FLORIDA DEPARTMENT OF EDUCATION
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STATE BOARD OF EDUCATION
AMENDED AGENDA

Marva Johnson, Chair	
John R. Padget, Vice Chair	**August 26, 2015**
Gary Chartrand	**Santa Fe College**
John A. Colón	**Northwest Campus**
Rebecca Fishman Lipsey	**Fine Arts Hall**
Michael Olenick	**3000 NW 83rd Street**
Andy Tuck	**Gainesville, Florida 32606**

9 a.m. Call to Order   **Chair Marva Johnson**

Welcome

Pledge of Allegiance

Member Comments   **Chair Marva Johnson**

Commissioner's Report   **Commissioner Pam Stewart**
Strategic Plan Foundation
2016 Legislative Priorities

Approval

Updates

Action Items

Consent Items

Concluding Remarks   **Chair Marva Johnson**

STATE BOARD OF EDUCATION
Action Item
August 26, 2015

SUBJECT: Approval of Minutes of July 23, 2015, Meeting

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

The minutes of the July 23, 2015, Meeting are presented for approval.

Supporting Documentation Included: Minutes, July 23, 2015

Facilitator/Presenter: Chair Marva Johnson

MINUTES
STATE BOARD OF EDUCATION
MEETING
July 23, 2015
Tampa Airport Marriott
4200 George J. Bean Parkway
Tampa, Florida 33607

Chair Marva Johnson called the meeting to order at 9:00 a.m. and welcomed members and guests to the State Board of Education meeting. The following members were present: John Colón, Rebecca Fishman Lipsey, and Andy Tuck. Vice Chair John Padget and Gary Chartrand attended via phone. Michael Olenick was unable to attend.

MEMBER COMMENTS

Vice Chair Padget shared the success of a program started last year called Monroe Compute$ which rewards students for earning industry certifications.

Mr. Chartrand congratulated Vice Chair Padget on the success of his program. He shared that Florida was one of the top 10 states for fastest employment gains in 2015 and commended Governor Scott and the Florida Legislature for the policies that make Florida a great place to do business.

Ms. Fishman Lipsey echoed compliments to Vice Chair Padget. She shared an op-ed by Vance Aloupis, Director of the Children's Movement in Florida, which discussed the importance of VPK and the cost for a quality experience. She also shared crime data regarding Florida Colleges, technology solutions for emergency situations, and her concern for possible underreporting of crimes. Chair Johnson recommended the Board discuss this at the August 5th workshop. Commissioner Stewart suggested President Holden, Polk State College, provide more information during the Florida College System update.

Mr. Tuck also congratulated Vice Chair Padget for his efforts in Monroe County. He provided an overview of his recent attendance at the Macy's Teacher of the Year event in Orlando.

Mr. Colón shared the passing of Mary Cantrell, retired head of Manatee Technical College and recognized Superintendent Lori White, Sarasota County, for her long and successful tenure.

Chair Johnson also commended Vice Chair Padget for his work in Monroe County.

COMMISSIONER'S REPORT

Commissioner Stewart recognized Diane McKee, 2016 Florida Department of Education/Macy's Teacher of the Year and the following from Franklin Boys Preparatory Academy for raising $45,000 for a Gold Star Memorial Monument: Principal John Haley, Teacher Michael Tolbert; and students Adam Wallace; Tate Gordon; Jordan Webb; and Noam Polinger.

She announced that the Department will host a summit of District Superintendents and College Presidents on September 8 and 9 in Orlando.

She ended her report by sharing the following data points regarding the Division of Blind Services: They have 12 district offices around the state; during the 2014-15 fiscal school

year, 761 blind or visually impaired individuals successfully achieved gainful employment; 98.29 percent earn at least minimum wage, but on average earn $14.34 per hour.

Chair Johnson called for a motion to approve the Commissioner's Report. Mr. Colón made the motion with a second by Mr. Tuck. The motion passed unanimously.

PRESENTATION

Chair Johnson reminded the Board of her request to have districts present on how technology is being used in the classroom to drive instruction in a way that results in successful outcomes. She recognized Ron Nieto, Deputy Commissioner of Technology, to introduce the presenters from Hillsborough County Public Schools. He recognized Greg Cannella, Supervisor of Technology Training; Christopher Holt, Team Lead of Technology Training; and Jereme Monette, Technology Trainer. A presentation was provided on the use of Nearpod. Mr. Holt shared information on a technology integration project called Project Innovate, consisting of nine schools spread across middle, elementary and high schools, and varying economic levels. Mr. Colón recommended they provide an update in a year on successes and obstacles they encountered. Ms. Fishman Lipsey requested more data on the cost of this and similar technology initiatives for the upcoming workshop.

MINUTES

Chair Johnson called for a motion to approve the minutes from the June 24 Board meeting. Mr. Tuck made the motion with a second by Mr. Colón. The motion passed unanimously with the exception of Mr. Chartrand who abstained from voting as he was not present for the June meeting.

UPDATES

K-12 Public Schools – Lori White, Sarasota County Superintendent on behalf of the Florida Association of District School Superintendents

Chair Johnson recognized Lori White, Superintendent, Sarasota County Public Schools, on behalf of the Florida Association of District School Superintendents. Superintendent White provided an overview of Sarasota County. She shared the gratitude of the superintendents for the budget increase and their concern as it was still short of what the Legislature appropriated in May 2007. She added that superintendents hope the Legislature will consider increasing Public Education Capital Outlay funds as many districts are facing challenges with maintenance and growth. She also shared concerns for charter schools capital funding and the recalibration of FTE and the payment of tuition for dual enrollment.

Florida College System – President Eileen Holden, on behalf of the Council of Presidents

Chair Johnson recognized Eileen Holden, President, Polk State College, on behalf of the Council of Presidents. President Holden expressed thanks from the colleges for the collaboration on the proposed amendment before the Board on Rule 6A-14.095, Site Determined Baccalaureate Access and for including the presidents in the process for the proposed performance funding. She ended her comments by providing more information on crime statistics at Polk State College and that the issue of crime reporting will be discussed at the next Council of Presidents meeting in August.

ACTION ITEMS

Approval of Amendment to Rule 6A-5.030, District Instructional Personnel and School Administrator Evaluation Systems

Chair Johnson recognized Brian Dassler, Deputy Chancellor for Educator Quality, to provide an overview of the amendment. Mr. Dassler provided an overview of the rule adoption timeline, Section 1012.34, Florida Statutes, and the proposed rule. Mr. Tuck requested examples of indicators that a district might consider and more specifically how a district ensures 100 percent participation on parental surveys. Chair Johnson requested the number of districts using parental surveys. Ms. Fishman Lipsey requested an update in a year on what each district has chosen and whether there is a difference in student outcomes. Vice Chair Padget made a motion to approve rule 6A-5.030, as presented with a second by Mr. Chartrand. The motion passed unanimously.

Approval of New Rule 6A-5.0411, Calculations of Student Learning Growth for Use in School Personnel Evaluations

Chair Johnson recognized Juan Copa, Deputy Commissioner, Division of Accountability, Research, and Measurement, to provide an overview of the rule. Mr. Copa provided an overview of the law, how the formula was developed, a video providing conceptual understanding of the Value Added Model (VAM) formula, and the proposed rule. Chair Johnson called for a motion to approve rule 6A-5.0411, as presented. Mr. Colón made the motion with a second by Vice Chair Padget. The motion passed unanimously. Chair Johnson recommended sharing the video on the VAM formula with parents.

Approval of Amendment to Rule 6A-14.095, Site Determined Baccalaureate Access

Chair Johnson recognized Dr. Christopher Mullin, Executive Vice Chancellor, Division of Florida Colleges, to provide an overview of the amendment. Dr. Mullin provide an overview of the changes to the rule. Chair Johnson called for a motion to approve rule 6A-14.095, as presented. Mr. Tuck made the motion with a second by Mr. Colón. The motion passed unanimously.

Approval of Performance Funding for the Florida College System

Chair Johnson recognized Dr. Mullin to provide an overview of the item. Dr. Mullin provided an overview of the Performance Funding Model which reinforces the core functions of the Florida College System Institutions by focusing on connecting and institutions' missions to the workforce and continuing education opportunities. Mr. Colón made the motion with a second by Ms. Fishman Lipsey. Chair Johnson requested the Department collect the best data possible so that the Board can properly value job placement and wages. Ms. Fishman Lipsey recommended adding Pell Grant recipients and their results to the model. The motion passed unanimously.

CONSENT ITEMS

Chair Johnson called for a motion to approve items one and two. Mr. Tuck made the motion with a second by Mr. Colón. The motion passed unanimously.

CLOSING REMARKS

Chair Johnson announced that the Board will have a Legislative and Budget workshop on August 5th in Orlando and the next meeting would be August 26th at Santa Fe College in Gainesville.

ADJOURNMENT

Having no further business, Chair Johnson adjourned the meeting of the State Board of Education at 12:30 p.m.

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Cathy Schroeder, Corporate Secretary

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Marva Johnson, Chair

STATE BOARD OF EDUCATION
Update
August 26, 2015

SUBJECT: Florida College System – President Jackson Sasser on behalf of the Council of Presidents

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PROPOSED BOARD ACTION

N/A

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

The Council of Presidents will update the board on recent activities of, and related to, the Council.

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Supporting Documentation Included: N/A

Facilitator/Presenter: Dr. Jackson Sasser, President, Santa Fe College

STATE BOARD OF EDUCATION
Update
August 26, 2015

SUBJECT: K-12 Public Schools – Representative of the Florida Association of District
School Superintendents

PROPOSED BOARD ACTION

N/A

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

An update will be provided by a representative of the Florida Association of District School
Superintendents on issues relating to K-12 education initiatives.

Supporting Documentation Included: N/A

Facilitator/Presenter: TBD

SUBJECT: Approval of 2016-17 Education Operating and Fixed Capital Outlay Budget Request

PROPOSED BOARD ACTION

Approve the 2016-17 Education Operating and Fixed Capital Outlay Legislative Budget Request (LBR), and authorize the Commissioner of Education to make technical adjustments.

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(2)(e) and 1011.01, Florida Statutes

EXECUTIVE SUMMARY

The 2016-17 Education Operating and Fixed Capital Outlay Budget Request has been developed pursuant to law and the budget guidelines as adopted by the State Board of Education on June 24, 2015.

Supporting Documentation Included: Budget Guidelines for Development of 2016-17 LBR. Department of Education Proposed 2016-17 LBR for Operations and Fixed Capital Outlay (Greenbook) and Five-year Postsecondary Enrollment Plan (under separate cover)

Facilitators/Presenters: Pam Stewart, Commissioner of Education, and Linda Champion, Deputy Commissioner, Finance and Operations

Guidelines for 2016-17 Legislative Budget Request Development

(as approved by the State Board of Education on June 24, 2015)

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1. Provide continuation funding, including the replacement of nonrecurring funds, for items that meet at least one of the following criteria:
   a. Constitutional requirement
   b. Statutory requirement
   c. Supports the State Board of Education and Commissioner's Priorities
   d. Alignment with Governor Scott's Priority Initiatives

2. Include no change in 2015-16 millage rates, tuition or fees.

3. Use the most currently available consensus estimating conference data to provide enrollment-based funding adjustments based on 2015-16 appropriated funding levels, including performance-based and declining enrollment adjustments.

4. Develop a fixed capital outlay budget in accordance with statutory requirements and consensus revenue estimates.

STATE BOARD OF EDUCATION
Action Item
August 26, 2015

SUBJECT: Approval of District Turnaround Option Plans for Schools Required to Implement Turnaround in 2015-16

PROPOSED BOARD ACTION

Approve turnaround option plans submitted by school districts on behalf of failing or persistently low performing schools for full implementation in 2015-16.

AUTHORITY FOR STATE BOARD ACTION

Under Section 1008.33, Florida Statutes, the State Board of Education is authorized to approve turnaround plans.

EXECUTIVE SUMMARY

In the first full school year after a school declines to a grade of "F," or earns a grade of "F" or "D" followed by a grade of "D," (i.e., FD or DD), the school district must select a turnaround option for that school and submit a plan for implementing the turnaround option to the department for approval by the state board.

Upon approval by the state board, the turnaround option must be implemented in the following school year. Implementation is not required if the school grade improves to a "C" or higher.

Turnaround plans have been submitted to the department for 3 schools in 3 districts.

Given the hold harmless provisions of s. 1008.34(7)(a), Florida Statutes, schools identified as "Planning" for the 2014-15 school year that did not improve to a "C" or higher in the December 2014 release, will continue in that status through 2015-16. Since there will be no implementation of a turnaround option in 2015-16 school year based on 2014-15 school grades, the requirement to select a turnaround option and draft a plan at this time is negated as well. The list of schools that fall into this category are enclosed.

Similarly, all schools identified as "Implementing" for the 2014-15 school year that did not improve to a "C" or higher in the December 2014 release, will continue in that status through 2015-16. The district is not required to submit new turnaround option plans for schools continuing implementation. The list of schools that fall into this category are enclosed.

Supporting Documentation Included: 2015 Turnaround Status Report; Alachua County - Hawthorne Middle High School TOP-1 and TOP-2 pg. 25; Gadsden County – West Gadsden High School TOP-1 and TOP-2 pg. 38; and Hamilton County High School TOP-1 and TOP-2 pg. 52

Facilitators/Presenters: Hershel Lyons, Chancellor, K-12 Public Schools and Melissa Ramsey, Deputy Chancellor of Student Achievement and School Improvement, K-12 Public Schools

Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

Statutory Requirements for Turnaround Options

Section 1008.33, Florida Statutes, states—

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(4)(a)   The state board shall apply the most intense intervention and support strategies to schools earning a grade of "F." In the first full school year after a school initially earns a grade of "F," the school district must implement intervention and support strategies prescribed in rule under paragraph (3)(c), select a turnaround option from those provided in subparagraphs (b)1.-5., and submit a plan for implementing the turnaround option to the department for approval by the state board. Upon approval by the state board, the turnaround option must be implemented in the following school year.

(b) The turnaround options available to a school district to address a school that earns a grade of "F" are:

1. Convert the school to a district-managed turnaround school;
2. Reassign students to another school and monitor the progress of each reassigned student;
3. Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness;
4. Contract with an outside entity that has a demonstrated record of effectiveness to operate the school; or
5. Implement a hybrid of turnaround options set forth in subparagraphs 1.-4. or other turnaround models that have a demonstrated record of effectiveness.

(c)   A school earning a grade of "F" shall have a planning year followed by 2 full school years to implement the initial turnaround option selected by the school district and approved by the state board. Implementation of the turnaround option is no longer required if the school improves by at least one letter grade.

(5)   A school that earns a grade of "D" for 3 consecutive years must implement the district-managed turnaround option pursuant to subparagraph (4)(b)1. The school district must submit an implementation plan to the department for approval by the state board.

(6)   The state board shall adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section. The rules shall include timelines for submission of implementation plans, approval criteria for implementation plans, and timelines for implementing intervention and support strategies.

Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

Turnaround Option Selection, Planning and Implementation Timeline

- **August 22, 2014** – District superintendents advised by the Commissioner of the list of Focus and Priority schools to receive differentiated accountability support and interventions in 2014-15
- **December 23, 2014** – District superintendents advised by the Commissioner of the turnaround planning and implementation statuses, and associated district requirements, for Focus and Priority schools
- **June 1, 2015** – District superintendents advised by the Chancellor of the turnaround planning process and required forms.
- **July 31, 2015** – Turnaround Option Plans (Forms TOP-1 and TOP-2) submitted to the Bureau of School Improvement by districts required to implement a turnaround option in a school based upon 2013-14 grades.
- **August 26, 2015** – Turnaround Option Plans submitted as action items for SBE approval

Summary of Turnaround Statuses for 2015-16

- Based on 2013-14 school grades, 178 schools across 35 districts hold a turnaround status of "Planning," meaning the districts are required to plan for turnaround while receiving DA support and interventions, pursuant to Rule 6A-1.099811, Florida Administrative Code.
  - **Nine** schools are beginning the **first year of planning** due to the grade being received during the December 2014 release.
  - **145** schools are beginning the **second year of planning** due to hold harmless.
  - **24** schools are beginning the **third year of planning**. These schools completed a second year of planning in 2014-15 because they improved from an F to a D in 2013-14, and were subject to the old state board rule which allowed for a second planning year in this case. They now receive a third planning year due to hold harmless.
- Based on 2013-14 school grades, 83 schools across 20 districts did not improve the school grade and are required to implement their State Board-approved turnaround plan.
  - **Three** schools are beginning the **first year of implementation** due to the grade received during the December 2014 release. They are not covered by the hold harmless provision. The district plans for these schools are enclosed for State Board approval.
  - **56** schools are beginning the **second year of implementation**, pursuant to Rule 6A-1.099811, F.A.C.
  - **24** schools are beginning the **third year of implementation**. Due to hold harmless, districts are not required to submit a new turnaround option or request additional time for implementation in these schools.

Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

School Grades History and Turnaround Status for 2015-16 Planning or Implementing Schools

DA Region	District	School	TOP Status	Year in Status	Final Grade 1314	Final Grade 1213	Final Grade 1112	Final Grade 1011
2	ALACHUA	CHARLES W. DUVAL ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
2	ALACHUA	A.QUINN JONES/EXCEP.STUDENT CENTER	Planning	Year 1	F			
2	ALACHUA	LAKE FOREST ELEMENTARY SCHOOL	Implementing	Year 3	F	F	F	D
2	ALACHUA	HAWTHORNE MIDDLE/HIGH SCHOOL	Implementing	Year 1	F	F	D	C
2	ALACHUA	A. L. MEBANE MIDDLE SCHOOL	Planning	Year 2	D	D	C	B
2	ALACHUA	CHESTER SHELL ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
2	ALACHUA	MARJORIE KINNAN RAWLINGS ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	D
2	BAKER	J FRANKLYN KELLER INTERMEDIATE SCHOOL	Planning	Year 2	D	D	C	D
1	BAY	CEDAR GROVE ELEMENTARY SCHOOL	Implementing	Year 2	F	D	D	C
1	BAY	CALLAWAY ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
1	BAY	LUCILLE MOORE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
1	BAY	EVERITT MIDDLE SCHOOL	Planning	Year 2	F	D	C	B
1	BAY	OAKLAND TERRACE SCHOOL	Implementing	Year 2	F	D	D	C
1	BAY	OSCAR PATTERSON ELEMENTARY MAGNET	Planning	Year 3	D	F	D	C
3	BREVARD	ENDEAVOUR ELEMENTARY MAGNET	Planning	Year 3	D	F	D	D
3	BREVARD	BREVARD VIRTUAL ESCHOOL	Planning	Year 2	F			
5	BROWARD	COLBERT ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
5	BROWARD	WALKER ELEMENTARY SCHOOL (MAGNET)	Planning	Year 2	F	D	C	C
5	BROWARD	OAKRIDGE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
5	BROWARD	BROWARD ESTATES ELEMENTARY SCHOOL	Implementing	Year 3	F	F	D	D
5	BROWARD	WATKINS ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
5	BROWARD	TEDDER ELEMENTARY SCHOOL	Implementing	Year 2	D	D	D	C
5	BROWARD	LARKDALE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
5	BROWARD	WESTWOOD HEIGHTS ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
5	BROWARD	POMPANO BEACH ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
5	BROWARD	LAKE FOREST ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
5	BROWARD	PLANTATION ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	D

Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

DA Region	District	School	TOP Status	Year in Status	Final Grade 1314	Final Grade 1213	Final Grade 1112	Final Grade 1011
5	BROWARD	NORTH FORK ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
5	BROWARD	LAUDERHILL 6-12	Implementing	Year 3	F	F	F	D
5	BROWARD	CASTLE HILL ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
5	BROWARD	MARTIN LUTHER KING ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
5	BROWARD	C. ROBERT MARKHAM ELEMENTARY	Planning	Year 2	F	D	C	B
5	BROWARD	LAUDERDALE LAKES MIDDLE SCHOOL	Planning	Year 2	D	D	C	C
5	BROWARD	ORIOLE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
5	BROWARD	ROYAL PALM ELEMENTARY SCHOOL	Implementing	Year 3	F	F	D	D
5	BROWARD	PARK RIDGE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
5	BROWARD	MORROW ELEMENTARY SCHOOL	Implementing	Year 2	D	D	D	C
5	BROWARD	PINEWOOD ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
5	BROWARD	PINES LAKES ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
5	BROWARD	THURGOOD MARSHALL ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
5	BROWARD	ROCK ISLAND ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
5	COLLIER	PINECREST ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	D
5	COLLIER	HIGHLANDS ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
5	COLLIER	LAKE TRAFFORD ELEMENTARY SCHOOL	Implementing	Year 3	D	D	D	D
5	COLLIER	GOLDEN GATE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	D
5	COLLIER	VILLAGE OAKS ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
5	COLLIER	EDEN PARK ELEMENTARY SCHOOL	Planning	Year 3	D	F	D	C
2	COLUMBIA	RICHARDSON MIDDLE SCHOOL	Planning	Year 3	D	F	D	C
5	DADE	MANDARIN LAKES K-8 ACADEMY	Planning	Year 2	F	D	C	D
5	DADE	ARCOLA LAKE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
5	DADE	BISCAYNE GARDENS ELEMENTARY	Implementing	Year 2	F	D	D	C
5	DADE	BROADMOOR ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
5	DADE	CAROL CITY ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
5	DADE	FREDERICK R. DOUGLASS ELEMENTARY	Planning	Year 3	D	F	D	C
5	DADE	PAUL LAURENCE DUNBAR K-8 CENTER	Implementing	Year 2	D	D	D	C

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Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

DA Region	District	School	TOP Status	Year in Status	Final Grade 1314	Final Grade 1213	Final Grade 1112	Final Grade 1011
5	DADE	EARLINGTON HEIGHTS ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	D
5	DADE	GOLDEN GLADES ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
5	DADE	HOLMES ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
5	DADE	LIBERTY CITY ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
5	DADE	NORLAND ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
5	DADE	NORTH MIAMI ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
5	DADE	DR. ROBERT B. INGRAM/OPA-LOCKA ELEMENTARY	Planning	Year 2	D	D	C	D
5	DADE	PARKWAY ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
5	DADE	POINCIANA PARK ELEMENTARY SCHOOL	Implementing	Year 2	F	D	D	C
5	DADE	ETHEL F. BECKFORD/RICHMOND ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
5	DADE	NATHAN B. YOUNG ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	D
5	DADE	ALLAPATTAH MIDDLE SCHOOL	Planning	Year 3	D	F	D	D
5	DADE	BROWNSVILLE MIDDLE SCHOOL	Planning	Year 2	F	D	C	D
5	DADE	CAROL CITY MIDDLE SCHOOL	Implementing	Year 3	F	F	F	D
5	DADE	CUTLER BAY MIDDLE	Planning	Year 2	D	D	C	C
5	DADE	JOSE DE DIEGO MIDDLE SCHOOL	Planning	Year 2	D	D	C	C
5	DADE	MADISON MIDDLE SCHOOL	Planning	Year 3	D	F	F	D
5	DADE	HORACE MANN MIDDLE SCHOOL	Planning	Year 2	D	D	C	C
5	DADE	NORLAND MIDDLE SCHOOL	Planning	Year 1	D	D	C	C
5	DADE	MIAMI CENTRAL SENIOR HIGH SCHOOL	Planning	Year 1	D	D	C	D
5	DADE	SECONDARY STUDENT SUCCESS CENTER 801	Planning	Year 2	F			
5	DADE	SECONDARY STUDENT SUCCESS CENTER 802	Planning	Year 2	F			
5	DADE	SECONDARY STUDENT SUCCESS CENTER 803	Planning	Year 1	F			
5	DADE	SECONDARY STUDENT SUCCESS CENTER-804	Planning	Year 2	F			
5	DADE	ACADEMY FOR COMMUNITY EDUCATION (ACE)	Planning	Year 1	F			
5	DADE	JAN MANN OPPORTUNITY SCHOOL	Planning	Year 1	F			
4	DESOTO	WEST ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
4	DESOTO	MEMORIAL ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B

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Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

DA Region	District	School	TOP Status	Year in Status	Final Grade 1314	Final Grade 1213	Final Grade 1112	Final Grade 1011
4	DESOTO	DESOTO MIDDLE SCHOOL	Planning	Year 2	D	D	C	B
4	DESOTO	NOCATEE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
2	DUVAL	WEST RIVERSIDE ELEMENTARY SCHOOL	Implementing	Year 2	D	D	D	C
2	DUVAL	LAKE FOREST ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	D
2	DUVAL	HYDE PARK ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
2	DUVAL	LOVE GROVE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
2	DUVAL	EUGENE BUTLER MIDDLE SCHOOL	Implementing	Year 3	F	F	D	D
2	DUVAL	TIMUCUAN ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
2	DUVAL	SADIE T. TILLIS ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
2	DUVAL	WEST JACKSONVILLE ELEMENTARY SCHOOL	Implementing	Year 3	F	F	D	F
2	DUVAL	MATTHEW W. GILBERT MIDDLE SCHOOL	Implementing	Year 2	D	D	D	C
2	DUVAL	RICHARD L. BROWN ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	D
2	DUVAL	SMART POPE LIVINGSTON ELEMENTARY	Planning	Year 2	F	D	C	B
2	DUVAL	NORTHWESTERN MIDDLE SCHOOL	Implementing	Year 2	F	D	F	D
2	DUVAL	RUFUS E. PAYNE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
2	DUVAL	WILLIAM M. RAINES HIGH SCHOOL	Planning	Year 1	D	D	C	D
2	DUVAL	OAK HILL ELEMENTARY SCHOOL	Implementing	Year 3	F	F	D	D
2	DUVAL	SOUTHSIDE MIDDLE SCHOOL	Planning	Year 3	D	F	D	C
2	DUVAL	JEAN RIBAULT MIDDLE SCHOOL	Implementing	Year 2	F	F	D	C
2	DUVAL	HYDE GROVE ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
2	DUVAL	JUSTINA ROAD ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
2	DUVAL	JEFFERSON DAVIS MIDDLE SCHOOL	Planning	Year 2	F	D	C	C
2	DUVAL	JOSEPH STILWELL MIDDLE SCHOOL	Implementing	Year 2	D	D	D	C
2	DUVAL	NORMANDY VILLAGE ELEMENTARY SCHOOL	Implementing	Year 3	D	D	D	D
2	DUVAL	HIGHLANDS MIDDLE SCHOOL	Planning	Year 2	F	D	C	D
2	DUVAL	PINE ESTATES ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
2	DUVAL	ANDREW A. ROBINSON ELEMENTARY SCHOOL	Implementing	Year 3	F	F	D	D
1	ESCAMBIA	MYRTLE GROVE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B

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Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

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DA Region	District	School	TOP Status	Year in Status	Final Grade 1314	Final Grade 1213	Final Grade 1112	Final Grade 1011
1	ESCAMBIA	NAVY POINT ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
1	ESCAMBIA	WARRINGTON ELEMENTARY SCHOOL	Implementing	Year 2	F	D	D	C
1	ESCAMBIA	WARRINGTON MIDDLE SCHOOL	Planning	Year 3	D	F	D	C
1	ESCAMBIA	WEST PENSACOLA ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
1	ESCAMBIA	ESCAMBIA VIRTUAL INSTRUCTIONAL PROGRAM	Planning	Year 2	F			
1	GADSDEN	WEST GADSDEN HIGH SCHOOL	Implementing	Year 1	F	F	D	C
1	GADSDEN	HAVANA ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
1	GADSDEN	JAMES A. SHANKS MIDDLE SCHOOL	Planning	Year 2	D	D	C	B
2	HAMILTON	CENTRAL HAMILTON ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	F
2	HAMILTON	HAMILTON COUNTY HIGH SCHOOL	Implementing	Year 1	D	F	D	C
4	HARDEE	HARDEE JUNIOR HIGH SCHOOL	Planning	Year 3	D	F	D	C
4	HARDEE	ZOLFO SPRINGS ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
5	HENDRY	CLEWISTON MIDDLE SCHOOL	Implementing	Year 2	F	F	D	C
4	HIGHLANDS	LAKE PLACID MIDDLE SCHOOL	Planning	Year 2	D	D	C	B
4	HIGHLANDS	FRED WILD ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
4	HILLSBOROUGH	SHEEHY ELEMENTARY SCHOOL	Planning	Year 3	D	F	D	C
4	HILLSBOROUGH	JUST ELEMENTARY	Planning	Year 2	D	D	C	C
4	HILLSBOROUGH	MCLANE MIDDLE SCHOOL	Planning	Year 2	D	D	C	C
4	HILLSBOROUGH	VAN BUREN MIDDLE SCHOOL	Implementing	Year 2	F	D	D	C
4	HILLSBOROUGH	LOCKHART ELEMENTARY MAGNET SCHOOL	Implementing	Year 3	F	D	D	D
4	HILLSBOROUGH	FOSTER ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
4	HILLSBOROUGH	SLIGH MIDDLE SCHOOL	Implementing	Year 2	F	D	F	D
4	HILLSBOROUGH	GIBSONTON ELEMENTARY SCHOOL	Implementing	Year 2	D	D	D	C
4	HILLSBOROUGH	GRECO MIDDLE SCHOOL	Implementing	Year 2	D	D	D	C
4	HILLSBOROUGH	IPPOLITO ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
4	HILLSBOROUGH	JENNINGS MIDDLE SCHOOL	Planning	Year 3	D	F	D	C
4	HILLSBOROUGH	MEMORIAL MIDDLE SCHOOL	Implementing	Year 2	D	D	D	C
4	HILLSBOROUGH	MORT ELEMENTARY SCHOOL	Implementing	Year 2	F	D	D	C

Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

DA Region	District	School	TOP Status	Year in Status	Final Grade 1314	Final Grade 1213	Final Grade 1112	Final Grade 1011
4	HILLSBOROUGH	OAK PARK ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	D
4	HILLSBOROUGH	POTTER ELEMENTARY SCHOOL	Implementing	Year 3	F	F	D	D
4	HILLSBOROUGH	RIVERHILLS ELEMENTARY MAGNET SCHOOL	Planning	Year 2	F			
4	HILLSBOROUGH	TEMPLE TERRACE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
4	HILLSBOROUGH	WASHINGTON ELEMENTARY SCHOOL	Planning	Year 3	D	F	D	C
3	INDIAN RIVER	DODGERTOWN ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
1	JEFFERSON	JEFFERSON COUNTY MIDDLE/HIGH SCHOOL	Implementing	Year 3	D	F	F	D
1	JEFFERSON	JEFFERSON COUNTY ELEMENTARY SCHOOL	Implementing	Year 2	F	D	F	
3	LAKE	BEVERLY SHORES ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	F
3	LAKE	EUSTIS HEIGHTS ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
3	LAKE	OAK PARK MIDDLE SCHOOL	Planning	Year 2	F	D	C	C
3	LAKE	LEESBURG ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
3	LAKE	LAKE VIRTUAL INSTRUCTION PROGRAM	Planning	Year 2	F			
5	LEE	FRANKLIN PARK ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
5	LEE	ORANGE RIVER ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
5	LEE	JAMES STEPHENS INTERNATIONAL ACADEMY	Implementing	Year 2	F	D	D	C
5	LEE	TORTUGA PRESERVE ELEMENTARY SCHOOL	Planning	Year 2	F	D		
5	LEE	MANATEE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
5	LEE	COLONIAL ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
1	LEON	BOND ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
2	LEVY	CHIEFLAND ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
1	MADISON	MADISON COUNTY CENTRAL SCHOOL	Planning	Year 3	D	F	D	D
1	MADISON	GREENVILLE ELEMENTARY SCHOOL	Planning	Year 2	F		F	D
4	MANATEE	MANATEE ELEMENTARY SCHOOL	Planning	Year 3	D	F	D	C
4	MANATEE	ORANGE RIDGE-BULLOCK ELEMENTARY	Planning	Year 3	D	F	D	C
4	MANATEE	PALM VIEW ELEMENTARY SCHOOL	Planning	Year 3	D	F	D	C
4	MANATEE	SAMOSET ELEMENTARY SCHOOL	Planning	Year 3	D	F	D	C
4	MANATEE	BLACKBURN ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B

Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

DA Region	District	School	TOP Status	Year in Status	Final Grade 1314	Final Grade 1213	Final Grade 1112	Final Grade 1011
4	MANATEE	W. D. SUGG MIDDLE SCHOOL	Planning	Year 2	F	D	C	B
4	MANATEE	SARA SCOTT HARLLEE MIDDLE SCHOOL	Implementing	Year 2	F	F	D	C
4	MANATEE	G.D. ROGERS GARDEN ELEMENTARY	Implementing	Year 3	F	D	D	F
2	MARION	ANTHONY ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
2	MARION	BELLEVIEW ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
2	MARION	DUNNELLON MIDDLE SCHOOL	Planning	Year 2	D	D	C	C
2	MARION	LAKE WEIR MIDDLE SCHOOL	Planning	Year 2	D	D	C	B
2	MARION	NORTH MARION MIDDLE SCHOOL	Planning	Year 2	D	D	C	B
2	MARION	EMERALD SHORES ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B
2	MARION	SUNRISE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
2	MARION	EVERGREEN ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
2	MARION	ROMEO ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
3	ORANGE	PINEWOOD ELEMENTARY	Planning	Year 2	D	D	C	B
3	ORANGE	MOLLIE RAY ELEMENTARY	Planning	Year 3	D	F	D	C
3	ORANGE	LANCASTER ELEMENTARY	Planning	Year 2	D	D	C	B
3	ORANGE	ROBINSWOOD MIDDLE	Planning	Year 2	D	D	C	C
3	ORANGE	MEADOWBROOK MIDDLE	Implementing	Year 2	D	D	D	C
3	ORANGE	SADLER ELEMENTARY	Implementing	Year 2	D	D	D	C
3	ORANGE	SHINGLE CREEK ELEMENTARY	Planning	Year 2	F	D	C	C
3	ORANGE	WASHINGTON SHORES ELEMENTARY	Implementing	Year 3	F	D	D	D
3	ORANGE	CARVER MIDDLE	Implementing	Year 3	F	D	D	D
3	ORANGE	OCVS DIGITAL ACADEMY	Planning	Year 2	F			
5	PALM BEACH	JOHN F. KENNEDY MIDDLE SCHOOL	Planning	Year 2	F	D	C	C
5	PALM BEACH	NORTHMORE ELEMENTARY SCHOOL	Implementing	Year 2	F	D	D	C
5	PALM BEACH	LAKE SHORE MIDDLE SCHOOL	Implementing	Year 2	F	D	D	C
5	PALM BEACH	PAHOKEE MIDDLE-SENIOR HIGH	Planning	Year 1	D	D	C	D
5	PALM BEACH	K. E. CUNNINGHAM/CANAL POINT ELEMENTARY	Planning	Year 2	D	D	C	D
5	PALM BEACH	PIONEER PARK ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C

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Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

DA Region	District	School	TOP Status	Year in Status	Final Grade 1314	Final Grade 1213	Final Grade 1112	Final Grade 1011
5	PALM BEACH	BELLE GLADE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	D
4	PASCO	PASCO ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
4	PASCO	GULF HIGHLANDS ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	F
4	PASCO	RAYMOND B. STEWART MIDDLE SCHOOL	Planning	Year 2	D	D	C	C
4	PASCO	GULF MIDDLE SCHOOL	Implementing	Year 2	D	D	D	C
4	PASCO	HUDSON ELEMENTARY SCHOOL	Implementing	Year 3	D	D	D	D
4	PASCO	FOX HOLLOW ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
4	PASCO	CENTENNIAL ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
4	PASCO	GULFSIDE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
4	PASCO	MOON LAKE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
4	PINELLAS	AZALEA MIDDLE SCHOOL	Implementing	Year 3	F	F	F	D
4	PINELLAS	LARGO MIDDLE SCHOOL	Implementing	Year 2	D	D	D	C
4	PINELLAS	BEAR CREEK ELEMENTARY SCHOOL	Implementing	Year 2	D	D	D	C
4	PINELLAS	CAMPBELL PARK ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
4	PINELLAS	FAIRMOUNT PARK ELEMENTARY SCHOOL	Implementing	Year 3	F	F	D	D
4	PINELLAS	GULFPORT MONTESSOURI ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
4	PINELLAS	HIGH POINT ELEMENTARY SCHOOL	Implementing	Year 2	F	D	D	C
4	PINELLAS	LAKEWOOD ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	D
4	PINELLAS	LEALMAN AVENUE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
4	PINELLAS	MAXIMO ELEMENTARY SCHOOL	Implementing	Year 3	F	F	F	F
4	PINELLAS	MELROSE ELEMENTARY SCHOOL	Implementing	Year 3	F	F	F	F
4	PINELLAS	NORTH SHORE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
4	PINELLAS	PINELLAS PARK ELEMENTARY SCHOOL	Implementing	Year 2	F	F	D	C
4	PINELLAS	PINELLAS PARK MIDDLE SCHOOL	Implementing	Year 3	D	D	D	D
4	PINELLAS	PONCE DE LEON ELEMENTARY SCHOOL	Implementing	Year 2	F	D	D	C
4	PINELLAS	SANDY LANE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	D
4	PINELLAS	JOHN HOPKINS MIDDLE SCHOOL	Planning	Year 2	F	D	C	B
4	PINELLAS	NEW HEIGHTS ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C

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Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

DA Region	District	School	TOP Status	Year in Status	Final Grade 1314	Final Grade 1213	Final Grade 1112	Final Grade 1011
3	POLK	CARLTON PALMORE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
3	POLK	COMBEE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
3	POLK	SHELLEY S. BOONE MIDDLE SCHOOL	Implementing	Year 2	F	D	F	D
3	POLK	DENISON MIDDLE SCHOOL	Implementing	Year 2	D	D	D	C
3	POLK	WESTWOOD MIDDLE SCHOOL	Implementing	Year 2	F	D	D	C
3	POLK	FRED G. GARNER ELEMENTARY SCHOOL	Planning	Year 3	D	F	D	C
3	POLK	WAHNETA ELEMENTARY SCHOOL	Implementing	Year 2	D	D	D	C
3	POLK	LEWIS ANNA WOODBURY ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
3	POLK	JERE L. STAMBAUGH MIDDLE	Planning	Year 2	D	D	C	C
3	POLK	POLK CITY ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
3	POLK	BARTOW MIDDLE SCHOOL	Planning	Year 3	D	F	D	C
3	POLK	KATHLEEN MIDDLE SCHOOL	Implementing	Year 2	D	D	D	C
3	POLK	GRIFFIN ELEMENTARY SCHOOL	Planning	Year 3	D	F	D	C
3	POLK	JESSE KEEN ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
3	POLK	MCLAUGHLIN MIDDLE SCHOOL	Planning	Year 3	D	F	D	C
3	POLK	CRYSTAL LAKE MIDDLE SCHOOL	Planning	Year 2	F	D	C	B
3	POLK	LAKE ALFRED-ADDAIR MIDDLE SCHOOL	Implementing	Year 3	F	F	F	D
3	POLK	EAGLE LAKE ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	D
3	POLK	PALMETTO ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
3	POLK	JAMES E. STEPHENS ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
3	POLK	DUNDEE ELEMENTARY ACADEMY	Implementing	Year 2	F	F	D	C
3	POLK	LAKE MARION CREEK MIDDLE SCHOOL	Planning	Year 2	D	D	C	C
3	POLK	DUNDEE RIDGE MIDDLE ACADEMY	Planning	Year 2	D	D	C	B
2	PUTNAM	OCHWILLA ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
2	PUTNAM	WILLIAM D. MOSELEY ELEMENTARY SCHOOL	Planning	Year 3	D	F	F	D
3	ST. LUCIE	DAN MCCARTY MIDDLE SCHOOL	Implementing	Year 2	F	F	D	C
3	ST. LUCIE	SAMUEL S. GAINES ACADEMY K-8	Implementing	Year 2	F	F	D	C
3	ST. LUCIE	FORT PIERCE WESTWOOD HIGH SCHOOL	Planning	Year 1	D	D	C	D

Differentiated Accountability – 2015 Turnaround Status Report to the State Board of Education

DA Region	District	School	TOP Status	Year in Status	Final Grade 1314	Final Grade 1213	Final Grade 1112	Final Grade 1011
3	ST. LUCIE	LAKEWOOD PARK ELEMENTARY SCHOOL	Implementing	Year 2	F	D	D	C
3	ST. LUCIE	MOSAIC DIGITAL ACADEMY	Planning	Year 2	D	F		
1	SANTA ROSA	EAST MILTON ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
2	SEMINOLE	HAMILTON ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	C
2	SEMINOLE	PINE CREST ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	B
2	SEMINOLE	MIDWAY ELEMENTARY SCHOOL	Planning	Year 2	D	D	C	C
2	SUWANNEE	SUWANNEE INTERMEDIATE SCHOOL	Planning	Year 2	D	D	C	B
2	VOLUSIA	CAMPBELL MIDDLE SCHOOL	Planning	Year 2	D	D	C	B
2	VOLUSIA	HOLLY HILL SCHOOL	Planning	Year 2	D	D	C	C
2	VOLUSIA	EDITH I. STARKE ELEMENTARY SCHOOL	Planning	Year 2	F	D	C	B

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FLORIDA DEPARTMENT OF EDUCATION

Form TOP-1 and 2

Turnaround Option Plan (TOP) – Phases 1 and 2

Planning in 2014-15 for Implementation in 2015-16

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Purpose

The purpose of this document is to guide districts as they plan for turnaround. The resulting plan shall outline the actions the district has taken and plans to take should full implementation of the turnaround option be required in the following year.

