, regardless of who (District/Post-secondary or both) actually employs them or pays their salary. It is the responsibility of the College/University to request faculty credentials/transcripts.

All full-time and adjunct faculty teaching dual enrollment/early admission 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.

All full-time and adjunct faculty teaching early admissions/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. All adjunct faculty teaching dual enrollment/early admission classes shall be provided with a full-time faculty contact or liaison in the same discipline.

All full-time and adjunct faculty teaching dual enrollment/early admission 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

- **Course Content**: All courses taught as a part of /dual enrollment/early admission must meet the postsecondary course content requirements as specified in the Statewide Course Numbering System.
- **Course Plan and Objectives**: All full-time and adjunct faculty teaching dual enrollment/early admission classes shall be provided with a copy of course plans/objectives for the college/university 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.
- **Syllabus Requirement**: All full-time and adjunct faculty teaching dual enrollment/early admission 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/University courses.
- **Final Exam**: Dual enrollment/early admission classes taught on the high school campus meet/fulfill all competencies expected and outlined in the college course plan. To ensure equivalent rigor with on-campus courses, final examinations for dual enrollment/early admission courses taught/delivered on the high school campus must be approved by the appropriate curriculum/department chair for the College/University 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 dual enrollment/early admission instructor by the College/University in a timely manner which ensures availability prior to scheduled administration dates. Completed, scored exams will be returned to the College/University (discipline) department and held on file for a period of one (1) year.
- **Textbooks and Instructional Materials**: Textbooks/instructional materials used in dual enrollment/early admission classes must be the same as, or comparable to, those used in other postsecondary courses at the College/University with the same course prefix and number. The College/University 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.
- **Tests and Assignments**: Course requirements in terms of tests, papers, or other assignments for dual enrollment/early admission students must be at the same level, rigor or depth as those for all non- dual enrollment/early admission postsecondary students.
- **Grades**: All full-time and adjunct faculty teaching dual enrollment/early admission 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 a dual enrollment/early admission course.

Monitoring and Observing Instructors:

The College/University 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:

- The course outline and curriculum is being followed.
- The instructor is using the College/University-required textbook(s).
- The course syllabus that follows the College/University templates has been submitted by the end of the drop/add period.
- The class roster is submitted by the established deadline(s).
- The final examination is administered by the established deadline.

- The students' grades are submitted by the established deadline.

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

High schools shall conduct and analyze course/instructor evaluations for dual enrollment/early admission classes on the high school campus, consistent with those used in all other college/university classes. Analyses and recommendations shall be shared/reviewed with the College/University.

Any course, discipline, college, or system-wide assessments that a postsecondary institution requires in a dual enrollment/early admission section of a course shall also be used in all dual enrollment/early admission sections of the courses. In addition, dual enrollment/early admission courses taught on the high school campuses shall follow the specifications detailed in the Content/Syllabi/Exams/Grades section above.

The College/University shall compare student performance (to include final grade and exam per "Content/ Syllabi/ Exams/Grades" section above) of dual enrollment/early admission course offerings on high school campuses and college campuses to ensure that results are comparable to non-dual enrollment/early admission 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 in the Classroom

- **Atmosphere:** Dual enrollment/early admission 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 dual enrollment/early admission eligibility.
- **Early Admission Course Expectations:** Students and parents/guardians of students enrolled in dual enrollment/early admission courses will be advised of college course-level expectations including, but not limited to, the following:
 1. Expectation of 2-3 hours of homework for each hour spent in class.
 2. Firm assignment deadlines.
 3. 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 his/her college transcript.
 4. All grades, including "W" for withdrawal, become a part of the student's permanent college transcript and may affect subsequent postsecondary admission.
 5. 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.
 6. Students/parents should consult a 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 dual enrollment/early admission students are encouraged to work with a college/university 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.

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11. Please describe institutional responsibilities for the cost of dual enrollment courses and programs:

Payment of Instructors Teaching Dual Enrollment Courses on High School Campuses

Payment of Instructors will be as follows:

- If the instructor is a teacher from the high school teaching the course as a part of his/her regular teaching load, the instructor will be paid by the District.
- If the instructor is a 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.

Responsibility for Cost of Dual Enrollment Courses and Programs

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, except that the College/University will offer one free recognized college placement test to each eligible high school student. 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.

FS1007.235 (2) (b) 9

12. Please describe the responsibilities for providing student transportation:

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.

13. Please describe the mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for the first-time enrolled recent high school graduates:

The Committee regularly examines the data from performance on the *Common Placement Test Report* (formerly known as the *School Readiness for College Report*), which is released by the Florida Department of Education each July, as required by statute. It is available in Appendix B, or [http://palmbeachstate.edu/Documents/VP Student Services/Appendix B.pdf](http://palmbeachstate.edu/Documents/VP_Student_Services/Appendix_B.pdf). Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for the first-time enrolled recent high school graduate are monitored on an annual basis. These are updated annually, and the most recent list is available as Appendix C, or [http://www.palmbeachstate.edu/Documents/VP Student Services/Appendix C.pdf](http://www.palmbeachstate.edu/Documents/VP_Student_Services/Appendix_C.pdf). 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 a state college or those who decide to attend Palm Beach State College. Neither the Palm Beach County School District nor Palm Beach State College can control or predict where a given high school graduate may decide to attend.

Costs Associated with Remedial Education will be monitored on an annual basis by the College, including both direct and indirect costs and including full-time/part-time instructional staff, full-time/part-time Student Services staff, full-time/part-time support staff, tutors, supplies (tutoring software, books, tests, etc.) facilities, and hardware.

The College provides a list of private tutorial services 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 recognized college placement test 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. 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.

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

Palm Beach State 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.

The College will:

1. Arrange and pay for needed numbers of placement exams for juniors who qualify under the statute.
2. Provide a ticket mechanism for such juniors to come to any of the College's four campuses to take the exam for free.
3. Provide testing accommodations for high school juniors with disabilities taking the placement exam.
4. Provide the District access to the Florida Basic Skills Exit Test, to be given to students enrolled in Math for College Success (course number 1200410), Writing for College Success (course number 1009370), and Reading for College Success (course number 1608350).

Palm Beach County School District (District) will:

1. Provide numbers of anticipated eligible juniors under the statute to the College.
2. Notify said juniors of the testing opportunity and instructions to take advantage of voluntary testing, including the window of testing dates.
3. Provide students access to test results, and provide optional remediation during their senior year.
4. Provide students enrolled in Math for College Success (course number 1200410), Writing for College Success (course number 1009370), and Reading for College Success (course number 1608350), an opportunity to take the Florida Basic Skills Exit Test.

5. Arrange for means for students to provide all test results to their college of choice following high school graduation.

FS1007.235 (2) (c) , 1007.235 (2) (c) 2, 1007.235 (2) (c) 3, 1007.235 (2) (c) 4

14. Please describe the mechanisms and strategies for promoting career and technical programs of study:

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 Program. Working through a Career Pathways partnership, District and College/University personnel have identified courses and programs that can articulate from the District to the College/University to help prepare students for associate degrees and baccalaureate studies.

Promotion of Career Pathways Programs

The District, the College and the University shall design a marketing plan for the promotion of Career Pathways to students, parents and counselors. The strategies shall include, but not be limited to:

- Web site for Career Pathways Information:
http://www.palmbeachschools.org/9044ce/pages/cte_resource_manual.asp
<http://www.palmbeachstate.edu/x6093.xml>
- 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

Career Pathways course of studies shall include:

1. 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.
2. Higher level mathematics, English, science and technology courses at the high schools utilizing applied, integrated teaching techniques.
3. 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.
4. Opportunities for earlier exposure to technical preparation in high skill areas such as business, health, graphic design, and computer technology.
5. The courses found at http://www.palmbeachschools.org/9044ce/pages/cte_resource_manual.asp can be applied to the applicable programs listed in the agreement.