Instructions

Turnaround selections shall be made by the district according to the department's prescribed deadlines during the turnaround planning year for each school required to plan for turnaround pursuant to paragraphs (4)(b), (5)(a) and (9)(b) of Rule 6A-1.099811, Florida Administrative Code. Districts shall complete TOP-1 (i.e., Parts I-III of this form) by providing opportunities for stakeholders to engage in the turnaround option selection process, conducting a detailed needs assessment to determine which of the five options will address the school's greatest areas of need, selecting an option, and describing how the selected option directly addresses the school's specific needs using this form, which shall be signed by the district superintendent and submitted to the department. *Note: The requirements of TOP-1 are additional to the requirements of Form DA-2.*

Flexibility

Modification of the requirements of TOP-2 (i.e., Part IV of this form) may be approved based upon the following:
1. The request is made on this form.
2. The request includes evidence that the modification will not impede school improvement.
3. The request includes evidence that the modification is not contrary to statutory requirement.

RED Review and Recommendation

The regional executive director (RED) will review the district's final TOP-1 and draft TOP-2 and provide feedback and support to the district in the summer prior to implementation. On the final TOP-2, the RED will check one of the following recommendations: "Recommend for Approval," "Recommend for Approval with Reservation" or "Do Not Recommend for Approval." Additionally, the RED will indicate agreement, agreement with reservation or disagreement, and provide the rationale for any reservations separately for each Area of Focus on Options 1 and 5.

Additional Deliverables

The following deliverables, if applicable to the selected option, shall be prepared by the district during the turnaround planning year and made available upon request: timeline for transition, research on selected programs, list of possible external partners, research on selected external partners, and copies of correspondence with external partners.

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DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
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Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, Florida Administrative Code (F.A.C.), the district shall submit a Turnaround Option Plan for the schools required to plan for turnaround.

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the Regional Executive Director (RED), parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D.

1. Describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

> Alachua County has chosen the District-Managed Turnaround option for Hawthorne Middle High School. The School Advisory Council, and parents are actively involved in the school and are supportive of the option chosen. The principal is committed to the community and is highly respected for her leadership skills and her commitment to providing an educational environment that fosters academic growth.
>
> The principal understands that the DMT model involves working closely with the state and district to develop a School Improvement Plan that addresses all of the requirements of the model. These requirements will also be addressed in the DMT Action Steps.
>
> The principal and teachers are committed to all the resources available to them to achieve the goal of raising student achievement. They understand the importance of teacher growth, and they value input from the state and district teams to provide professional development, modeling and coaching
>
> The CAT is actively involved in the review of assessment, discipline and other data that contribute to the succww of the school. The CAT was instrumental in the recommendation that HMHS go to a block scheduling format for the 14-15 school year.

2. Attach the CAT membership roster noting position titles and/or which stakeholder group each person represents.

B. Turnaround Option Selection Process

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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1. Describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, evidence of parent meetings held at times and locations convenient for parents or guardians.

> Each year, the principal sends out nomination forms to all parents of the students within the school as well as the parents of incoming fifth grade students for participation on the CAT. Nominations are accepted through the month of April and the parents in attendance at the May meeting vote for the following year's representatives. The principal also conducts a similar election among the teachers and career service employees. The principal appoints business partners and community members to this team, however it is understood that anyone is welcome to attend the meetings and make contributions to the discussion. At the first meeting of the year, the members of the team decide the best meeting days and times. Meetings are usually held at 5:30 in the evening to accommodate working parents. Meetings are advertised via phone home, e-mail, newsletter, and reader board sign.

2. Attach documentation to support the responses above, including, but not limited to, CAT recruitment letter, marketing materials demonstrating attempts to build interest in the turnaround process and explain the specific interventions, stakeholder surveys regarding turnaround selection and analyses of results, meeting calendars, agendas, sign-in sheets and minutes.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the school be required to implement based on the next school grade.

A. Needs Assessment

The district shall review the school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to determine which turnaround option will address the school's greatest areas of need.

B. Turnaround Option Selection

The district may select from the following turnaround options based upon the school's needs assessment. Indicate the district's selection below.

X   *Option 1: District-Managed Turnaround*

  The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

☐ *Option 2: Closure*

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

The district will reassign students to another school or schools and monitor progress of each reassigned student.

☐ *Option 3: Charter*

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

☐ *Option 4: External Operator*

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

☐ *Option 5: Hybrid*

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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C. Addressing the Needs of the School

Describe how the selected option directly addresses the specific needs of the school in each of the following areas.

1. Supportive Environment

> The administration is committed to creating an environment where all teachers feel safe, and supported. They are committed to building a culture of shared decision making and making sure all stakeholders are free to share their ideas and suggestions. The district will provide support to teachers and administration through the use of academic coaches, who will be focusing on specific PD projects as well as teacher leaders, who will be involved in creating pacing guides, benchmark assessments and best teaching practices. The district will also support the school through the newly developed Executive Director position. The Executive Director for HMHS has 15 years' experience as a secondary principal at an A school. She will report directly to the superintendent on the status of the academic programs and achievement in the school. The Executive Directors are responsible for the principal evaluations as well as mentoring the administration on weekly or bi-weekly site visits.

2. Family and Community Involvement

> The school will provide the opportunity for families to participate in four different parent involvement evening activities throughout the year in addition to the Open House and Meet the Teacher events. These PI activities will be a "How to help your child be successful in Mathematics", "English and Language Arts – what parents need to know", "The Science of our time (hands on science activities that students can explain to their parents", and a "Moving up and moving on night", which helps parents navigate the waters of transition to middle school, to the next grade, to high school, and also includes help for college readiness for our juniors and seniors. Parents are trained in the use of the Parent Portal data information system in order to be involved with the day to day aspects of their child's academic experience. The administrative team makes it a point to be available to parents at all of our athletic events, which is where much of the face to face parent contact occurs. The community is very supportive of the school. The principal is a member of the Hawthorne Area Chamber of Commerce and is one of the directors on the board. This is a direct pipeline of information and support to and from the community.

3. Effective Leadership

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There is a new administrative team in place for the 14-15 school year. The principal and the assistant principal are both familiar with school and the community. The administrative team is committed to the effective coaching and evaluation of teachers, specifically in the areas of rigorous instruction, skills for the 21st century learner, and effective questioning and assessment. For the 15-16 school year, the principal will be full time at this school instead of being split between this school and the feeder elementary school. The AP has gone through a year of training to become a certified instructional coach. This training was provided by the Lastinger Center at the University of Florida. The AP also attended the DA academy in Orlando in which he was able to learn more about the effects of language deficiency on our students (basis of the Fast ForWord Language Development program) and also became familiar with the 8 step problem solving process. The Principal has had a year of training with consultant, Mark Roweleski, in the areas of school culture, teacher retention and growth, effective instruction and effective questioning methods. This training will continue with both administrators for the 15-16 school year, beginning with a full day in-service in July and will include seven half days of personalized, onsite training at our school.

4. **Public and Collaborative Teaching**

With the block scheduling model, teachers teach three of the four blocks. This allows for each to teacher to have an 80 minute planning period which is used for individual as well as structured collaborative planning. This time period is also used for monthly or bi-weekly (depending on the subject area) data chats with FCIMs coordinator and administration. Teachers are required to participate in Department planning/data chats every two weeks. Grade level teams also meet monthly in order to track student data and progress for each grade level. Each teacher is a member of a PLC, which chooses an area of professional development to study throughout the year. The PLC will engage in Lesson Study and peer observation.

The professional development outline for the 15-16 school year is attached. Data/rationale used in making the professional development decisions came from a number of sources. New teachers will need to be able to access trainings that were provided during the 14-15 school year. We anticipate that we will have four new teachers on staff. Based on FCAT Data from the 13-14 school year, 22% of our students were reading proficiently. While we have seen growth in reading skills within the Fast ForWord program (students were on average at the 19th percentile in January 2015, and made gains such that they ended the year on an average of the 49th percentile), we are also believe that it is imperative for students to take ownership of their own learning and to be exposed to the 21st Century skills that will be necessary for them to be successful in post-secondary endeavors.

Professional Development outline for HMHS 2015-16

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Month	PD	For which staff?	Provided by:
August – follow up through coaching and walk-thrus.	Teaching on the Block	Teachers new to Block	Administration
August – April	New teacher orientation/ongoing mentoring and coaching	Teachers who are new to the profession	District level mentor coaches
August with follow up each month	Fast ForWord	Teachers new to FF and those who need a refresher	District/FF consultants
August	Robotics	Teachers who will be teaching robotics	District
July is the first session – follow up sessions will be on site for seven half days throughout the year.)	Effective teacher coaching/instruction	Administration	Mark Rowleski
August – May Monthly faculty-wide PD with	The 4Cs of 21st Century schools –	All Staff	Administration and District coaches

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coaching follow-up provided by district coaches and admin.	how to bring them to your classroom (Collaboration, Communication, critical thinking, creativity)		
August – May Meeting 2 times per month	Professional Learning Communities/Lesson Study	All staff in PLC groups	Administration
August – May Meeting 2 times per month	Department meetings covering Test item specs, unpacking the standards, instructional rigor, instructional pacing, and assessment	All staff in Departments	Teacher Leaders/academic coaches

5. *Ambitious Instruction and Learning*

Prior to the implementation of block scheduling, teachers were teaching up to six different courses throughout the day. By virtue of this model, teachers now teach no more than three different courses throughout the course of a day. This allows for teachers to give more time, energy and focus to planning for each course. The focus of professional development for all teachers revolves around student

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> engagement, cooperative learning and effective questioning (see PD plan above). Rigorous instruction is the expectation of each faculty member. Teacher leaders will be trained by the district staff to bring back information and PD to their specific departments. The teacher leaders will become the experts in the field in the areas of pacing and assessment. Other trainings will be offered as needed to smaller groups of teachers (see plan.)

Part IV: Turnaround Option Implementation

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the school be required to implement based on the next school grade. Based on the district's turnaround option selection above, complete the requirements of the relevant option, and delete the options that are not applicable.

Option 1: District-Managed Turnaround

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances, and shall use the District Improvement and Assistance Plan (DIAP) in the Continuous Improvement Management System (CIMS) to document compliance during implementation.

Assurance 1

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school's circumstances, such as assessment, English language learners and gifted learners.

Assurance 2

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team and provide direct support systems.

Assurance 3

The district shall adopt a new governance structure for the school, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or appointing a "turnaround lead" at the district level who reports directly to the superintendent and directly supervises the principal.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Assurance 4

The district shall give the school sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

Assurance 5

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

Assurance 6

The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Areas of Focus

For this option, the district shall use the District Problem Solving module in CIMS to demonstrate how it used the needs assessment, conducted as part of phase one, to inform its strategic goals for the school, identify barriers to implementing those goals, select strategies and outline the rationale for the selection, and build a plan to implement and monitor one or more of the following Areas of Focus in the school in order to reduce or eliminate the identified barriers to the goal. The applicable goals entered in District Problem Solving must be printed from CIMS and attached to this form. Indicate the Areas of Focus included in the district's turnaround plan below.

x   *Area of Focus 1*

The district shall identify progress monitoring and summative assessments that will be used in the school, the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of Florida's Continuous Improvement Model (FCIM), or another comprehensive, data-based, problem-solving framework.

☐ *Area of Focus 2*

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

☐ *Area of Focus 3*

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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☐ *Area of Focus 4*

The district shall conduct a comprehensive search to replace the principal, assistant principals and instructional coaches.

☐ *Area of Focus 5*

The district shall increase learning time in the school, as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

Option 2: Closure

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall close the school and reassign students to higher-performing schools in the district.

Assurance 2

The district shall monitor the reassigned students and report their progress to the department for three years.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
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Review and Approvals

RED Recommendation for Approval of TOP:	Comments: The Region II team will collaborate and work closely with the school to ensure that the coaching cycle is effectively implemented in such a way as to support teachers and improve instructional practices.
☑ Recommend for Approval	
☐ Recommend for Approval with Reservation	**Date of Review:** July 20, 2015
☐ Do Not Recommend for Approval	

Signature:

_____   7/20/15
District Superintendent   **Date**

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FLORIDA DEPARTMENT OF EDUCATION
Form TOP-1 and 2

Turnaround Option Plan (TOP) – Phases 1 and 2
Planning in 2014-15 for Implementation in 2015-16

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Purpose

The purpose of this document is to guide districts as they plan for turnaround. The resulting plan shall outline the actions the district has taken and plans to take should full implementation of the turnaround option be required in the following year.

Instructions

Turnaround selections shall be made by the district according to the department's prescribed deadlines during the turnaround planning year for each school required to plan for turnaround pursuant to paragraphs (4)(b), (5)(a) and (9)(b) of Rule 6A-1.099811, Florida Administrative Code. Districts shall complete TOP-1 (i.e., Parts I-III of this form) by providing opportunities for stakeholders to engage in the turnaround option selection process, conducting a detailed needs assessment to determine which of the five options will address the school's greatest areas of need, selecting an option, and describing how the selected option directly addresses the school's specific needs using this form, which shall be signed by the district superintendent and submitted to the department. *Note: The requirements of TOP-1 are additional to the requirements of Form DA-2.*

Flexibility

Modification of the requirements of TOP-2 (i.e., Part IV of this form) may be approved based upon the following:
1. The request is made on this form.
2. The request includes evidence that the modification will not impede school improvement.
3. The request includes evidence that the modification is not contrary to statutory requirement.

RED Review and Recommendation

The regional executive director (RED) will review the district's final TOP-1 and draft TOP-2 and provide feedback and support to the district in the summer prior to implementation. On the final TOP-2, the RED will check one of the following recommendations: "Recommend for Approval," "Recommend for Approval with Reservation" or "Do Not Recommend for Approval." Additionally, the RED will indicate agreement, agreement with reservation or disagreement, and provide the rationale for any reservations separately for each Area of Focus on Options 1 and 5.

Additional Deliverables

The following deliverables, if applicable to the selected option, shall be prepared by the district during the turnaround planning year and made available upon request: timeline for transition, research on selected programs, list of possible external partners, research on selected external partners, and copies of correspondence with external partners.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
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Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, Florida Administrative Code (F.A.C.), the district shall submit a Turnaround Option Plan for the schools required to plan for turnaround.

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the Regional Executive Director (RED), parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D.

1. Describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

> The leaders of Gadsden County Public Schools (GCPS) understand, well, the importance of the bond shared between home, the community, and the education system. For it is only through forging a relationship among the three aforementioned entities that a truly supportive and nurturing environment for all learners is planted and cultivated. Effective stakeholder engagement allows us to more effectively plan and develop our policies, programs, projects, and services. The CAT has always and will continue to play a vital, integral role in the school/district turnaround process. Serving as a special advisory committee for the district and school-based leadership, this cohort of vested stakeholders will assist us as we engage in problem solving, action planning, and program evaluation. Major responsibilities of the CAT will include the following:
>
> - Understanding the intent and components of the Superintendent's Turnaround Plan and role of the district's Education Transformation Operations (ETO) team.
>
> - Analyzing more detailed, disaggregated data on student performance, stakeholder perceptions, and school and district demographic and conditions. This includes examining what has and has not worked well at the schools during previous reform efforts and why.
>
> - Proposing a detailed three-year reform/redesign plan that builds from the Superintendent's Turnaround Plan and the ETO Office and holds the realistic promise for accelerating improvements in student achievement and school climate. The Superintendent's Turnaround Plan and ETO Office set key priorities, school-level strategies, and changes in district policy intended to support school reform/redesign, the CAT Advisory Team articulates specific actions for implementing school-level strategies that will be incorporated into school improvement, as well as other district plans.

Page 3

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> • Overseeing implementation of the turnaround plan and making on-going adjustments based on data and emerging results, as needed. This work will be done in collaboration with Exceptional Student Education (ESE), English Language Learners (ELL), and Migrant liaisons and will be supported by district departments.

2. Attach the CAT membership roster noting position titles and/or which stakeholder group each person represents.

B. Turnaround Option Selection Process

1. Describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, evidence of parent meetings held at times and locations convenient for parents or guardians.

> Capitalizing upon the wisdom and resources of various vested stakeholders is paramount to an effective and efficient turnaround process. The partnership between the GCPS, the community, and our families emboldens us with a shared knowledge that possess the power to progressive transform our culture, our craft, and our society. Consequently, GCPS has elected to place special emphasis on empowering the CAT, which will include families, community members, district and site-based representations, as well as representatives from feeder pattern schools, throughout the duration of the education transformation process. Though the development of a thriving Community Advisory Team is an evolving process that requires time in effort to build relationships and rapports, the CAT will share responsibility for the following initiatives:
>
> • Collecting, analyzing, and interpreting multiple data points to deduce root causes, identify correlations, discuss implications, and make data-based suggestions
>
> • Support the district's leadership as they analyze the performance data of both the leadership and educational staff and make staffing decisions based on their performance record of all members of the learning community. If warranted, the CAT team will also assist the district leadership in recruiting highly qualified individuals to serve as administrators, instructional leaders, teachers, and students support personnel.
>
> • Engage in on-going collaboration with the district and site-based leadership team to ensure the school transformation process is a continuous, sustainable process.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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2. Attach documentation to support the responses above, including, but not limited to, CAT recruitment letter, marketing materials demonstrating attempts to build interest in the turnaround process and explain the specific interventions, stakeholder surveys regarding turnaround selection and analyses of results, meeting calendars, agendas, sign-in sheets and minutes.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the school be required to implement based on the next school grade.

A. Needs Assessment

The district shall review the school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to determine which turnaround option will address the school's greatest areas of need.

B. Turnaround Option Selection

The district may select from the following turnaround options based upon the school's needs assessment. Indicate the district's selection below.

☒ *Option 1: District-Managed Turnaround*

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

☐ *Option 2: Closure*

The district will reassign students to another school or schools and monitor progress of each reassigned student.

☐ *Option 3: Charter*

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

☐ *Option 4: External Operator*

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

☐ *Option 5: Hybrid*

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

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C. Addressing the Needs of the School

Describe how the selected option directly addresses the specific needs of the school in each of the following areas.

1. Supportive Environment

A preponderance of evidence sustains the contention that the success of most educational reform initiatives is often heavily contingent upon the change leader's abilities to foster a learning community that is nurturing and conducive to the transformation cause. In addition, the organizational members must be supported in all ways (professional development, collaboration, and shared decision making) as integral, contributing members of the change process. Implementing the District Managed Transformation (DMT) framework enables the district's ETO department to assist and monitor the school-based leader as he/she, accompanied by the instructional leadership team, cultivates a learning community that is student-centered, learning focused, and values the students' holistic—cognitive, social/emotional, and physical—development as its core. Both quantitative and qualitative perception data (*needs assessment*) representing the perspectives of a myriad of stakeholders (Ex. teachers, student, parents, community, volunteers, etc.), indicates that many believe our schools are in need of cultural/climate change citing low morale as one of the major obstacles to improvement. The following highlights the two major endeavors the school will employ to foster a supportive environment and address the barrier of low morale:

- Through a partnership founded upon principles borrowed from DuFour's Professional Learning Community (PLC) model, all stakeholders will work to rebuild a culture of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship.
- School structures and traditions such as crew, community meetings, exhibitions of student work, and service learning will ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated.

2. Family and Community Involvement

GCPS values and reveres the partnership shared between home, school, and the community-each sect working in harmonious collaboration to create a cloak of support for each and every student. Such an alliance supports us in our efforts to reduce chronic absenteeism, improve the school culture, and increase student achievement. The GCPS further understands that true success is not realized until there is a relationship between the educational agency and the larger community. The current leader has implemented a plethora of systems and strategies in effort to garner the support and involvement of community members and families (Examples: Welcome Letters,

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personal (face-to-face) meetings with the administration, weekly CAT meetings opened to the public, Parent Expos, etc.) Utilization of the DMT model as the platform for district/school improvement supports our vision for family and community involvement in two significant ways:

1) The DMT compels the school's leadership team, with the support of the district's ETO team, to draft a structured, systemized plan specifically designed to address the need for an increase in parental involvement *(This plan will include the use of town hall meetings as an outlet for parental education, the use of on-going written correspondences from school to the home, and embedded services to support our non-English speaking families)*

2) both the school sites and the district office are required to create their own CAT team.

3) **Effective Leadership**

It is the position of GCPS that school-based leadership serves as the pillar upon which all other elements of school improvement rests. For it is the leadership team that establishes the shared vision of excellence and fosters an environment that promotes collaboration. The leader is, in essence, the catalyst for progressive change. For this reason, the district has assumed aggressive measures when selecting the leadership team at our lower performing schools, as categorized by the Florida Department of Education's Differentiated Accountability office. We initiated a comprehensive search which was comprised of interviews led by a collaborative team of district and school based representatives, including students. The goal was to identify candidates that are able to build a cohesive school vision focused on student achievement and continuous improvement, and align all activities in the school to that vision. We wanted leaders apt enough to use data wisely, boldly shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. Leadership goes beyond a single person or team-it is a role and expectation for all. Other leadership actions that nurture school turnarounds include (1) sending a clear signal that dramatic change is urgently needed, (2) maintaining a consistent focus on improving instruction, (3) making visible improvements quickly, and (4) building a staff that is committed to the school's improvement goals. The district is committed to developing these attributes in our administrative and teacher leaders through professional learning, PLCs, and job-embedded support.

4) **Public and Collaborative Teaching**

The leaders within Gadsden County Schools believe that excellence is born out of the collective labor of many. Through collaboration instructional capacity is built, resources are shared, and a joint ownership of the school's transformation process is developed overtime. School leaders who foster collaboration among novice and veteran teachers can improve teacher retention and teacher satisfaction. Likewise, research indicates that the use of the PLC framework, when implemented with fidelity can evoke positive institutional change. The

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District-led Management process will require that leaders mandate effective utilization of common planning periods—requiring teachers to engage in inquiry, knowledge sharing, and discussions regarding the curriculum with the guidance of the district's ETO content area specialists. Faculty meetings will also be considered as a fruitful time to enact collaborative practices. Part of the turnaround process obligates us to transform structural practices so that we are a learning context that supports and encourages working collectively. Change leader and expert, Michael Fullan, strongly emphasizes that change leaders change the environment—not just people within it.

5) *Ambitious Instruction and Learning*

With the support of the district's ETO content area specialists and other district level curriculum personnel, our goal is to assist teachers in implementing practices that make standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. Through use of the coaching cycle, intensive professional development, and classroom demonstrations, we want to equip our teachers with the repertoire of skills and aptitudes needed to ensure that all students have access to a rigorous college preparatory curriculum. Ultimately, through building instructional capacity and implementing a system for ensuring high-quality instruction and assessment measures, classrooms will become alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. And, in all subject areas, teachers will differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.

Part IV: Turnaround Option Implementation

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the school be required to implement based on the next school grade. Based on the district's turnaround option selection above, complete the requirements of the relevant option, and delete the options that are not applicable.

Option 1: District-Managed Turnaround

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances, and shall use the District Improvement and Assistance Plan (DIAP) in the Continuous Improvement Management System (CIMS) to document compliance during implementation.

Assurance 1

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional

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development leaders; and specialists in other areas relevant to the school's circumstances, such as assessment, English language learners and gifted learners.

Assurance 2

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team and provide direct support systems.

Assurance 3

The district shall adopt a new governance structure for the school, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or appointing a "turnaround lead" at the district level who reports directly to the superintendent and directly supervises the principal.

Assurance 4

The district shall give the school sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

Assurance 5

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

Assurance 6

The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Areas of Focus

For this option, the district shall use the District Problem Solving module in CIMS to demonstrate how it used the needs assessment, conducted as part of phase one, to inform its strategic goals for the school, identify barriers to implementing those goals, select strategies and outline the rationale for the selection, and build a plan to implement and monitor one or more of the following Areas of Focus in the school in order to reduce or eliminate the identified barriers to the goal. The applicable goals entered in District Problem Solving must be printed from CIMS and attached to this form. Indicate the Areas of Focus included in the district's turnaround plan below.

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☒ *Area of Focus 1*

The district shall identify progress monitoring and summative assessments that will be used in the school, the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of Florida's Continuous Improvement Model (FCIM), or another comprehensive, data-based, problem-solving framework. (See Document-Gadsden County Public Schools: Areas of Focus)

☐ *Area of Focus 2*

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

☒ *Area of Focus 3*

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan. (See Document-Gadsden County Public Schools: Areas of Focus)

☐ *Area of Focus 4*

The district shall conduct a comprehensive search to replace the principal, assistant principals and instructional coaches.

☐ *Area of Focus 5*

The district shall increase learning time in the school, as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

Option 2: Closure

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall close the school and reassign students to higher-performing schools in the district.

Assurance 2

The district shall monitor the reassigned students and report their progress to the department for three years.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Option 3: Charter

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall close the school and reopen as a charter or multiple charters, in accordance with section 1002.33, F.S.

Assurance 2

The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3

The district shall select a charter organization that has a successful record of providing support to high-poverty, low-performing schools, and provide evidence of its success.

Assurance 4

The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Option 4: External Operator

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall enter into a contract with a school turnaround organization or Education Management Organization (EMO) to operate the school, following established district policies and procedures for contracting with external providers.

Assurance 2

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

Assurance 3

The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

Additional Assurances

If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.

Areas of Focus

For this option, the district shall use the District Problem Solving module in the Continuous Improvement Management System to demonstrate how it used the needs assessment, conducted as part of phase one, to inform its strategic goals for the school, identify barriers to implementing those goals, select strategies and outline the rationale for the selection, and build a plan to implement and monitor customized set of strategies in the school in order to reduce or eliminate the identified barriers to the goal. The applicable goals entered in District Problem Solving must be printed from CIMS and attached to this form.
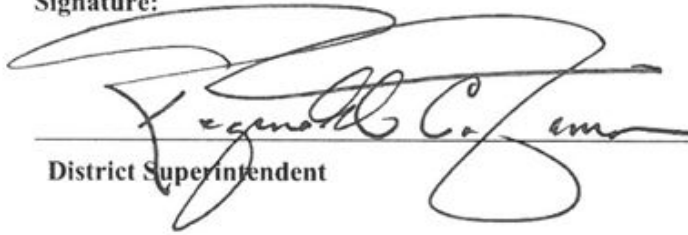
DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

Review and Approvals

RED Recommendation for Approval of TOP:	Comments:
☒ Recommend for Approval	
☐ Recommend for Approval with Reservation	**Date of Review:**
☐ Do Not Recommend for Approval	7/30/15

Signature:

_____   7/28/15
District Superintendent   Date

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FLORIDA DEPARTMENT OF EDUCATION

Form TOP-1 and 2

Turnaround Option Plan (TOP) – Phases 1 and 2

Planning in 2014-15 for Implementation in 2015-16

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

5

Purpose

The purpose of this document is to guide districts as they plan for turnaround. The resulting plan shall outline the actions the district has taken and plans to take should full implementation of the turnaround option be required in the following year.

Instructions

Turnaround selections shall be made by the district according to the department's prescribed deadlines during the turnaround planning year for each school required to plan for turnaround pursuant to paragraphs (4)(b), (5)(a) and (9)(b) of Rule 6A-1.099811, Florida Administrative Code. Districts shall complete TOP-1 (i.e., Parts I-III of this form) by providing opportunities for stakeholders to engage in the turnaround option selection process, conducting a detailed needs assessment to determine which of the five options will address the school's greatest areas of need, selecting an option, and describing how the selected option directly addresses the school's specific needs using this form, which shall be signed by the district superintendent and submitted to the department. *Note: The requirements of TOP-1 are additional to the requirements of Form DA-2.*

Flexibility

Modification of the requirements of TOP-2 (i.e., Part IV of this form) may be approved based upon the following:
1. The request is made on this form.
2. The request includes evidence that the modification will not impede school improvement.
3. The request includes evidence that the modification is not contrary to statutory requirement.

RED Review and Recommendation

The regional executive director (RED) will review the district's final TOP-1 and draft TOP-2 and provide feedback and support to the district in the summer prior to implementation. On the final TOP-2, the RED will check one of the following recommendations: "Recommend for Approval," "Recommend for Approval with Reservation" or "Do Not Recommend for Approval." Additionally, the RED will indicate agreement, agreement with reservation or disagreement, and provide the rationale for any reservations separately for each Area of Focus on Options 1 and 5.

Additional Deliverables

The following deliverables, if applicable to the selected option, shall be prepared by the district during the turnaround planning year and made available upon request: timeline for transition, research on selected programs, list of possible external partners, research on selected external partners, and copies of correspondence with external partners.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

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Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, Florida Administrative Code (F.A.C.), the district shall submit a Turnaround Option Plan for the schools required to plan for turnaround.

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the Regional Executive Director (RED), parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D.

1. Describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

> The Community Assessment Team (CAT) serves in the capacity of a steering committee to review school performance data, determine causes for low performance, and make recommendations for school improvement. The team reviews the data and brainstorms potential barriers and resources that can assist in increasing student achievement. CAT members are recruited from various sectors, including parents, business and community partners, and staff at targeted schools. Members of the team generate a list of possible strategies and interventions that will assist the schools in making improvements. These members also serve as liaisons to School Advisory Councils as a way to support common goals in both the district and school improvement plans. In addition, the CAT members serve as community activists to inform the public of progress towards goals and objectives. The CAT meets monthly or until the recommendation process is completed and implementation begins.

2. Attach the CAT membership roster noting position titles and/or which stakeholder group each person represents.

B. Turnaround Option Selection Process

1. Describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, evidence of parent meetings held at times and locations convenient for parents or guardians.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

> Hamilton County High School holds various events in an effort to ensure stakeholder involvement throughout the year. Open House, parent nights, parent conferences and workshops for parents have taken place at the school. Every effort is made to schedule these meetings and conferences during times that working parents can attend. Examples include: The Summer Bridge Program for upcoming 7th graders to orient them to the High School, School Advisory Council meetings, Honors Day/Night events, Athletic and Military signing days, informative registration meetings and banquets for clubs and athletics. The Florida Department of Education has presented workshops on the Florida Standards and Assessments in an effort to provide parents with information on how to best assist the students. The Hamilton County Board of Education also hosts community forums for the purpose of gleaning perception information from the public.
>
> Hamilton County involved and engaged stakeholders in the SIG model selection process by holding two Hamilton Community Assessment Team (HCAT) meetings on alternate dates and times. The HCAT team members were representative of the demographics of school feeder patterns. Historically, Hamilton County has had low parental and community involvement related to academics. In addition, all feeder elementary schools have active PTO organizations which meet monthly. Each school has a moderately engaged School Advisory Council (SAC) that meets monthly.

2. Attach documentation to support the responses above, including, but not limited to, CAT recruitment letter, marketing materials demonstrating attempts to build interest in the turnaround process and explain the specific interventions, stakeholder surveys regarding turnaround selection and analyses of results, meeting calendars, agendas, sign-in sheets and minutes.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the school be required to implement based on the next school grade.

A. Needs Assessment

The district shall review the school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to determine which turnaround option will address the school's greatest areas of need.

B. Turnaround Option Selection

The district may select from the following turnaround options based upon the school's needs assessment. Indicate the district's selection below.

☒ *Option 1: District-Managed Turnaround*

> The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

C. Addressing the Needs of the School

Describe how the selected option directly addresses the specific needs of the school in each of the following areas.

1. Supportive Environment

> The Hamilton County district and school leadership team is committed to providing a safe and orderly environment on all school campuses but especially at Hamilton County Middle High School which serves students in grades 6 through 12. An Early Warning System platform is in place to track and monitor student attendance and discipline. The district and school leadership are committed to intervening before a student's attendance or misconduct can significantly interfere with learning and academic success. Bus safety is enhanced through "student swipe card technology" and classroom attendance issues are integrated into a phone messaging system that notifies parents if a student has missed the bus or failed to attend a class.

2. Family and Community Involvement

> The district offers opportunities for the families of Hamilton County Middle High School as well as the community at large to be involved in the school decision-making process. There is parent representation on the CAT committee and the School Advisory Council. School leadership makes every effort to encourage and motivate parents to attend workshops, meetings, and presentations. Although parental involvement has been low in the past years, it is a goal of the School Improvement Committee to continue to search for innovative ways to increase family and community involvement.

3. Effective Leadership

> The district staff ensures that school leadership is up to date on any academic or legislative issues that may impact their effectiveness. The district developed a district leadership team consisting of all principals and assistant principals. The Finance Director, Transportation Director, Title One Director, Professional Learning Coordinator, Technology Director, Nutrition Director and Exceptional Student Education Director are also all members of the team. The team meets monthly to discuss areas of concern and problem solve around next steps. The Superintendent encourages all members to feel comfortable in bringing any issue "to the table" and school improvement efforts are at the forefront of discussion at each meeting.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

4. *Public and Collaborative Teaching"*

Professional development for teachers and staff is critical to student learning. The district provides additional professional development session for Hamilton County Middle High School and holds full professional development days focused on PLCs, data review, curriculum mapping to standards, technology integration, and "Just in Time" training when needed. The master schedule is organized to allow teachers to utilize common planning times that allow for collaboration. Teachers have a thirty minute period at the beginning of the day to plan and one planning period which consists of fifty-two (52) minutes during the day. Every attempt is made to arrange for teachers to plan by department or course. Faculty meetings, professional development activities, parent conferences and department meetings are not held during these times. In addition to a common planning, teachers are encouraged by the administration to observe their peers for the most effective teaching methods and styles. Paraprofessionals are assigned to classrooms as needed and specific subject area consultants have been assigned to assist teachers in utilizing best practices.

5. *Ambitious Instruction and Learning*

The District supports Hamilton County Middle High School by: 1-hiring additional personnel in "high needs areas" (Math and English) 2-hiring and assigning a Reading Coach to the school, 3-providing staff development training for teachers on the Florida State Standards and the most effective teaching methods, and 4- providing the most current textbooks and resources for teachers to use. Funding for various resources for teachers is another major way the district has supported the school. The Superintendent, who has extensive knowledge and expertise in the area of technology, is committed to and has provided Hamilton County High School the most up-to-date equipment that meets the needs of student learning and supports the state online testing requirements. The district has supported the schools by arranging and funding professional development for teachers on the best use of the technology and the Hamilton County Board of Education has approved five professional development days during the year for teachers to gain the most recent knowledge available. The school has incorporated a "Literacy Design Collaboration" for the Language Arts and Social Studies department. The superintendent established a partnership with world-renowned "Learning Focused School" director Max Thompson during the 2015-16 school year. The Learning Focused System (LFS) will assist teachers with strategies that increase student engagement and promote rigorous learning in the classroom. Hamilton County Middle High School did move up one letter grade in the last grading cycle and the district is confident that LFS will promote a continuation of this upward trend.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Part IV: Turnaround Option Implementation

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the school be required to implement based on the next school grade. Based on the district's turnaround option selection above, complete the requirements of the relevant option, and delete the options that are not applicable.

Option 1: District-Managed Turnaround

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances, and shall use the District Improvement and Assistance Plan (DIAP) in the Continuous Improvement Management System (CIMS) to document compliance during implementation.

Assurance 1

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school's circumstances, such as assessment, English language learners and gifted learners.

Assurance 2

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team and provide direct support systems.

Assurance 3

The district shall adopt a new governance structure for the school, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or appointing a "turnaround lead" at the district level who reports directly to the superintendent and directly supervises the principal.

Assurance 4

The district shall give the school sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

Assurance 5

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students' failure to improve can be attributed to the faculty.

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
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Assurance 6

The district shall ensure teachers are not rehired at the school, unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Areas of Focus

For this option, the district shall use the District Problem Solving module in CIMS to demonstrate how it used the needs assessment, conducted as part of phase one, to inform its strategic goals for the school, identify barriers to implementing those goals, select strategies and outline the rationale for the selection, and build a plan to implement and monitor one or more of the following Areas of Focus in the school in order to reduce or eliminate the identified barriers to the goal. The applicable goals entered in District Problem Solving must be printed from CIMS and attached to this form. Indicate the Areas of Focus included in the district's turnaround plan below.

☒ *Area of Focus 1*

The district shall identify progress monitoring and summative assessments that will be used in the school, the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of Florida's Continuous Improvement Model (FCIM), or another comprehensive, data-based, problem-solving framework.

☒ *Area of Focus 2*

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

☒ *Area of Focus 3*

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

☐ *Area of Focus 4*

The district shall conduct a comprehensive search to replace the principal, assistant principals and instructional coaches.

☐ *Area of Focus 5*

The district shall increase learning time in the school, as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DRAFT Template - Turnaround Option Plan (TOP) - Phases 1 and 2
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Review and Approvals

5

RED Recommendation for Approval of TOP:	Comments: The Region II team will collaborate and work closely with the school to ensure that the coaching cycle is effectively implemented in such a way as to support teachers and improve instructional practices.
☑ Recommend for Approval	
☐ Recommend for Approval with Reservation	Date of Review: 7/16/2015
☐ Do Not Recommend for Approval	

Signature:

_____   7/16/15
District Superintendent   Date

STATE BOARD OF EDUCATION
Action Item
August 26, 2015

SUBJECT: Approval of New Bachelor Degree Programs in the Florida College System

PROPOSED BOARD ACTION

For Approval

Degree Programs for Colleges without Prior Baccalaureate Authorization:
 • Tallahassee Community College
    o BS in Nursing

Degree Programs for Colleges with Prior Baccalaureate Authorization:
 • Polk State College
    o BS in Elementary Education with a STEM focus
    o BS in Early Childhood Education
 • Seminole State College of Florida
    o BS in Health Sciences
 • Santa Fe College
    o BAS in Information Systems Technology

AUTHORITY FOR STATE BOARD ACTION

Section 1007.33, Florida Statutes

EXECUTIVE SUMMARY

Section 1007.33, Florida Statutes, provides authority for site-determined baccalaureate degree access in the Florida College System. Letters of Intent followed by proposals were submitted to the Department of Education. Appropriate notification of intent was provided to the Board of Governors, Independent Colleges and Universities of Florida and the Commission for Independent Education, as required in section 1007.33, Florida Statutes. No alternative proposals were received for the programs being proposed. An extensive review of criteria was conducted for the proposals submitted, and written comments and recommendations were provided to the colleges. The final submissions were subsequently received and are being submitted to the State Board of Education for approval.