Course-by-course or course-to-pathway articulation agreements:

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/University programs and the award of credit or Advanced Placement of students in those programs because of their successful work in the Career Pathways Program. To be eligible for the award of college credit, the student must complete the appropriate sequence of high school Career Pathways courses with a cumulative grade point average and specified assessment stated in the Agreement to receive credit for identified college courses. College/University credit shall be awarded through articulation. Through successful work in the Career Pathways Program, students will receive credit for college courses, as found at http://www.palmbeachschools.org/9044ce/pages/cte_resource_manual.asp, which saves them time and money. These credits can assist students in graduating earlier at the postsecondary level.

Career Pathways 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.

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.

Articulation Agreements among 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.

The website http://www.palmbeachschools.org/9044ce/pages/cte_resource_manual.asp contains the Career Pathways courses.

FS1007.235 (2) (d)

15. Please provide a plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers:

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 strategies found in Appendix D, or [http://www.palmbeachstate.edu/Documents/VP_Student_Services/Appendix D.pdf](http://www.palmbeachstate.edu/Documents/VP_Student_Services/Appendix_D.pdf)

FS1007.235 (3)

16. Please insert any language from your agreement that is not included in the previous sections:

Acronyms: A list of agreed to acronyms is attached as Appendix E or [http://www.palmbeachstate.edu/Documents/VP_Student_Services/Appendix E.pdf](http://www.palmbeachstate.edu/Documents/VP_Student_Services/Appendix_E.pdf)

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.

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.

Change of Articulation Agreements: 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.

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.

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.

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 college or university that accepts the student for admission.

Joint Use Agreements: The District and the College maintain joint-use agreements for facilities used by these entities. Those agreements are neither included in nor affected by this Agreement.

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.

AND BE IT FURTHER RESOLVED that this Agreement shall commence on July 1, 2011 and shall continue through June 30, 2012. 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 STATE COLLEGE, FLORIDA

THE SCHOOL BOARD OF PALM BEACH COUNTY, FLORIDA

FLORIDA ATLANTIC UNIVERSITY

DATE: 4/12/2011

DATE:

DATE:

BY:

BY:

BY:

~~William Berger, Chair~~
David H. Talley
Vice Chairperson

Frank A. Barbieri, Jr., Chair

Barbara Pletcher, Articulation
Officer

ATTEST:

ATTEST:

ATTEST:

Dennis P. Gallon, President

William F. Malone, Acting
Superintendent

Mary Jane Saunders, President

APPROVED AS TO FORM AND LEGAL SUFFICIENCY

APPROVED AS TO FORM

APPROVED AS TO FORM AND LEGALITY

4/16/11
General Counsel for
College
Attorney for the District
General Counsel for University

**Appendix A
PSAV Dual Enrollment**

**Appendix A-1
PSAV Approved Programs for Dual Enrollment
Credit Equivalency Table**

PSAV Program	PSAV Program Objective #	OCP A Hours +HS Credit	OCP B Hours HS Credit	OCP C Hours HS Credit	OCP D Hours HS Credit	OCP E Hours HS Credit	OCP F Hours HS Credit	OCP G Hours HS Credit	OCP H Hours HS Credit	OCP I Hours HS Credit	*Total Hrs. **Total elective credits
Cosmetology Belle Glade	5357	1200 clock hours 5.0	-----	-----	-----	-----	-----	-----	-----	-----	1200 clock hours 10.0 (10 courses, 120 hours each, 1.0 HS elective credit each)
Facial Specialties Belle Glade	5355	260 clock hours 1.5	-----	-----	-----	-----	-----	-----	-----	-----	260 clock hours 2.0 (1 course, 260 hrs, 2.0 HS elective credits)
Nail Specialist Belle Glade	5356	240 clock hours 2.0	-----	-----	-----	-----	-----	-----	-----	-----	240 clock hours (1 course., 240 hrs, 2.0 HS elective credits)
Heavy Equipment Mechanics Belle Glade	5456	150 clock hours 1.0	300 clock hours 2.0	150 clock hours 1.0	300 clock hours 2.0	300 clock hours 2.0	150 clock hours 1.0	150 clock hours 1.0	150 clock hours 1.0	150clock hours 1.0	1800 clock hours 12.0 (12 courses, 150 hours each, 1.0 HS elective credit each)
Welding Technology Belle Glade	5460	240 clock hours 1.0	240 clock hours 1.0	120 clock hours 0.5	120 clock hours 0.5	240 clock hours 0.5	240 clock hours 0.5	-----	-----	-----	1170 clock hours 10.0 (10 courses, 120 hours each, 1.0 HS credit elective credit each)