Supporting Documentation Included: Baccalaureate Program Proposals – Summaries and Recommendation from Department; Section 1007.33, Florida Statutes; and complete proposals available under separate cover

Facilitator/Presenter: Madeline Pumariega, Chancellor, the Florida College System

Florida College System Baccalaureate Degree Program Proposal
Division of Florida Colleges Staff Analysis and Recommendation for the
Commissioner of Education

6

PROGRAM SUMMARY

Institution: Tallahassee Community College

Program name: Nursing

Degree type: Bachelor of Science

Delivery modality: Face-to-face, hybrid, online

Geographic region to be served: Gadsden, Leon, Wakulla

Degree CIP code: 51.3801

Anticipated program implementation date: Spring 2016

Total number of credit hours: 120

Board of Trustees approval date: October 21, 2013

Will the typical student be eligible to complete the program for no more than $10,000? Yes

PROGRAM DESCRIPTION

The Bachelor of Science in Nursing (BSN) degree proposed to be offered at Tallahassee Community College (TCC) is designed for currently licensed Florida registered nurses who have completed an Associate in Science Degree in Nursing (ADN) and who reside in the TCC service district of Gadsden, Leon, and Wakulla counties. The curriculum complements the course work and clinical experiences of the ADN, providing a seamless and efficient pathway to a higher degree, the BSN.

WORKFORCE DEMAND AND UNMET NEED

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college accurately completed appendix tables A.1.1 to A.1.3 to demonstrate workforce demand and unmet need for this program.

☒   ☐   The data and additional evidence provided by the college demonstrate a significant workforce gap that supports implementing the program.

Page 1 of 6

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Note: The Florida Department of Economic Opportunity and IPEDS data do not show an employment gap for registered nurses with 114 projected annual job openings and about 200 graduates produced annually in the region. However, TCC provides additional evidence that supports the implementation of this program, noting that only about 25 percent of graduates from the regional state universities, Florida State University (FSU) and Florida Agricultural and Mechanical University (FAMU), remain the region after graduation. This creates a regional employment gap of 63 positions in the most recent year reported. In addition, the college notes Tallahassee Memorial HealthCare (TMH) supports the implementation of this program to assist in meeting its goal to become a magnet hospital, which would require approximately 460 current TMH nurses to obtain a BSN degree in the next five years and 80 percent of all new hires to have the BSN. TMH also reported an annual BSN hiring gap of 55 per year.

PLANNING PROCESS

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒ ☐ The college provided a summary of the internal and external planning processes for this degree program.

Note: The college reports development of this program was prompted by requests from local hospitals, noting representatives from two area hospitals attended a TCC board of trustees workshop in 2013 and stated their need for more BSN prepared nurses. In addition, TCC notes educational options in the region had narrowed by 2013 with the suspension of FSU's RN to BSN program and FAMU not actively promoting its RN to BSN program.

☒ ☐ The college documented evidence of engagement activities among institutional leadership regarding evidence of need, demand, and economic impact with public universities and other regionally accredited postsecondary education providers in the college's service area.

Note: TCC discussed the BSN degree plans with FSU and FAMU, as well as TCC's five private university partners housed on TCC's campus: Barry University, Embry Riddle Aeronautical University, Flagler College, St. Leo University, and Thomas University. The college notes none of these institutions objected to the proposed program.

YES   NO

☒   ☐   The college provided supporting documents with the proposal related to the planning process. (check all that apply)

☒   Meeting minutes

☒   Survey results

☒   Letters of support

☒   Other

Note: Letters of support from TMH, Capital Health Plan, Capital Regional Medical Center and Westminster Oaks are included with the proposal, as well as a resolution in support of the program from the Greater Tallahassee Chamber of Commerce.

☐   ☒   The division received a letter of objection from another postsecondary institution regarding this program.

☐   ☒   The division received an alternative proposal from another postsecondary institution regarding this program.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college identified appropriate revenue sources for the program.

Note: Student tuition and fees and Florida College System Program Funds will be the primary funding source for this program.

☒   ☐   The college adequately justified the estimated and projected program enrollments, outcomes, revenues and expenditures as they appear in Appendix Tables A.2.

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STUDENT COSTS

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided the anticipated cost for a baccalaureate degree at the college, regional state university, and regionally accredited nonpublic institutions in the service district.

☒   ☐   The cost information provided by the college demonstrates student cost savings by pursing the college baccalaureate degree.

Note: The cost information provided shows pursuing the college baccalaureate program results in substantial student cost savings. TCC reported the total student cost for completing the degree at the college is $12,930, with reported student costs ranging from $18,214 to $28,866 at other postsecondary institutions in the region.

PROGRAM IMPLEMENTATION TIMELINE

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided a complete program implementation timeline.

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college described the existing and needed facilities and equipment that will be used for the program.

Note: No new facilities or equipment will be needed for this program. TCC reports the department of nursing is fully equipped with state-of-the-art supplies, equipment and simulators.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM AREA

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college described the existing and needed library and media resources that will be used for the program.

Note: The college plans to expand the library collection to add over 600 full text journal titles, noting other resources will be added at faculty request.

ACADEMIC CONTENT

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college identified all admission requirements, including the primary degree pathway and required common prerequisite courses.

Note: Program admission requires an ADN and a valid, unrestricted and unencumbered registered nurse (RN) license.

☒   ☐   The college demonstrated the estimated percentage of upper division courses in the program to be taught by faculty with a terminal degree meets the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements.

☒   ☐   The college identified the SACSCOC, Florida Department of Education initial teacher preparation approval, and specialized accreditation dates, as appropriate.

Note: The college plans to pursue Accreditation Commission for Education in Nursing (ACEN) accreditation for this program.

☒   ☐   The college provided a complete curriculum for the final two years of the baccalaureate program by term, in sequence.

Note: The 120-credit program is composed of 72 credits from the ADN, an additional 18 credits of general education and lower division courses and 30 credits of upper

6

division coursework. Courses will be offered in a block format to accommodate working adults.

YES   NO

☐   ☒   The program is being proposed as a limited access program.

PROGRAM TERMINATION

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.
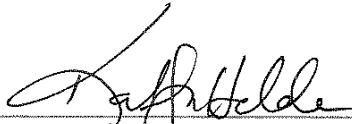
YES   NO

☒   ☐   The college provided a program termination plan, including teach-out alternatives for students, that meets SACSCOC requirements.

DIVISION OF FLORIDA COLLEGES RECOMMENDATION

Recommendation of the Chancellor: ☒ Approve Program   ☐ Do Not Approve Program

Comments:

The college developed this program in response to requests by local employers and their expressed need for more BSN prepared nurses. TCC collaborated with the local state universities during program development, noting their BSN graduates largely do not remain in the area after graduation.

_____   8/10/15
Chancellor, Division of Florida Colleges   Date

_____   8/10/15
Commissioner, Florida Department of Education   Date

Florida College System Baccalaureate Degree Program Proposal
Division of Florida Colleges Staff Analysis and Recommendation for the
Commissioner of Education

6

PROGRAM SUMMARY

Institution: Polk State College

Program name: Elementary Education with a STEM focus

Degree type: Bachelor of Science

Delivery modality: Face-to-face, hybrid

Geographic region to be served: Polk County

Degree CIP code: 13.1202

Anticipated program implementation date: January 2016

Total number of credit hours: 120

Board of Trustees approval date: August 21, 2013

Will the typical student be eligible to complete the program for no more than $10,000? No

PROGRAM DESCRIPTION

Polk State College (Polk) proposes a Bachelor of Science (BS) degree in Elementary Education that will prepare graduates for Florida teacher certification. One-quarter of the BS degree program (15 credit-hours) is designed to build the requisite content knowledge related to Florida Standards in mathematics and science as well as the skills necessary to integrate science, technology, engineering, and mathematics (STEM) in K-6 instructional settings.

WORKFORCE DEMAND AND UNMET NEED

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college accurately completed appendix tables A.1.1 to A.1.3 to demonstrate workforce demand and unmet need for this program.

☒   ☐   The data and additional evidence provided by the college demonstrate a significant workforce gap that supports implementing the program.

Note: The Florida Department of Economic Opportunity (FDEO) and IPEDS data show a regional employment gap of 42 positions in the most recent year reported.

The college engaged in direct email communication with leadership in the two largest employers of elementary education teachers in the county to collect additional workforce data. Polk reports these employers reported a current year need for 197 teachers in grades kindergarten through six, which exceeds the FDEO projections of 139 annual openings by 58 positions.

6

PLANNING PROCESS

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided a summary of the internal and external planning processes for this degree program.

Note: The college reports the departure of the University of South Florida from the area and the establishment of Florida Polytechnic University, which focuses solely on STEM programs, prompted the development of this program. Planning activities included reviewing workforce data, surveying regional prospective employers and students, and convening an advisory task force.

☒   ☐   The college documented evidence of engagement activities among institutional leadership regarding evidence of need, demand, and economic impact with public universities and other regionally accredited postsecondary education providers in the college's service area.

Note: Polk shared degree plans with Florida Polytechnic University, Florida Southern College, Southeastern University, Keiser University-Lakeland, Warner University and Webber International University in 2013, and the college followed up with these institutions again in January 2015. Polk notes these institutions did not provide any objections to the proposed program.

☒   ☐   The college provided supporting documents with the proposal related to the planning process. (check all that apply)

☒   Meeting minutes

☒   Survey results

☒   Letters of support

☐   Other

Note: Letters of support from School Board of Polk County, Lake Wales Charter Schools, Inc., United Way of Central Florida and Early Learning Coalition of Polk County are included with the proposal.

YES   NO

☐   ☒   The division received a letter of objection from another postsecondary institution regarding this program.

☐   ☒   The division received an alternative proposal from another postsecondary institution regarding this program.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS
Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college identified appropriate revenue sources for the program.

Note: Student tuition and fees will be the primary funding source for this program. The college has allocated Florida College System Program Funds to support program launch in year one.

☒   ☐   The college adequately justified the estimated and projected program enrollments, outcomes, revenues and expenditures as they appear in Appendix Tables A.2.

STUDENT COSTS
Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided the anticipated cost for a baccalaureate degree at the college, regional state university, and regionally accredited nonpublic institutions in the service district.

☒   ☐   The cost information provided by the college demonstrates student cost savings by pursing the college baccalaureate degree.

Page **3** of **6**

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Note: The cost information provided shows pursuing the college baccalaureate program results in substantial student cost savings. Polk reported the total student cost for completing the degree at the college is $14,166.60, with reported student costs ranging from $19,760.40 to $117,360 at other postsecondary institutions in the region.

PROGRAM IMPLEMENTATION TIMELINE

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided a complete program implementation timeline.

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college described the existing and needed facilities and equipment that will be used for the program.

Note: No additional facilities upgrades are anticipated for this program, and the college has identified resources to purchase in order to establish a learning lab for students in both of the proposed education baccalaureate programs.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM AREA

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college described the existing and needed library and media resources that will be used for the program.

Note: The college has allocated $6,000 to support the initial acquisition of print books, electronic books, databases, journals and other resources to support the program, with $1,000 allocated annually thereafter for continued support.

ACADEMIC CONTENT

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college identified all admission requirements, including the primary degree pathway and required common prerequisite courses.

Note: The admission requirements for this program align with the statutory requirements for initial teacher preparation programs.

☒   ☐   The college demonstrated the estimated percentage of upper division courses in the program to be taught by faculty with a terminal degree meets the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements.

☒   ☐   The college identified the SACSCOC, Florida Department of Education initial teacher preparation approval, and specialized accreditation dates, as appropriate.

Note: The college plans to pursue Council for the Accreditation of Educator Preparation (CAEP) accreditation for this program.

☒   ☐   The college provided a complete curriculum for the final two years of the baccalaureate program by term, in sequence.

Note: Polk notes the program features STEM coursework, including four required STEM courses and an additional STEM elective course. The 120-credit program is composed of 60 credits from the AA degree (including 36 credits of general education coursework and the common prerequisite courses) and 60 credits of upper division coursework.

☐   ☒   The program is being proposed as a limited access program.

PROGRAM TERMINATION

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.
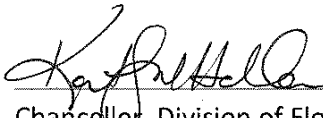
YES   NO

☒   ☐   The college provided a program termination plan, including teach-out alternatives for students, that meets SACSCOC requirements.

Page **5** of **6**

DIVISION OF FLORIDA COLLEGES RECOMMENDATION

Recommendation of the Chancellor: ☒ Approve Program   ☐ Do Not Approve Program

Comments:
The college engaged in a collaborative process with regional postsecondary institutions and industry partners while developing this program. The program will meet regional employment needs and the college reports program development was prompted by the departure of the University of South Florida from the area. The program features a focus on science, technology, engineering and mathematics.

_____   8/10/15
Chancellor, Division of Florida Colleges   Date

_____   8/10/15
Commissioner, Florida Department of Education   Date

6

Florida College System Baccalaureate Degree Program Proposal
Division of Florida Colleges Staff Analysis and Recommendation for the
Commissioner of Education

6

PROGRAM SUMMARY

Institution: Polk State College

Program name: Early Childhood Education

Degree type: Bachelor of Science

Delivery modality: Face-to-face, hybrid

Geographic region to be served: Polk County

Degree CIP code: 13.1210

Anticipated program implementation date: January 2016

Total number of credit hours: 120

Board of Trustees approval date: August 21, 2013

Will the typical student be eligible to complete the program for no more than $10,000? No

PROGRAM DESCRIPTION

Polk State College (Polk) proposes a Bachelor of Science (BS) degree in Early Childhood Education that will prepare graduates for Florida Pre-Kindergarten/Primary teacher certification (age three through grade three). The program articulates with both the Associate in Arts (AA) and Associate in Science (AS) in Early Childhood Education and Management, allowing AS degree graduates to further advance their career and expand employment opportunities.

WORKFORCE DEMAND AND UNMET NEED

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college accurately completed appendix tables A.1.1 to A.1.3 to demonstrate workforce demand and unmet need for this program.

☒   ☐   The data and additional evidence provided by the college demonstrate a significant workforce gap that supports implementing the program.

Note: The Florida Department of Economic Opportunity (FDEO) and IPEDS data show a regional employment gap of 49 positions annually. The college surveyed

local agencies and estimates an additional 25 job openings per year. The college also emphasizes the federal requirement that at least 50 percent of Head Start teachers and coordinators must have a baccalaureate or advanced degree in early childhood education.

6

PLANNING PROCESS

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   **NO**

☒   ☐   The college provided a summary of the internal and external planning processes for this degree program.

Note: The college reports the departure of the University of South Florida from the area and the establishment of Florida Polytechnic University, which focuses solely on STEM programs, prompted the development of this program. Planning activities included reviewing workforce data, surveying regional prospective employers and students, and convening an advisory task force.

☒   ☐   The college documented evidence of engagement activities among institutional leadership regarding evidence of need, demand, and economic impact with public universities and other regionally accredited postsecondary education providers in the college's service area.

Note: Polk shared degree plans with Florida Polytechnic University, Florida Southern College, Southeastern University, Keiser University-Lakeland, Warner University and Webber International University in 2013, and the college followed up with these institutions again in January 2015. Polk notes these institutions did not provide any objections to the proposed program.

☒   ☐   The college provided supporting documents with the proposal related to the planning process. (check all that apply)

     ☒   Meeting minutes

     ☒   Survey results

     ☒   Letters of support

     ☐   Other

Note: Letters of support from School Board of Polk County, Lake Wales Charter Schools, Inc., United Way of Central Florida and Early Learning Coalition of Polk County are included with the proposal.

YES   NO

☐   ☒   The division received a letter of objection from another postsecondary institution regarding this program.

☐   ☒   The division received an alternative proposal from another postsecondary institution regarding this program.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS
Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college identified appropriate revenue sources for the program.

Note: Student tuition and fees will be the primary funding source for this program. The college has allocated Florida College System Program Funds to support program launch in year one.

☒   ☐   The college adequately justified the estimated and projected program enrollments, outcomes, revenues and expenditures as they appear in Appendix Tables A.2.

STUDENT COSTS
Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided the anticipated cost for a baccalaureate degree at the college, regional state university, and regionally accredited nonpublic institutions in the service district.

☒   ☐   The cost information provided by the college demonstrates student cost savings by pursing the college baccalaureate degree.

Note: The cost information provided shows pursuing the college baccalaureate program results in substantial student cost savings. Polk reported the total student

cost for completing the degree at the college is $13,956.54, with reported student costs ranging from $19,760.40 to $117,360 at other postsecondary institutions in the region.

PROGRAM IMPLEMENTATION TIMELINE

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided a complete program implementation timeline.

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college described the existing and needed facilities and equipment that will be used for the program.

Note: No additional facilities upgrades are anticipated for this program, and the college has identified resources to purchase in order to establish a learning lab for students in both of the proposed education baccalaureate programs.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM AREA

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college described the existing and needed library and media resources that will be used for the program.

Note: The college has allocated $3,000 to support the initial acquisition of print books, electronic books, databases, journals and other resources to support the program, with $1,000 allocated annually thereafter for continued support.

ACADEMIC CONTENT

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college identified all admission requirements, including the primary degree pathway and required common prerequisite courses.

Note: The admission requirements for this program align with the statutory requirements for initial teacher preparation programs.

☒   ☐   The college demonstrated the estimated percentage of upper division courses in the program to be taught by faculty with a terminal degree meets the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements.

☒   ☐   The college identified the SACSCOC, Florida Department of Education initial teacher preparation approval, and specialized accreditation dates, as appropriate.

Note: The college plans to pursue Council for the Accreditation of Educator Preparation (CAEP) accreditation for this program.

☒   ☐   The college provided a complete curriculum for the final two years of the baccalaureate program by term, in sequence.

Note: The proposal includes a semester-by-semester curriculum for AA and AS graduates. The 120-credit program is composed of 60 credits from the associate degree, 18 credits of additional general education or lower division technical coursework (depending on whether the student enters with an AS or AA degree), and 42 credits of upper division coursework.

☐   ☒   The program is being proposed as a limited access program.

PROGRAM TERMINATION

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.
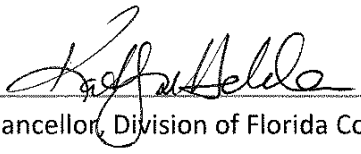
YES   NO

☒   ☐   The college provided a program termination plan, including teach-out alternatives for students, that meets SACSCOC requirements.

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DIVISION OF FLORIDA COLLEGES RECOMMENDATION

Recommendation of the Chancellor: ☒ Approve Program ☐ Do Not Approve Program

Comments:
The college engaged in a collaborative process with regional postsecondary institutions and industry partners while developing this program. No other postsecondary institution in the region offers a similar program to meet workforce needs. The program will provide an opportunity for career advancement for current early childhood education workers and Associate in Science degree graduates.

_____
Chancellor, Division of Florida Colleges

8/10/15
_____
Date

_____
Commissioner, Florida Department of Education

8/10/15
_____
Date

6

Florida College System Baccalaureate Degree Program Proposal
Division of Florida Colleges Staff Analysis and Recommendation for the
Commissioner of Education

6

PROGRAM SUMMARY

Institution: Seminole State College of Florida

Program name: Health Sciences

Degree type: Bachelor of Science

Delivery modality: Face-to-face, hybrid, online

Geographic region to be served: Seminole County

Degree CIP code: 51.0000

Anticipated program implementation date: May 2016

Total number of credit hours: 120

Board of Trustees approval date: November 19, 2013

Will the typical student be eligible to complete the program for no more than $10,000? No

PROGRAM DESCRIPTION

Seminole State College of Florida (SSCF) proposes a Bachelor of Science (BS) degree in Health Sciences with concentrations in Respiratory Therapy and Clinical Leadership, Healthcare Management and Professional Services, Simulation in Healthcare Education, Health Coaching, and Community Paramedicine. The program will be an interdisciplinary completion program that articulates with the Associate in Arts (AA) and multiple healthcare-related Associate in Science (AS) degrees.

WORKFORCE DEMAND AND UNMET NEED

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college accurately completed appendix tables A.1.1 to A.1.3 to demonstrate workforce demand and unmet need for this program.

☒   ☐   The data and additional evidence provided by the college demonstrate a significant workforce gap that supports implementing the program.

Page **1** of **6**

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Note: The Florida Department of Economic Opportunity and IPEDS data show a regional employment gap of 206 in the most recent year reported. SSCF provides additional information about the emerging regional workforce needs for baccalaureate-level professionals in the degree concentration areas, citing feedback received from regional employers.

PLANNING PROCESS

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided a summary of the internal and external planning processes for this degree program.

Note: The college reports the University of Central Florida (UCF) decided to discontinue several programs, including the BS in Cardiopulmonary Sciences, by 2011. In response to the program closures, the Direct Connect to UCF consortium began meeting to discuss future degree offerings by the partner institutions to address resulting regional workforce needs, agreeing that SSCF would pursue the BS in Health Sciences. Planning activities for the program included discussing the program with industry partners and advisory committees, hosting a convening with industry and educational partners, surveying students and employers, and assessing faculty credentials and interest in the program.

☒   ☐   The college documented evidence of engagement activities among institutional leadership regarding evidence of need, demand, and economic impact with public universities and other regionally accredited postsecondary education providers in the college's service area.

Note: SSCF shared degree plans with UCF, Valencia College (VC), Remington College of Nursing, Adventist University of Health Sciences (AUHS), Rollins College (RC) and Stetson University. The college notes these institutions were supportive of the proposed degree, and VC, AUHS and RC provided letters of support.

☒   ☐   The college provided supporting documents with the proposal related to the planning process. (check all that apply)
☒   Meeting minutes

☒   Survey results

☒ Letters of support

☒ Other

Note: Letters of support from 21 industry partners are included with the proposal, as well as letters of support from CareerSource Central Florida, Seminole County Public Schools, and SSCF program advisory committees.

YES   NO

☐ ☒ The division received a letter of objection from another postsecondary institution regarding this program.

☐ ☒ The division received an alternative proposal from another postsecondary institution regarding this program.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒ ☐ The college identified appropriate revenue sources for the program.

Note: Student tuition and fees and Florida College System Program Funds will be the primary funding source for this program, as well as foundation dollars if necessary.

☒ ☐ The college adequately justified the estimated and projected program enrollments, outcomes, revenues and expenditures as they appear in Appendix Tables A.2.

STUDENT COSTS

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒ ☐ The college provided the anticipated cost for a baccalaureate degree at the college, regional state university, and regionally accredited nonpublic institutions in the service district.

☒ ☐ The cost information provided by the college demonstrates student cost savings by pursing the college baccalaureate degree.

Note: The cost information provided shows pursuing the college baccalaureate program results in substantial student cost savings. SSCF reported the total student cost for completing the degree at the college is $13,177.36, with reported student costs ranging from $25,473.60 to $179,040 at other postsecondary institutions in the region.

PROGRAM IMPLEMENTATION TIMELINE

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided a complete program implementation timeline.

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college described the existing and needed facilities and equipment that will be used for the program.

Note: The program will be housed at the college's Altamonte Springs Campus and no new facilities will be needed for this program during the initial startup period. SSCF notes future development of the Altamonte Springs Campus will include the addition of facilities.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM AREA

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college described the existing and needed library and media resources that will be used for the program.

Note: The college has allocated $16,000 over the first four years to procure and maintain the required library and media resources to support the program.

ACADEMIC CONTENT

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college identified all admission requirements, including the primary degree pathway and required common prerequisite courses.

Note: Admission to the Respiratory Therapy and Clinical Leadership concentration requires an AS degree in Respiratory Care or Cardiovascular/Cardiopulmonary Technology, and admission to the Community Paramedicine concentration requires an AS degree in Emergency Medical Services. Both concentrations also require licensure or eligibility for licensure in the field. Admission to the other concentrations requires an AA degree or related AS or Associate in Applied Science (AAS) degree.

☒   ☐   The college demonstrated the estimated percentage of upper division courses in the program to be taught by faculty with a terminal degree meets the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements.

☒   ☐   The college identified the SACSCOC, Florida Department of Education initial teacher preparation approval, and specialized accreditation dates, as appropriate.

☒   ☐   The college provided a complete curriculum for the final two years of the baccalaureate program by term, in sequence.

Note: The 120-credit program is composed of 60-69 credits from the associate degree, 18 credits of general education or lower division technical coursework (depending upon whether the student enters with an AS or AA degree), 15-21 credits of upper division core coursework and 12-27 credits of upper division technical coursework, depending upon the degree concentration.

☐   ☒   The program is being proposed as a limited access program.

6

PROGRAM TERMINATION

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided a program termination plan, including teach-out alternatives for students, that meets SACSCOC requirements.
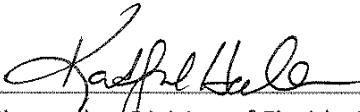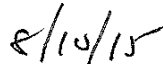
DIVISION OF FLORIDA COLLEGES RECOMMENDATION

Recommendation of the Chancellor: ☒ Approve Program   ☐ Do Not Approve Program
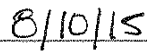
Comments:

The closure of programs at the University of Central Florida prompted the development of this program in collaboration with the Direct Connect to UCF consortium. The college provided strong documentation of industry support for the need for baccalaureate trained professionals to address evolving healthcare needs.

_____   8/10/15
Chancellor, Division of Florida Colleges   Date

_____   8/10/15
Commissioner, Florida Department of Education   Date

Florida College System Baccalaureate Degree Program Proposal
Division of Florida Colleges Staff Analysis and Recommendation for the
Commissioner of Education

6

PROGRAM SUMMARY

Institution: Santa Fe College

Program name: Information Systems Technology

Degree type: Bachelor of Applied Science

Delivery modality: Face-to-face, hybrid, online

Geographic region to be served: Alachua, Bradford

Degree CIP code: 11.0103

Anticipated program implementation date: January 2016

Total number of credit hours: 123

Board of Trustees approval date: September 17, 2013

Will the typical student be eligible to complete the program for no more than $10,000? No

PROGRAM DESCRIPTION

Santa Fe College (SFC) proposes a Bachelor of Applied Science (BAS) degree in Information Systems Technology to address the growing local information technology industry. The program is specifically designed to articulate with SFC's Associate in Science (AS) in Networking Services Technology and AS in Programming Analysis.

WORKFORCE DEMAND AND UNMET NEED

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college accurately completed appendix tables A.1.1 to A.1.3 to demonstrate workforce demand and unmet need for this program.

☒   ☐   The data and additional evidence provided by the college demonstrate a significant workforce gap that supports implementing the program.

Note: The Florida Department of Economic Opportunity (FDEO) and IPEDS data show a regional employment gap of 75 positions annually. The college notes local employers have repeatedly expressed a need for graduates proficient at a higher

level of skill than the existing AS programs can provide due to the growing sophistication of the local job market.

PLANNING PROCESS

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

6

YES   **NO**

☒   ☐   The college provided a summary of the internal and external planning processes for this degree program.

Note: The college reports this degree is intended to address the emerging workforce needs in the information technology field in the region. Planning activities included forming a BAS task force to develop the program, meeting with local employers, gathering input from the Gainesville Information Technology (GIT) forums, meeting with the Information Technology Education Advisory Committee, and surveying students, graduates, and local employers.

☒   ☐   The college documented evidence of engagement activities among institutional leadership regarding evidence of need, demand, and economic impact with public universities and other regionally accredited postsecondary education providers in the college's service area.

Note: SFC met with representatives from the University of Florida (UF) to discuss the proposed program and reports these representatives agreed this program would not compete with current UF programming and would help meet the local workforce needs. Two letters of support from UF are included with the proposal.

☒   ☐   The college provided supporting documents with the proposal related to the planning process. (check all that apply)

☒   Meeting minutes

☒   Survey results

☒   Letters of support

☒   Other

Note: Letters of support from nine industry partners are included with the proposal.

YES   NO

☐   ☒   The division received a letter of objection from another postsecondary institution regarding this program.

☐   ☒   The division received an alternative proposal from another postsecondary institution regarding this program.

ENROLLMENT PROJECTIONS AND FUNDING REQUIREMENTS
Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college identified appropriate revenue sources for the program.

Note: Student tuition and fees and Florida College System Program Funds will be the primary funding source for this program.

☒   ☐   The college adequately justified the estimated and projected program enrollments, outcomes, revenues and expenditures as they appear in Appendix Tables A.2.

STUDENT COSTS
Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided the anticipated cost for a baccalaureate degree at the college, regional state university, and regionally accredited nonpublic institutions in the service district.

☒   ☐   The cost information provided by the college demonstrates student cost savings by pursing the college baccalaureate degree.

Note: The cost information provided shows pursuing the college baccalaureate program results in substantial student cost savings. SFC reported the total student cost for completing the degree is $14,397.35 at the college and $25,240 at UF.

PROGRAM IMPLEMENTATION TIMELINE

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college provided a complete program implementation timeline.

6

FACILITIES AND EQUIPMENT SPECIFIC TO PROGRAM AREA

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college described the existing and needed facilities and equipment that will be used for the program.

Note: No new facilities or equipment will be needed for this program. SFC anticipates instruction will take place within existing facilities and using existing equipment.

LIBRARY AND MEDIA SPECIFIC TO PROGRAM AREA

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college described the existing and needed library and media resources that will be used for the program.

Note: SFC engaged in a benchmarking assessment of current library holdings related to the proposed program and determined the library is currently prepared to support the program. The college will continue to acquire materials in the future.

ACADEMIC CONTENT

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO

☒   ☐   The college identified all admission requirements, including the primary degree pathway and required common prerequisite courses.

Note: Admission to the proposed program will require an Associate in Science (AS)

degree in an information technology field with a 2.5 grade point average and completion of the required common prerequisite courses.

YES   NO

☒   ☐   The college demonstrated the estimated percentage of upper division courses in the program to be taught by faculty with a terminal degree meets the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements.

☒   ☐   The college identified the SACSCOC, Florida Department of Education initial teacher preparation approval, and specialized accreditation dates, as appropriate.

☒   ☐   The college provided a complete curriculum for the final two years of the baccalaureate program by term, in sequence.

Note: The 123-credit program is composed of 63 credits from the AS degree, 21 credits of additional general education coursework, 30 credits of core upper division coursework, and nine credits of technology elective courses.

☐   ☒   The program is being proposed as a limited access program.

PROGRAM TERMINATION
Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES   NO
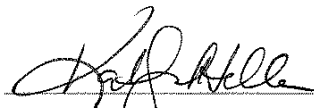
☒   ☐   The college provided a program termination plan, including teach-out alternatives for students, that meets SACSCOC requirements.

DIVISION OF FLORIDA COLLEGES RECOMMENDATION

Recommendation of the Chancellor: ☒ Approve Program   ☐ Do Not Approve Program

Comments:
The University of Florida provided two letters in support of the college offering this program, which will prepare graduates to meet the needs of the growing information technology industry in the region. The program will provide opportunities for AS graduates to advance their education and career.

_____   8/10/15
Chancellor, Division of Florida Colleges   Date

_____   8/10/15
Commissioner, Florida Department of Education   Date

Select Year: 2015   Go

The 2015 Florida Statutes

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1007.33   Site-determined baccalaureate degree access.—

(1)(a)   The Legislature recognizes that public and private postsecondary educational institutions play an essential role in improving the quality of life and economic well-being of the state and its residents. The Legislature also recognizes that economic development needs and the educational needs of place-bound, nontraditional students have increased the demand for local access to baccalaureate degree programs. It is therefore the intent of the Legislature to further expand access to baccalaureate degree programs through the use of Florida College System institutions.

(b)   For purposes of this section, the term "district" refers to the county or counties served by a Florida College System institution pursuant to s. 1000.21(3).

(2)   Any Florida College System institution that offers one or more baccalaureate degree programs must:

(a)   Maintain as its primary mission:

1.   Responsibility for responding to community needs for postsecondary academic education and career degree education as prescribed in s. 1004.65(5).

2.   The provision of associate degrees that provide access to a university.

(b)   Maintain an open-door admission policy for associate-level degree programs and workforce education programs.

(c)   Continue to provide outreach to underserved populations.

(d)   Continue to provide remedial education.

(e)   Comply with all provisions of the statewide articulation agreement which relate to 2-year and 4-year public degree-granting institutions as adopted by the State Board of Education pursuant to s. 1007.23.

(f)   Not award graduate credit.

(g)   Not participate in intercollegiate athletics beyond the 2-year level.

(3)   A Florida College System institution may not terminate its associate in arts or associate in science degree programs as a result of being authorized to offer one or more baccalaureate degree programs. The Legislature intends that the primary responsibility of a Florida College System institution, including a Florida College System institution that offers baccalaureate degree programs, continues to be the provision of associate degrees that provide access to a university.

(4)   A Florida College System institution may:

(a)   Offer specified baccalaureate degree programs through formal agreements between the Florida College System institution and other regionally accredited postsecondary educational institutions pursuant to s. 1007.22.

(b)   Offer baccalaureate degree programs that were authorized by law prior to July 1, 2009.

(c)   Beginning July 1, 2009, establish a first or subsequent baccalaureate degree program for purposes

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of meeting district, regional, or statewide workforce needs if approved by the State Board of Education under this section.

Beginning July 1, 2009, the Board of Trustees of St. Petersburg College is authorized to establish one or more bachelor of applied science degree programs based on an analysis of workforce needs in Pinellas, Pasco, and Hernando Counties and other counties approved by the Department of Education. For each program selected, St. Petersburg College must offer a related associate in science or associate in applied science degree program, and the baccalaureate degree level program must be designed to articulate fully with at least one associate in science degree program. The college is encouraged to develop articulation agreements for enrollment of graduates of related associate in applied science degree programs. The Board of Trustees of St. Petersburg College is authorized to establish additional baccalaureate degree programs if it determines a program is warranted and feasible based on each of the factors in paragraph (5)(d). However, the Board of Trustees of St. Petersburg College may not establish any new baccalaureate degree programs from March 31, 2014, through May 31, 2015. Prior to developing or proposing a new baccalaureate degree program, St. Petersburg College shall engage in need, demand, and impact discussions with the state university in its service district and other local and regional, accredited postsecondary providers in its region. Documentation, data, and other information from inter-institutional discussions regarding program need, demand, and impact shall be provided to the college's board of trustees to inform the program approval process. Employment at St. Petersburg College is governed by the same laws that govern Florida College System institutions, except that upper-division faculty are eligible for continuing contracts upon the completion of the fifth year of teaching. Employee records for all personnel shall be maintained as required by s. 1012.81.

 (5) The approval process for baccalaureate degree programs shall require:

 (a) Each Florida College System institution to submit a notice of its intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days before the submission of its proposal under paragraph (d). The notice must include a brief description of the program, the workforce demand and unmet need for graduates of the program to include evidence from entities independent of the institution, the geographic region to be served, and an estimated timeframe for implementation. Notices of intent may be submitted by a Florida College System institution at any time throughout the year. The notice must also include evidence that the Florida College System institution engaged in need, demand, and impact discussions with the state university and other regionally accredited postsecondary education providers in its service district.

 (b) The Division of Florida Colleges to forward the notice of intent within 10 business days after receiving such notice to the Chancellor of the State University System, the President of the Independent Colleges and Universities of Florida, and the Executive Director of the Commission for Independent Education. State universities shall have 60 days following receipt of the notice by the Chancellor of the State University System to submit objections to the proposed new program or submit an alternative proposal to offer the baccalaureate degree program. If a proposal from a state university is not received within the 60-day period, the State Board of Education shall provide regionally accredited private colleges and universities 30 days to submit objections to the proposed new program or submit an alternative proposal. Objections or alternative proposals shall be submitted to the Division of Florida Colleges and must be considered by the State Board of Education in making its decision to approve or deny a Florida College System institution's proposal.

 (c) An alternative proposal submitted by a state university or private college or university to adequately address:

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1.   The extent to which the workforce demand and unmet need described in the notice of intent will be met.

2.   The extent to which students will be able to complete the degree in the geographic region proposed to be served by the Florida College System institution.

3.   The level of financial commitment of the college or university to the development, implementation, and maintenance of the specified degree program, including timelines.

4.   The extent to which faculty at both the Florida College System institution and the college or university will collaborate in the development and offering of the curriculum.

5.   The ability of the Florida College System institution and the college or university to develop and approve the curriculum for the specified degree program within 6 months after an agreement between the Florida College System institution and the college or university is signed.

6.   The extent to which the student may incur additional costs above what the student would expect to incur if the program were offered by the Florida College System institution.

(d)   Each proposal submitted by a Florida College System institution to, at a minimum, include:

1.   A description of the planning process and timeline for implementation.

2.   An analysis of workforce demand and unmet need for graduates of the program on a district, regional, or statewide basis, as appropriate, including evidence from entities independent of the institution.

3.   Identification of the facilities, equipment, and library and academic resources that will be used to deliver the program.

4.   The program cost analysis of creating a new baccalaureate degree when compared to alternative proposals and other program delivery options.

5.   The program's admission requirements, academic content, curriculum, faculty credentials, student-to-teacher ratios, and accreditation plan.

6.   The program's enrollment projections and funding requirements.

7.   A plan of action if the program is terminated.

(e)   The Division of Florida Colleges to review the proposal, notify the Florida College System institution of any deficiencies in writing within 30 days following receipt of the proposal, and provide the Florida College System institution with an opportunity to correct the deficiencies. Within 45 days following receipt of a completed proposal by the Division of Florida Colleges, the Commissioner of Education shall recommend approval or disapproval of the proposal to the State Board of Education. The State Board of Education shall consider such recommendation, the proposal, and any objections or alternative proposals at its next meeting. If the State Board of Education disapproves the Florida College System institution's proposal, it shall provide the Florida College System institution with written reasons for that determination.

(f)   The Florida College System institution to obtain from the Commission on Colleges of the Southern Association of Colleges and Schools accreditation as a baccalaureate-degree-granting institution if approved by the State Board of Education to offer its first baccalaureate degree program.

(g)   The Florida College System institution to notify the Commission on Colleges of the Southern Association of Colleges and Schools of subsequent degree programs that are approved by the State Board of Education and to comply with the association's required substantive change protocols for accreditation purposes.

(h)   The Florida College System institution to annually, and upon request of the State Board of Education, the Commissioner of Education, the Chancellor of the Florida College System, or the Legislature, report its status using the following performance and compliance indicators:

1.   Obtaining and maintaining appropriate Southern Association of Colleges and Schools accreditation;
2.   Maintaining qualified faculty and institutional resources;
3.   Maintaining enrollment in previously approved programs;
4.   Managing fiscal resources appropriately;
5.   Complying with the primary mission and responsibility requirements in subsections (2) and (3); and
6.   Other indicators of success, including program completions, placements, and surveys of graduates and employers.

The State Board of Education, upon review of the performance and compliance indicators, may require a Florida College System institution's board of trustees to modify or terminate a baccalaureate degree program authorized under this section.

(6)   The State Board of Education shall adopt rules to prescribe format and content requirements and submission procedures for notices of intent, proposals, alternative proposals, and compliance reviews under subsection (5).

History.—s. 363, ch. 2002-387; s. 122, ch. 2007-217; s. 7, ch. 2007-246; s. 7, ch. 2009-228; s. 103, ch. 2011-5; s. 19, ch. 2012-134; s. 11, ch. 2012-195; s. 22, ch. 2014-56.