* Denotes clock hours taken in the PSAV courses at Palm Beach State 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

Appendix A-2
Palm Beach State College, Belle Glade Campus
PSAV Dual Enrollment

THIS AGREEMENT, made and entered into by and between PALM BEACH STATE 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 "DISTRICT."

WITNESSETH

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, Heavy Equipment Mechanics and Welding Programs at the COLLEGE, Belle Glade Campus.

WHEREAS, Palm Beach State College has undertaken to educate and train students in the Cosmetology, Facial Specialty, Nail Technician, Heavy Equipment Mechanics 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 State College with the assistance of the Dean of Educational Services in the disciplines of Cosmetology, Facial Specialty, Nail Technician, Heavy Equipment Mechanics and Welding at the COLLEGE, Belle Glade Campus.

COLLEGE agrees to:

- Accept eligible students in the programs as regular enrollees of Palm Beach State at the Belle Glade Campus, subject to the rules and regulations of the College and Cosmetology, Facial Specialty, Nail Technician, Heavy Equipment Mechanics and Welding Programs (see Exhibit A, Cosmetology, Heavy Equipment Mechanics 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 State College at the Belle Glade Campus
- Cooperate with the DISTRICT staff in all matters pertaining to dual enrolled students in Cosmetology, Facial Specialty, Nail Technician, Heavy Equipment Mechanics and Welding Programs

DISTRICT agrees to:

- Cooperate in the admission of students to COLLEGE
- Provide liaison between a designated staff of DISTRICT and the College Dean of Trade and Industrial Education in the discipline of Cosmetology, Heavy Equipment Mechanics and Welding Programs.
- Cooperate with the COLLEGE staff in all matters pertaining to dual enrolled students Cosmetology, Facial Specialty, Nail Technician, Heavy Equipment Mechanics and Welding Programs.

BOTH PARTIES agree to:

- Follow attached Exhibit A regarding Cosmetology, Facial Specialty, Nail Technician, Heavy Equipment Mechanics and Welding Programs Guidelines and the Interinstitutional Articulation Agreement for dual enrollment guidelines.
- Require that each Cosmetology, Facial Specialty, Nail Technician, Heavy Equipment Mechanics 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.palmbeachstate.edu/Cosmetology.xml
Facial Specialty (5355)	http://www.palmbeachstate.edu/Facial.xml
Nails Technician PSAV 5356	http://www.palmbeachstate.edu/NailTech.xml
Heavy Equipment Mechanics 5456)	http://www.palmbeachstate.edu/heavyequipmentmechanics.xml
Welding Technology (5460)	http://www.palmbeachstate.edu/weldinglw.xml
PSAV Dual Enrollment Suggested Sequences	http://www.palmbeachstate.edu/documents/Academic_Services/PSAV_DE_Suggested_Sequences.pdf

APPENDIX B

**REDUCING THE INCIDENCE OF POSTSECONDARY REMEDIATION IN MATH, READING,
AND WRITING FOR FIRST-TIME-ENROLLED RECENT HIGH SCHOOL GRADUATES**

FLORIDA STATUTE 1007.235 (2)(C) 1 THRU 4

FS1007.235 (2) (c) 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 FS 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:

1007.235 (2) (c) 1. Mechanisms currently being initiated.