STATE BOARD OF EDUCATION
Consent Item
August 26, 2015

SUBJECT: Approval of Amendment to Rule 6A-1.0014, Comprehensive Management
Information System

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02 (1), 1002.22, 1002.221, 1002.222, 1002.225, and 1008.35(3), Florida
Statutes

EXECUTIVE SUMMARY

Section 1008.385(3), Florida Statutes, requires the State Board of Education to specify, by
rule, items necessary for a Comprehensive Management Information System that is an
integrated informational system for educational management. Rule 6A-1.0014, F.A.C,
incorporates by reference the database requirements for staff and student reporting. The
DOE Data Base Requirements Volume I – Automated Student Information System and DOE
Data Base Requirements Volume II – Automated Staff Information System have been
updated to implement changes recommended by school districts and to make changes in
state reporting and local recordkeeping procedures for state and/or federal programs.

Supporting Documentation Included: Proposed Rule 6A-1.0014, F.A.C. DOE Data Base
Requirements Volume I – Automated Student Information System, 2015 and DOE Data
Base Requirements Volume II – Automated Staff Information System, 2015 (under separate
cover)

Facilitator: Juan Copa, Deputy Commissioner, Division of Accountability, Research and
Measurement

6A-1.0014 Comprehensive Management Information System.

(1) Each school district and the d~~D~~epartment shall develop and implement an automated information system component which shall be part of, and compatible with, the statewide comprehensive management information system. Each information system component shall contain automated student, staff and finance information systems and shall include procedures for the security, privacy and retention of automated records. The procedures for the security~~,~~ and privacy ~~and retention~~ of automated student records shall be in accordance with the requirements of 20 U.S.C. 1232g(b)(3), 34 C.F.R. Part 99, ~~and~~ Section<u>s</u> 1002.22, <u>1002.221, 1002.222, and 1002.225,</u> F.S.

(2) The data elements, procedures and timelines for state reporting, local recordkeeping and statewide records transfer to be implemented by each school district and the d~~D~~epartment within its automated information system component as prescribed in the publications entitled "DOE Information Data Base Requirements: Volume I – Automated Student Information System, <u>2015</u> ~~2014~~ (http://www.flrules.org/Gateway/reference.asp?No=Ref-~~04782~~)," "DOE Information Data Base Requirements: Volume II – Automated Staff Information System, <u>2015</u> ~~2014~~ (http://www.flrules.org/Gateway/reference.asp?No=Ref-~~04783~~)," and "DOE Information Data Base Requirements: Volume III – Automated Finance Information System, 1995." These publications which include the d~~D~~epartment procedures for the security~~,~~ and privacy ~~and retention~~ of school district student and staff records collected and maintained at the state level<u>,</u> are hereby incorporated by reference and made a part of this rule. Copies of these publications may be obtained from <u>the Bureau</u> Education Information and Accountability Services, <u>Florida</u> Department of Education, 325 West Gaines Street, <u>Suite 544</u> Tallahassee, Florida 32399.

~~(3) If any portion of this rule and reference materials is adversely affected by the courts, the affected portion should be considered, repealed and the rule shall be repromulgated.~~

Rulemaking Authority 1001.02(1), 1002.22, 1008.385(3), 1008.41(2) FS. Law Implemented ~~1001.23,~~ 1002.22, <u>1002.221, 1002.222, 1002.225,</u> 1008.385(2), 1008.41(2) FS. History–New 2-19-87, Amended 12-21-87, 12-13-88, 3-25-90, 3-24-91, 3-17-92, 12-23-92, 2-16-94, 3-21-95, 7-3-96, 5-20-97, 10-13-98, 10-18-99, 10-17-00, 5-19-03, 7-20-04, 4-21-05, 3-1-07, 3-24-08, 11-26-08, 12-15-09, 2-1-11, 1-16-12, 3-26-13, 12-23-14<u>.</u>

STATE BOARD OF EDUCATION
Consent Item
August 26, 2015

SUBJECT: Approval of Amendment to Rule 6A-6.0212, Performance-Based Exit Option
Model and State of Florida High School Performance-Based Diploma

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02, 1003.435, 1003.53, F.S

EXECUTIVE SUMMARY

The following terms have been revised in statute (e.g. GED, GED Testing and FCAT). The
GED is now referred to as the High School Equivalent Assessment approved in Rule 6A-
6.0201, F.A.C. GED Testing is now referenced as testing for the State of Florida High School
Diploma authorized under Rule 6A-6.0201, F.A.C. The FCAT is now referred to as the Florida
Standards Assessment. In addition to language changes to the rule, the district shall
identify a Performance-Based Exit Option Model administrator who will be responsible for
verifying that candidates are authorized to test.

Supporting Documentation Included: Proposed Rule 6A-6.0212, F.A.C. and Form BFCO
001, Performance-Based Exit Option Application

Facilitator: Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

6A-6.0212 Performance-Based Exit Option Model and State of Florida High School Performance-Based Diploma.

The Department of Education shall award a State of Florida High School Performance-Based Diploma pursuant to Section 1003.435, F.S., to a candidate who meets all of the requirements of the Performance-Based Exit Option Model, as prescribed herein.

(1) General and Administrative Components.

(a) The Department shall designate the authority of awarding the State of Florida High School Performance-Based Diploma to each approved school district participating in the Performance-Based Exit Option Model.

(b) This program was formerly is also known as the "GED Exit Option."

(c) School districts must apply and be approved by the Department in order to implement the Performance-Based Exit Option Model at all school sites. Beginning with the 2010/2011 school year, and bi-annually thereafter, each approved school district must submit a renewal application to continue to implement the Performance-Based Exit Option Model. School districts who are seeking initial approval to implement the Performance-Based Exit Option Model may apply during any given school year. The Performance-Based Exit Option Model Application, Form BFCO 001, (insert DOS link) effective August 2015 July 2010, is incorporated by reference and made a part of this rule and may be obtained by contacting the Director of Dropout Prevention, Bureau of Family and Community Outreach, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400, or online at http://www.fldoe.org/family/dropoutp/default.asp.

(d) School districts may amend approved applications anytime during the school year by completing and submitting an amendment to the Department.

(e) The district shall identify a Performance-Based Exit Option Model administrator who will be is responsible for verifying ensuring that candidates are authorized to test each approved school site is provided with the appropriate number of GED Testing Authorization Forms. The district Performance-Based Exit Option Model administrator must contact the Department of Education for additional Testing Authorization forms throughout the school year.

(2) through 1. No change.

2. Enrolled in and attending high school courses that meet high school graduation requirements as specified in Section 1003.4282 1003.428 or 1003.43, F.S., whichever is applicable;

3. In jeopardy of not graduating with their kindergarten cohort because they are overage for grade, behind in credits, or have a low GPA;

4. Assessed at a seventh grade reading level or higher at the time of selection (ninth grade or higher at the time of testing for the State of Florida High School Diploma authorized under Rule 6A-6.0201, F.A.C., ~~GED testing~~), as documented by the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade level proficiency.

(c) through (f) No change.

(3) Curriculum and Instruction.

(a) The curricula and instructional content for the Performance-Based Exit Option Model must be at the high school level and must be rigorous and relevant to the student's postsecondary goals. Each student must be enrolled in and attending K-12 high school courses that meet the high school graduation requirements specified in Section 1003.428 or 1003.43, F.S., whichever is applicable.

(b) The content of the Performance-Based Exit Option Model must be academic and may include career education instruction or activities. The school district must provide a full range of instruction that aligns with the State Standards and the core content in reading, writing, mathematics, social studies, and science measured by the assessment approved for the State of Florida High School Diploma in Rule 6A-6.0201, F.A.C., as established in the State of Florida High School Diploma Curriculum Frameworks incorporated in Rule 6A-6.0571, F.A.C., which are incorporated herein by reference ~~GED Tests (high school mathematics, writing, social studies, reading, and science)~~. Career Education instruction and activities should be directed at the knowledge, skills, and abilities required for securing and maintaining employment.

(c) through (d) No change.

(e) Districts must administer the official practice test for the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., GED Practice Tests administered under student testing conditions, prior to testing students for the operational test ~~GED~~. Districts must provide academic interventions to students who do not earn acceptable scores on the official ~~GED~~ Practice Tests.

(4) Program Completion Requirements.

(a) For students to successfully complete the Performance-Based Exit Option Model, the student must:

1. Continue enrollment and attendance in high school courses that meet high school graduation requirements as specified in Section 1003.4282 ~~1003.428 or 1003.43~~, F.S.~~, whichever is applicable.~~

2. Pass the required sections of the statewide standardized assessments required for a standard high school diploma FCAT, or receive a concordant score in accordance with Section 1008.22, F.S.;

3. Pass all of the required subtests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C. GED Tests; and

4. through (c) No change.

(d) Students who are participating in the Performance-Based Exit Option Model during their 13th year of school and their kindergarten cohort has already graduated are not required to continue classes until the end of the currently enrolled semester if they have:

1. Successfully passed the required sections of the statewide assessments required for a standard high school diploma FCAT or received a concordant or comparative scores in accordance with Section 1008.22, F.S.;

2. Passed the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C. GED Tests; and

3. through (5)(a) No change.

(b) A student completing the Performance-Based Exit Option Model who passes all of the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C., GED Tests and the required sections of the Florida Standards Assessment FCAT, or receives a concordant score in accordance with Section 1008.22, F.S., must be awarded a State of Florida High School Performance-Based Diploma.

(c) No change.

(d) If a student passes all of the required tests for the State of Florida High School Diploma as specified in Rule 6A-6.0201, F.A.C., GED Tests but does not pass the statewide assessments required for a standard high school diploma FCAT, the student must only be awarded the State of Florida High School Diploma (GED).

(e) No change.

(6) All rules and forms incorporated herein may be obtained by contacting the Director of Dropout Prevention, Bureau of Family and Community Outreach, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400, or online at http://fldoe.org/schools/family-community/activities-programs/dropout-prevention.
Rulemaking Authority 1001.02, 1003.435, 1003.53 FS. Law Implemented 1003.435, 1003.53 FS. History–New 7-19-10.

Performance-Based Exit Option Model Application
Part A

Instructions: Provide comprehensive responses to the requests for information presented under each guideline. To simplify the process for completing the application, directions with key or specific elements can be found on the pages preceding the guidelines. These directions were developed to clarify and provide assistance for submitting the appropriate information required on the application to ensure approval.

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District Name: _____

Number of Implementing Sites: _____

District Performance-Based Exit Option Model Contact

Name: _____

Position Title: _____

Address: _____

City, State, Zip: _____

Telephone: _____ **Fax:** _____

Email: _____

Application Approval

District Dropout Prevention Coordinator	**Date**

District Adult Education Coordinator	**Date**

District Superintendent or designee	**Date**

BFCO 001
Effective September 2015
Rule 6A-6.0212

Part A

Sites Implementing the Performance-Based Exit Option Model

School Name	School Number	School Contact and Address

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Technical Assistance Notes for Guideline 1

Student Eligibility Criteria

Students utilizing the Performance-Based Exit Option Model must meet all of the following eligibility criteria:

- The student is at least 16 years old and is currently enrolled in a PK-12 program;
- The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits;
- The student is overage for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with his or her cohort group;
- The cohort group with which the student entered kindergarten is graduating or has graduated;
- The student's reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of testing for the State of Florida High School Diploma authorized under Rule 6A-6.0201, F.A.C.), as documented by the Test of Adult Basic Education (TABE) reading component or other test to determine grade level proficiency;
- The student has acceptable scores on the official practice tests for the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., administered under student testing conditions.

Admission Procedures

- After initial eligibility is determined, a comprehensive review of student records by the child study team, including grades, credits, and educational plans, must be completed to determine if the Performance-Based Exit Option Model is the most appropriate educational strategy.
- Parents must be informed and give consent to the student's participation in this option.
- Student's record must include notification and eligibility, parents' right to administrative review of proposed placement, and parent consent for student participation prior to placement.
- Parents must be provided clarification that the student transcript will indicate an alternative graduation route.

Guideline 1: Selection procedures must ensure that students who enroll in the Performance-Based Exit Option Model are those who will not graduate with their class because of credit deficiency or low GPA and are otherwise capable of completing graduation requirements.

The appropriate selection of students is crucial to ensure students' success and the success of the Performance-Based Exit Option Model. This model is not a vehicle for early exit of students and may only be exercised for students whose class or peer group with whom they entered kindergarten is graduating or has graduated. This is a voluntary program for students and requires parental notification and consent for participation.

A. Describe procedures for selecting students to participate in the Performance-Based Exit Option Model, addressing, at a minimum:

- Age of the student
- Degree of credit deficiency or low grade point average
- Evidence of academic ability
- Procedures for involving teachers, administrators, and counselors in the decision
- Procedures for explaining the Performance-Based Exit Option Model and expectations for student performance to the student and parent or guardian
- Procedures for obtaining written agreement from the student and parent or guardian to voluntary participation in the program

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Technical Assistance Notes for Guideline 2

Parents and students must receive appropriate counseling regarding the Performance-Based Exit Option Model and other graduation options prior to participation so that they can make an informed decision regarding placement. Counseling and advisement services must be provided to students and parents that address the following:

- Students utilizing the Performance-Based Exit Option Model are enrolled in courses that meet high school graduation requirements.
- Students are provided equal access to counseling and support services provided through the school district's PK-12 program, including certified counselors.
- Students receive academic, personal, and career counseling, including information relative to military recruiters and college and university admissions.
- Student participation in the Performance-Based Exit Option Model is voluntary, and parents or guardians are informed of and agree with the student's participation in this model. The student's records must include written notification of the student's eligibility, parents' right to an administrative review of the proposed placement, and parental consent for the student's participation.
- The parent must also receive a *written* description of the district Performance-Based Exit Option Model design and the High School Equivalent Assessment content areas and score requirements approved in Rule 6A-6.0201, F.A.C. The High School Equivalency Assessment approved in Rule 6A-6.0201, F.A.C., consists of four sub-tests: Reading through Language Arts, Social Studies, Science, and Mathematical Reasoning.
- The parent or guardian and the student are informed of the results of the records review and informed that the student's transcript will indicate an alternative graduation route. The transcript will identify only the actual credits earned. Students who are enrolled in the Performance-Based Exit Option Model are exempt from the minimum graduation requirements (2.0 GPA and the 24 credits) prescribed for the standard high school diploma.
- If the parents and student fully understand all of the graduation options available and opt for graduation via the Performance-Based Exit Option Model, the student is placed in the program with parental consent.
- In addition to the above requirements, students served in special programs must comply with statutes and rules governing their specific program areas. For example, a student served in exceptional student education (ESE) must have an individual educational plan (IEP) review. If the student's IEP team decided that a Performance-Based Exit Option Model was ~~were~~ deemed as an appropriate graduation option ~~avenue~~, then ~~a notation that the~~ this decision needs to be reflected on the student's IEP, reflecting that the student is seeking a high school diploma through an alternative graduation option ~~route should be indicated on the IEP~~.
- To ensure that students meet with success, continued counseling and student support services are provided while they are enrolled in the Performance-Based Exit Option Model.
- Parents and students are informed of all other graduation options including:
  - course modification
  - competency-based curriculum
  - credits earned in summer school or adult high school
  - Florida Virtual High School or other virtual high schools

Guideline 2:   Counseling is required prior to enrollment and must be available throughout participation in the Performance-Based Exit Option Model.

Counseling is required before program entry and during participation in the program. Parents and students must receive appropriate counseling regarding the Performance-Based Exit Option Model and other graduation options prior to participation so that they can make an informed decision regarding placement.

A. Describe the counseling and advisement services that are provided to parents and students.

B. Please describe how the district will ensure all of the following are provided:

- Access to certified counselors
- Pre-entry counseling
- Follow-up counseling
- Counseling records
- Other high school graduation options.

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Technical Assistance Notes for Guideline 3

The content of the Performance-Based Exit Option Model must be academic and may include workforce education instruction or activities. This exit option must offer a full range of instruction that aligns with the Next Generation Sunshine State Standards and the core content in reading, writing, mathematics, social studies, and science measured by the assessment approved for the State of Florida High School Diploma in Rule 6A-6.0201, F.A.C. as established in the Curriculum Frameworks adopted in Rule 6A-6.0571, F.A.C. Career and technical education instruction and activities should be directed at the knowledge, skills, and abilities required for securing and maintaining employment.

Responses should address all of the following:

- Students must be enrolled in courses that meet high school graduation requirements. The students must be earning and receiving credits, as well as meeting minimum course performance standards. If the student is enrolled in a Level 1 course, a written assessment of the need must be included in the student's individual educational plan (IEP) or in a student academic improvement plan (AIP) in order for that student to earn credit, pursuant to Section 1003.43(7), Florida Statutes.
- Evidence of enrollment may include a copy of student's class or course schedules in accordance with the district pupil progression plan.
- Students must receive grades and report cards.
- Teacher records must reflect student performance standards for each course being taught.
- Curriculum must be designed to specifically meet student needs based on diagnostic testing.
- Curriculum must integrate State of Florida High School Diploma Course Curriculum Frameworks and student performance standards as specified in Rule 6A-6.0571, F.A.C.
- Remediation may must be provided if the student fails any section of the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., or the Florida Standards Assessment (FSA). Students may be allowed to work on individualized programs at their own pace that include strategies to prepare for passing the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C.
- Students must earn acceptable scores on the official practice test for the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., and administered under standard testing conditions prior to being allowed to take the operational test.

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Florida Department of Education
Bureau of Family and Community Outreach

Guideline 3: Curricula and instructional content must be at the high school level.

Students participating in the Performance-Based Exit Option Model must be enrolled in courses that meet high school graduation requirements. The students must be earning and receiving credits, as well as meeting minimum course performance standards. The content must be academic and may include workforce development instruction or activities. Participants must receive a full range of instruction that aligns with the Next Generation Sunshine State Standards and the core content measured by the assessment approved for the State of Florida High School Diploma in Rule 6A-6.0201, F.A.C.

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A. Describe the instructional content of the Performance-Based Exit Option Model. Please address:

- Range of instruction and alignment with local high school core content including the awarding of grades and credits
- Different types of instructional materials
- ~~How the curriculum integrates State of Florida High School Diploma course curriculum frameworks and student performance standards as specified in Rule 6A-6.0571, F.A.C.~~
- Integration of workforce education instruction (optional).

Florida Department of Education
Bureau of Family and Community Outreach

Technical Assistance Notes for Guideline 4

Instruction for the Performance-Based Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a high school diploma in a reasonable period of time. Appropriate curriculum materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress are strongly recommended.

Responses should describe the instructional delivery and instructional resources that students will receive and address the following issues:

- Students utilizing the Performance-Based Exit Option Model will receive their educational programs in a variety of program categories.
- Diverse instructional strategies will be used, including but not limited to small group, individualized instruction, computer-assisted instruction, competency-based instruction, or summer school
- Instructional personnel will be appropriately certified. The *Florida Course Code Directory and Instructional Personnel Assignments* adopted in Rule 6A-1.09441, F.A.C., which is incorporated herein by reference.
- Students must have access to 25 hours of instruction per week (full-time for grades 9-12). Flexible scheduling allows students to attend vocational training, attend on-the-job training, or be employed.
- Students may be offered individualized instruction that allows them to proceed at their own pace (e.g. computer-assisted instruction).
- Appropriate instructional materials must be available and the curriculum must be correlated to the Next Generation Standards for each course in which the student is enrolled.
- ~~Class size and classroom space must be reasonable, pursuant to State Board of Education Rules.~~
- ~~Local school districts must determine specific staffing formulas. The Department of Education recommends no more than 15:1.~~
- ~~Appropriate State Board of Education Rules and State of Florida High School Diploma Curriculum Frameworks as specified in Rule 6A-6.0571, F.A.C., must be complied with by all students and staff. The appropriate rules and frameworks are available as appendices E, F, and G in the *2003 Performance-Based Exit Option Procedure Manual*.~~
- Teachers of this model benefit greatly from staff development provided by the Adult Education Program and GED Testing Service to ensure that they are familiar with testing requirements, the content of the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., and appropriate instructional activities that support student success on the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. The district adult education program director has access to the schedule of available training. The Florida Department of Education<u>'s Adult Education Section </u>also serves as a source for information about training opportunities. <u>Training options are listed on the Institute of Professional Development for Adult Educators website at www.floridaFPDAE.org.</u>

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Florida Department of Education
Bureau of Family and Community Outreach

Guideline 4: To ensure effective instructional delivery, sufficient instructional resources and qualified staff must be allocated to the Performance-Based Exit Option Model.