1007.235 (2) (c) 2. An analysis of problems and corrective actions.

1007.235 (2) (c) 3. Anticipated outcomes.

1007.235 (2) (c) 4. Strategies for the better preparation of students upon graduation from high school.

COMMITTEE RESPONSE TO STATUTE:

The committee examined the data from the 2008-2009 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 2010, as required by statute. The report indicates that 10,380 standard diplomas were awarded by the School District of Palm Beach County in 2008-2009. Of the graduates, 3,402 (32.77%) were enrolled as degree-seeking students in a Florida College, and 2,386 (22.99%) were enrolled as degree-seeking students in a State University system institution, accounting for 55.8% of the total high school graduates. The remaining 4,592 graduates (44.2%) 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 5,788 PBCSD degree-seeking students attending a Florida public college or university, the following was observed:

TABLE 1									
Category	2008-09		2007-08		2006-07		2005-06		Improvement/Decrease PBCSD 2007-08 to 2008-09
	PBCSD	State Average	PBCSD	State Average	PBCSD	State Average	PBCSD	State Average	
Percent Ready in Mathematics	71.8%	69.6%	72.2%	70.8%	70.9%	70.0%	69.1%	67.0%	-0.4
Percent Ready in Reading	80.7%	78.6%	79.4%	78.7%	79.1%	77.5%	76.8%	74.1%	+1.3%
Percent Ready in Writing	82.4%	81.6%	82.2%	82.2%	83.7%	83.8%	82.7%	82.9%	+0.2%

APPENDIX B

Of the 2,386 PBCSD degree-seeking students enrolled in a State University for 2008-09:

TABLE 2					
Category	2008-09	2007-08	2006-07	2005-06	Improvement/Decrease 2007-08 to 2008-09
Percent Ready in Mathematics	98.2%	97.2%	96.4%	95.5%	+1.0%
Percent Ready in Reading	99.4%	97.6%	97.8%	97.6%	+1.8%
Percent Ready in Writing	99.1%	98.0%	98.0%	96.9%	+1.1%

Of the 3,402 PBCSD degree-seeking students enrolled in a Florida College for 2008-09:

TABLE 3					
Category	2008-09	2007-08	2006-07	2005-06	Improvement/Decrease 2007-08 to 2008-09
Percent Ready in Mathematics	52.1%	50.6%	47.4%	40.9%	+1.5%
Percent Ready in Reading	67.5%	64.6%	62.9%	59.7%	+2.9%
Percent Ready in Writing	70.5%	69.4%	71.4%	71.1%	+1.1%

Of the 3,402 PBCSD degree-seeking students enrolled in a Florida College, 2,928 (86.1%) enrolled at Palm Beach State College:

TABLE 4					
Category	2008-09	2007-08	2006-07	2005-06	Improvement/Decrease 2007-08 to 2008-09
Percent Ready in Mathematics	49.8%	48.7%	44.9%	44.4%	+1.1%
Percent Ready in Reading	66.7%	64.5%	62.1%	59.9%	+2.2%
Percent Ready in Writing	69.7%	68.8%	70.6%	70.8%	+0.9%

Data Analysis for 2008-09

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 Florida colleges are typically in need of remediation (Table 3). In Table 4, we observe that the goal of a 3% improvement was not achieved. All three 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 Florida college (Table 3). This finding is not surprising, given that admission to a state university system institution is competitive, while all colleges in Florida, by nature of mission,

APPENDIX B

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.

Universities in general are increasing admissions standards for all students so that more students will have to attend a Florida college prior to admission to a university. Enrollment trends support that a greater percentage of high school students are enrolling at Florida Colleges (31.08% of high school graduates in 2007-08 compared to 32.77% in 2008-09).

Influence of the PERT

Difficulty in making comparisons across time may occur in the future with the introduction of the PERT (Postsecondary Education Readiness Test). This new test replaces the Florida College Entry-Level Placement Test (FCELPT) beginning with the fall term 2011. Placement rates in college-level courses may increase or decrease due to the different measurement tool and not to any different initiatives or instruction at the School District. The magnitude of the effect is unknown at this time.

New High School Graduation Requirement

New high school curriculum standards are also in effect this year. Beginning in 2011, students must complete geometry and biology; algebra II is being added in 2012 and by 2013, chemistry, physics or another rigorous science course will need to be completed for graduation. As part of this effort, students will need to pass end-of-course exams worth at least 30% of their course grade. These end-of-course exams will replace the FCAT at the high school level over time.

Mechanisms to Reduce Remediation

To reduce the incidence of the need for remediation, the specific mechanisms employed, with collaboration from Palm Beach State College, are all based on activities that occur while the student is still enrolled in the School District of Palm Beach County. 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 Florida colleges or those who decide to attend Palm Beach State College. Neither the Palm Beach County School District nor Palm Beach State College can control or predict where a given high school graduate may decide to attend.

APPENDIX C

GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

<p>Assistance for struggling schools using restructuring teams</p>	<ol style="list-style-type: none"> 1. Participate in comprehension checks, interim benchmark assessments and diagnostics in reading, writing, mathematics and science 2. Provide services for low performing students in all content areas K-12 3. Provide on-going research-based professional development to teachers, school and district staff 4. Require all 10th graders to take the PSAT 5. Encourage all 11th graders to participate in the PSAT 6. Provide school district support services to high need schools (i.e., area support teams, etc.) 7. Encourage all seniors who have not applied to college to apply to the College 8. Provide students with information about scholarship opportunities and annually report scholarship awards 9. Adhere to the Common Core State Standards Initiative. 10. Ensure intensive mathematics classes will be available in high schools 11. Analyze the data from EDW and other District assessments 12. Administer the recognized college placement test to grade 11 students and remediate in grade 12 to ensure that more students are college-ready 13. Provide remediation exercises on sentence structure to 11th/12th grade students that address/review the skills needed to pass the recognized college placement test. 14. Infuse in-depth Florida DOE reading benchmarks addressed on the recognized college placement test into language arts courses, including English IV (Florida College Prep Courses) 15. Implement test preparation sessions to better acquaint high school students with the format of the computerized FCELPT 	<p>Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing</p>	<ol style="list-style-type: none"> 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
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APPENDIX C

GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

<p>Utilize Mathematics Preparation Efforts</p>	<ol style="list-style-type: none"> 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. Increase research-based professional development for teachers. 4. Provide on-going technology (graphing calculator, Texas Instruments Navigator, Geometer's Sketchpad, Riverdeep, Holt technology) 5. Provide hands-on manipulative professional development for all 8th grade and Algebra I teachers 6. Analyze the data from EDW and other District assessments 7. Offer college-bound students, through the District K-12 Curriculum website, mathematics remediation in the form of practice problems with solutions 8. Develop curriculum to embed the college readiness skills into the District's Integrated Mathematics III course 9. Offer 12th grade students who do not master the recognized college placement test () during the 11th grade the revised Integrated Mathematics III course 10. Administer the College Readiness Diagnostic Test to students in mathematics courses at the Algebra II level and above 11. Continue to partner with Palm Beach State College to co-sponsor for high school mathematics' teachers and Palm Beach State College Prep mathematics' faculty a yearly "Math Alliance Workshop" focusing on the recognized college placement test testing, course comparisons, and calculator issues 	<p>Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing</p>	<ol style="list-style-type: none"> 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
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APPENDIX C

GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

<p>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</p>	<ol style="list-style-type: none"> 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 	<p>Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing</p>	<ol style="list-style-type: none"> 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
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APPENDIX C

GOAL: REDUCE NUMBER OF HIGH SCHOOL GRADUATES WHO REQUIRE REMEDIATION ONCE ENROLLED IN COLLEGE

<p>Develop an action plan to bridge the gaps between graduation standards and college readiness expectations</p>	<ol style="list-style-type: none"> 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 the recognized college placement test to 11th grade potential college-bound students 4. Provide college remediation classes at high schools and access to the Florida Basic Skills Exit Test. 5. Provide the recognized college placement test 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 recognized college placement test 7. Infuse in-depth Florida DOE reading benchmarks addressed on the recognized college placement test into language arts courses 8. 8. Implement test preparation sessions to better acquaint high school students with the format of the computerized recognized college placement test 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 recognized college placement test 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 Palm Beach State College to co-sponsor for high school mathematics' teachers and Palm Beach State College's Prep Mathematics' faculty a yearly "Math Alliance Workshop" 	<p>Contribution to the goal of reducing by 3.0% the number of students who require remediation in mathematics, reading and writing.</p>	<ol style="list-style-type: none"> 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
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APPENDIX D

TEACHER PREP

FLORIDA STATUTE 1007-235 (3)

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 state 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, Palm Beach State College, the School District of Palm Beach County, and Florida Atlantic University have collaborated on the following strategies:

Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Contact Person Information
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	Program approved by SACS in January 2004.	Number of students enrolling in classes, number of students completing programs	Diane Bressner bressned@palmbeachstate.edu 868-3498 Lorraine Cross lcross@fau.edu
EPI Alternative 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	Diane Bressner bressned@palmbeachstate.edu 868-3498

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Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Contact Person Information
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 School District	October 2006	Number of individuals who sign program agreements, number of participants who complete the program, and number of participants hired by the School District	Diane Bressner bressned@palmbeachstate.edu 868-3498 Wally Sherman shermaw@palmbeach.k12.fl.us 561-434-8150
Florida Future Educators of America (FFEA) club partnership: School District, Palm Beach State College, and FAU	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@palmbeachstate.edu 561-862-4439 Susy Martinez-White martines@palmbeachstate.edu 561-868-3807 Lorraine Cross lcross@fau.edu 561-297-2491
FFEA Annual Convention	To offer an opportunity for teacher education students from high schools, PBCC, and FAU to participate in this jointly sponsored, FAU developed, event	Annually beginning Spring 2003	Number of students participating	Susy Martinez-White martines@palmbeachstate.edu 561-868-3807 Lorraine Cross lcross@fau.edu 561-297-2491

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Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Contact Person Information
Educator Advisor's Annual Meetings	To give an opportunity for advisors from both institutions to discuss articulation and legislative issues regarding teacher education students	Annually beginning 2003	Continuous meetings	Diane Bressner bressned@palmbeachstate.edu 561-868-3498 Lorraine Cross lcross@fau.edu 561-297-2491
Palm Beach Lakes High School Teacher Academy	To give support, guidance, and experiences to help students to help them transition smoothly from high school into a postsecondary teaching program at PBCC and then on to a university program	Ongoing	Number of students participating	Christine Dansby dansbyc@palmbeachstate.edu 561-640-5000
Substitute Teacher Academy	To encourage substitute teacher effectiveness by providing skills and confidence to participants	Ongoing	Participant course evaluation forms	Diane Bressner bressned@palmbeachstate.edu 561-868-3498
FTCE Preparation Workshops	To provide content competency review and test-taking strategies for required teacher certification exams	Ongoing	Participant course evaluation forms	Diane Bressner bressned@palmbeachstate.edu 561-868-3498

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Mechanisms Currently Being Initiated	Focus of Mechanism	When Implemented	Method of Evaluation (if any)	Contact Person Information
Professional Development Workshops	To encourage effectiveness of preservice and inservice K-12 teachers by providing current educational topic information, strategies, and skills in a hands-on format	Ongoing	Participant course evaluation forms	Diane Bressner bressned@palmbeachstate.edu 561-868-3498