Instruction for the Performance-Based Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a high school diploma in a reasonable period of time. Appropriate instructional materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress should be employed.

A. Describe how resources, including qualified staff, will be allocated to meet the following implementation requirements for the Performance-Based Exit Option Model:

- Teacher qualifications
- Expectations for the number of hours that students will participate in an instructional program
- Expectations pertaining to instructional delivery strategies (e.g., individual direct instruction, group instruction, use of computer assisted instruction)
- ~~Expectations pertaining to the student/teacher ratio~~
- Expectations pertaining to instructional materials (e.g., print materials; electronic materials)
- Stipulations related to professional staff development.

Florida Department of Education
Bureau of Family and Community Outreach

Technical Assistance Notes for Guideline 5

Students utilizing the Performance-Based Exit Option Model who pass the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., and the statewide standard assessments required for a standard high school diploma must be awarded a state of Florida High School Performance-Based Diploma. <u>Students who pass the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. and the Florida Standards Assessment are awarded a state of Florida High School Performance-Based Diploma as well as the state of Florida High School Diploma. Students who pass the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., but do not pass the Florida Standards Assessment are awarded only a state of Florida High School Diploma.</u>

Responses should describe the procedures for awarding diplomas and address the following issues:

- Students must successfully participate in the Performance-Based Exit Option Model for at least one semester.
- Students who pass the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., and the statewide standard assessments required for a standard high school diploma must be awarded a state of Florida High School Performance-Based Diploma in addition to the state of Florida High School Diploma.
- If a student passes the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., but does not pass the statewide standard assessments required for a standard high school diploma, the school district may award only the state of Florida High School Diploma.
- Per Section 1008.22, Florida Statutes, a student can graduate by receiving an established passing concordant score on tests comparable to the statewide standard assessments required for a standard high school diploma.
- It is recommended that students who are trying to graduate with their class take the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., in March in order to meet the timelines to participate in graduation activities with their class.
- Students who are participating in the Performance-Based Exit Option Model during their 13th year of school and their kindergarten cohort has already graduated are not required to continue classes until the end of the currently enrolled semester if they have:
  1. Successfully passed the required sections of the statewide standard assessments required for a standard high school diploma or received an established concordant or comparative score in accordance with s. 1008.22, Florida Statutes;
  2. Passed the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C.; and
  3. Completed any additional requirements established by the school district.
- Rule 6A-1.0995, F.A.C., provides the allowable formats for Florida diplomas.

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Guideline 5: Successful students must be awarded a diploma.

Students who utilize the Performance-Based Exit Option Model and pass the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., and the statewide standard assessments required for a standard high school diploma must be awarded a state of Florida High School Performance-Based Diploma. ~~If the student passes the High School Equivalent Assessment but does not pass the statewide standard assessments required for a standard high school diploma, the school district may award only the state of Florida High School Diploma or substitute an established passing score on comparable assessments in lieu of passing the statewide standard assessments required for a standard high school diploma and award a state of Florida High School Performance-Based Diploma.~~

A. Describe the procedures the school district will implement to ensure that:

- Students must successfully participate in the Performance-Based Exit Option Model for at least one semester.
- Students are awarded a state of Florida High School Performance-Based Diploma as appropriate.
- Students are awarded a state of Florida High School Diploma as appropriate.
- Proper documentation is in place when substituting an established passing score on comparable assessments in lieu of passing the statewide standard assessments required for a standard high school diploma.

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Technical Assistance Notes for Guideline 6

Students utilizing the Performance-Based Exit Option Model are enrolled in courses that meet high school graduation requirements and are eligible to participate in all high school activities, including extracurricular activities and graduation ceremonies.

Responses should describe the opportunities that students in the Performance-Based Exit Option Model will receive for official recognition, including participation in:

- all standard high school activities
- extracurricular activities
- graduation and other recognition ceremonies

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Florida Department of Education
Bureau of Family and Community Outreach

Guideline 6: Performance-Based Exit Option Model graduates must receive official recognition.

Students utilizing the Performance-Based Exit Option Model are enrolled in courses that meet high school graduation requirements and are eligible to participate in all high school activities, including extracurricular activities and graduation ceremonies.

A. Describe how the school district and implementing schools will ensure that students have access to all school activities

B. Describe the process that the school district and implementing schools will use to recognize students' accomplishments.

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Florida Department of Education
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Technical Assistance Notes for Guideline 7

The collaboration among appropriate units within the Florida Department of Education serves as a model for local school districts. The Performance-Based Exit Option Model must be integrated into the structure of the relevant offices at the local level to ensure appropriate planning for development, implementation, and evaluation of this strategy. This includes coordination among different programs to ensure appropriate selection of students, adequate instructional support, monitoring of testing procedures, staff development, and application procedures.

Responses should describe the coordination among different district programs such as:

- dropout prevention programs
- teenage parent programs
- exceptional student education
- English for speakers of other languages
- educational programs in Department of Juvenile Justice facilities
- supplemental academic instruction
- adult education
- vocational education

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Florida Department of Education
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Guideline 7: Planning and oversight of the implementation of the Performance-Based Exit Option Model will be the responsibility of the Florida Department of Education and will necessitate collaboration of different organizational units of the department.

To ensure effective management, planning, and oversight, the Performance-Based Exit Option Model must be integrated into the structure of the local school district. The local school district must provide appropriate planning for development, implementation, and evaluation of this exit strategy. This includes coordination among different program areas to ensure appropriate selection of students, adequate instructional support, monitoring of testing procedures, staff development, and application procedures.

A. Describe how the school district will ensure appropriate planning and coordination across program areas, including both the instructional and the testing components.

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Florida Department of Education
Bureau of Family and Community Outreach

Technical Assistance Notes for Guideline 8

This guideline only relates to the state-level administration. No response from the school district is required.

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Florida Department of Education
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Guideline 8: Each year, the state education agency will submit documentation to GEDTS describing procedures for contributing a portion of the support needed to administer the Performance-Based Exit Option Model.

This guideline only relates to the state-level administration. No response from the school district is required.

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Florida Department of Education
Bureau of Family and Community Outreach

Technical Assistance Notes for Guideline 9

Procedures for managing data collection should address the following:

- Procedures to ensure the district and all participating schools within the district will cooperate with and comply with all requests for information or data by the Department of Education relating to the Performance-Based Exit Option Model.
- Procedures to ensure that all required forms are completed and submitted, including:
  o *District Application, part A,* submitted to DOE
  o *Site Evaluation Checklist, part B*, maintained at the district office
  o *Student Evaluation Checklist, part C*, maintained at each site
- Procedures for collecting and reporting student outcome data to the district office to be transmitted to DOE during Survey 5 (Performance-Based Exit Option Test Results and appropriate withdrawal codes).

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Florida Department of Education
Bureau of Family and Community Outreach

Guideline 9: The Florida Department of Education will annually collect data and information about the Performance-Based Exit Option Model from the local school systems and will submit the data to GEDTS.

The Florida Department of Education will annually collect data and information about the Performance-Based Exit Option Model from the local school districts and participating schools and will submit the data to GEDTS. The Department facilitates this process using the school district Performance-Based Exit Option Application and the Department's Automated Student Information System.

A. Describe the procedures for managing data collection. Please address the following:

- Procedures to ensure the district and all participating schools within the district will cooperate with and comply with all requests for information or data by the Department of Education relating to the Performance-Based Exit Option Model.
- Procedures for collecting the student outcome data and transmitting required information to the Department of Education (Performance-Based Exit Option Test Results and appropriate withdrawal codes).

Florida Department of Education
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Technical Assistance Notes for Guideline 10

Test administration and any special accommodations are coordinated with the adult education program. Responses should describe how the district will address the following conditions:

- All State of Florida High School Diploma candidates requesting to take the tests must provide valid picture identification when they appear at the test center. Acceptable forms are:
  - Florida driver's license
  - Government ID, provided that the identification includes date of birth, photograph, address, and signature
  - Passport.
- All potential State of Florida High School Diploma candidates must be made aware of the availability of accommodations to the standard administration procedures. High School Equivalent Assessment approved in Rule 6A-6.0201. Accommodations include:
  - extended time
  - private room
  - frequent breaks
  - interpreter (sign language only)
  - scribe
  - calculator.
- The district will adhere to the prescribed procedures for obtaining approval for students with learning disabilities, physical disabilities, mental disabilities, or attention-deficit/hyperactivity disorder (ADHD) to either use the nonstandard forms of the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., or modifications of the standard administration procedures. Nonstandard High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., include:
  - audiocassette
  - Braille
  - large print.
- The district will adhere to the prescribed procedures for limited English proficient students to use the Spanish version of the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C.

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Guideline 10: GED test administration for the Performance-Based Exit Option Model must conform to all regulations protecting the integrity of the tests.

Test administration and any special accommodations are coordinated with the Department's Office of Workforce Education (Adult Education Services Office) to ensure compliance with proper protocol and testing procedures. All State of Florida High School Diploma testing authorized under rule 6A-6.0201, F.A.C., must conform to the publisher's instructions for test administration. Local school districts must work directly with their adult education program to ensure that testing dates and times are conducive to the students enrolled in the Performance-Based Exit Option Model.

A. Describe how the district will ensure the following conditions are met:

- Provision of appropriate identification by State of Florida High School Diploma candidates at the time of the test
- Provision of appropriate accommodations to the standard administration procedures.
- Adherence to the prescribed procedures for obtaining approval for students with learning disabilities, physical disabilities, mental disabilities, or attention-deficit/hyperactivity disorder (ADHD) to either test with the use of nonstandard forms of the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., or modifications of the standard administration procedures
- Adherence to the prescribed procedures for providing limited English proficient students access to the Spanish version of the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C.

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Part B
Site Evaluation Checklist for Implementing the
Performance-Based Exit Option Model

Instructions: Each implementing site must complete this checklist and submit to the district office. These checklists should be maintained at the district office. (*Note: This form should <u>not</u> be returned with the district application.*)

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Site: _____

Contact Name: _____

Guideline 1 - Student Selection Procedures

☐   All students are 16 years of age or older.
☐   Current enrollment form is available for every student indicating that the students are enrolled in courses that meet high school graduation requirements in the Performance-Based Exit Option Model (electronic or hard copy).
☐   Records that document that the students are over age for grade are available for every student and the group the students entered kindergarten with have graduated, or the students are current year seniors behind in credits, and/or have a low GPA and are in jeopardy of not graduating with their peer group.
☐   The site has an appropriate test (reading test, TABE, or other tests described in Rule 6A-6.014, F.A.C.) with modifications for ESE/LEP students to measure if the student's reading level is at least at the seventh grade.
☐   The site has documentation of student records reviews to determine appropriate placement.
☐   Students are prevented from graduating prior to the class with which they entered kindergarten.
☐   The site has current copies of the parental notification and consent letters.
☐   The site has a current written description of the Performance-Based Exit Option Model and High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. content.

Guideline 2 - Counseling

☐   The site has documentation that parents and students received appropriate counseling regarding the Performance-Based Exit Option Model and other graduation options prior to placement.
☐   Students have equal access to counseling and support services provided through the school district's PK-12 program, including certified counselors.
☐   Students receive academic, personal, and career counseling, including information relative to military recruiters, colleges, and universities.

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Florida Department of Education
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☐ The site has documentation of the continuation of counseling services during students' participation in the Performance-Based Exit Option Model.

Guideline 3 - Curricula and Instructional Content

☐ The site has documentation that all students are enrolled in classes, earning and receiving credits that lead to a high school diploma in accordance with the district's pupil progression plan.

☐ The site has evidence that the students receive grades and report cards.

☐ The curriculum is designed to specifically meet student needs based on diagnostic testing.

☐ Teacher records reflect student performance standards for each course being taught.

☐ The curriculum has State of Florida High School Diploma Course Curriculum Frameworks and Student Performance Standards integrated as specified in Rule 6A-6.0201. (A copy may be obtained from the district's adult education director.)

☐ Site personnel make arrangements for students to take the statewide standard assessments required for a standard high school diploma.

☐ The site has copies of the official practice test for the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C.

☐ Students earn acceptable scores on the official practice test for the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., administered under standard testing conditions.

☐ Remediation <u>may be</u> ~~is~~ provided if any sections of the statewide standard assessments required for a standard high school diploma or High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., are not passed.

Guideline 4 - Instructional Resources and Qualified Staff

☐ Teachers are certified according to the guidelines provided in the *Florida Course Code Directory and Instructional Personnel Assignments*.

☐ Teachers meet the federal definition of a "highly qualified" teacher as described in the *No Child Left Behind Act of 2001*.

☐ The site has appropriate instructional materials and the courses are aligned with the Next Generation Sunshine State Standards.

☐ ~~Class size and classroom space is reasonable, pursuant to the State Board of Education Rules.~~

☐ ~~The site has copies of the State of Florida High School Diploma Course Curriculum Frameworks as specified in Rule 6A-6.0201, F.A.C. and appropriate State Board Rules.~~

☐ Teachers of this model are encouraged to participate in staff development provided through the Adult Education Program and GED Testing Service.

☐ ~~Students have access to 25 hours of instruction per week (full-time, grades 9-12).~~

☐ Flexible scheduling is provided, which allows for students to attend vocational training, attend on-the-job training, or be employed (optional).

Guideline 5 – State of Florida High School Performance-Based Diploma

☐ Students must successfully participate in the Performance-Based Exit Option Model for at least one semester.

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Florida Department of Education
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☐ Students who pass the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. and the Florida Standards Assessment are awarded a state of Florida High School Performance-Based Diploma.

☐ Students who pass the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., but do not pass the Florida Standards Assessment are awarded only a state of Florida High School Diploma

Guideline 6 - Official Recognition

☐ Students are eligible to participate in all standard high school activities, including extracurricular activities and graduation ceremonies.

Guideline 9 - Data Collection

☐ Student data is transmitted to the Department of Education via the Automated Student Information System, Dropout Prevention Program Evaluation format, during Survey 5.
   - P--The student took the official High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. and passed.
   - F --The student took the official High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. and failed.

☐ The **W10** withdrawal code*: any PK-12 student participating in a Performance-Based Exit Option Model who passed the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. and the statewide standard assessments required for a standard high school diploma and was awarded a state of Florida High School Performance-Based Diploma.*

☐ The **WGD** withdrawal code*: any student participating in the Performance-Based Exit Option Model who passed the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. but did not pass the statewide standard assessments required for a standard high school diploma and was awarded a state of Florida High School diploma.*

☐ The **WGA** withdrawal code*: any student participating in the Performance-Based Exit Option Model who passed the High School Equivalent Assessment and satisfied the statewide standard assessments required for a standard high school diploma requirement through an alternate assessment and was awarded a state of Florida High School Performance-Based Diploma.*

☐ Data is transmitted to the school district by all participating schools within the district in cooperation with and compliance with all requests for information or data by the Department of Education relating to the Performance-Based Exit Option Model.

Guideline 10 - Integrity of the Tests

☐ Testing arrangements are coordinated with the Adult Education Program to ensure that all proper protocol, special accommodations, and testing procedures are met.

Part B

Florida Department of Education
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Part C
Student Evaluation Checklist for Implementing the
Performance-Based Exit Option Model

Instructions: Each implementing site must complete this checklist for each participating student. Each student's original checklist must be maintained at the implementing site. (*Note: This form should not be returned with the district application.*)

8

Student Name: _____

Site Name: _____

Guideline 1 - Student Selection Procedures

☐ The student is currently enrolled in courses earning and receiving credits that meet high school graduation requirements.

☐ The student records (grades, credits, educational plans) were reviewed to determine appropriate placement.

☐ The student is over age for grade and the group with which the student entered kindergarten has graduated, is graduating, (or)

☐ The student is behind in credits or has a low GPA and is in jeopardy of not graduating with his or her peer group.

☐ The student's reading level is at least at the seventh grade level at the time of selection and at ninth grade at the time of testing.

☐ Parental notification and consent were obtained prior to placement.

☐ Both the parent and student received appropriate counseling regarding the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., Exit Option Model, and other graduation options prior to placement.

☐ Both the parent and student received a written description of the Performance-Based Exit Option Model, High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. content areas, and score requirements.

Guideline 2 - Counseling

☐ Both the parent and student were notified that the transcript would indicate an alternative Performance-Based Exit Option Model graduation route and only list the actual number of credits earned.

☐ Student and parent received appropriate counseling regarding the Performance-Based Exit Option Model and other graduation options prior to placement.

☐ Student receives academic, personal, and career counseling, including information relative to military recruiters, colleges, and universities.

☐ Student receives counseling services during participation in the Performance-Based Exit Option Model.

Part C

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Guideline 3 - Curricula and Instructional Content

☐ The student is enrolled in classes and is earning and receiving credits that meet high school graduation requirements.

☐ The student receives grades and report cards.

☐ The curriculum is designed specifically to meet the student's needs based on diagnostic testing.

☐ The student is given the opportunity to take the statewide standard assessments required for

☐ a standard high school diploma.

☐ The student is given the opportunity to take the official practice test for the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C.

☐ The student earns acceptable scores on the official practice test for the High School Equivalent assessment approved in Rule 6A-6.0201, F.A.C.

☐ The student may receives remediation if any section(s) of the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. or statewide standard assessments required for a standard high school diploma are not passed.

Guideline 4 - Instructional Resources and Qualified Staff

☐ The student is provided appropriate instructional materials.

☐ ~~Class size and classroom space is reasonable.~~

☐ The student has access to 25 hours of instruction per week

☐ Flexible scheduling allows for the student to attend vocational training, on-the-job training, or be employed. (optional)

Guideline 5 – State of Florida High School Performance-Based Diploma

☐ The student receives a state of Florida High School Performance-Based Diploma if he or she passes both the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., and statewide standard assessments required for a standard high school diploma.

☐ The student receives only a state of Florida High School diploma if he or she passes the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., and does not pass the statewide standard assessments required for a standard high school diploma.

☐ The student receives a state of Florida High School Performance-Based Diploma if he or she passes the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. and the district uses an established passing concordant or comparative score in lieu of passing the statewide standard assessments required for a standard high school diploma.

Guideline 6 - Official Recognition

☐ The student participates in all standard high school activities, including extracurricular activities and graduation ceremonies.

(Guidelines 7-8 do not apply to Part C)

Part C

Florida Department of Education
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Guideline 9 - Data collection

☐ The student receives the W10 withdrawal code for passing both the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., and the statewide standard assessments required for a standard high school diploma.

☐ The student receives the WGD withdrawal code for passing the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C., but not passing the statewide standard assessments required for a standard high school diploma.

☐ The student receives the WGA withdrawal code for passing the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C. and the district uses an established a passing concordant or comparative score in lieu of passing the statewide standard assessments required for a standard high school diploma.

☐ Student data is transmitted to the Department via the Florida Automated Student Database on the end-of-year record during Survey 5.

☐ Student data is transmitted to the school district by all participating schools within the district in cooperation with and compliance with all requests for information or data by the Department of Education relating to the Performance-Based Exit Option Model.

Guideline 10 - Integrity of the Tests

☐ The student is given the opportunity to take the High School Equivalent Assessment approved in Rule 6A-6.0201, F.A.C.

☐ Eligible students receive appropriate accommodations.

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Part C

SUBJECT: Approval of Amendment to Rule 6A-6.0573, Industry Certification Process

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1003.492(2), 1008.44, Florida Statutes

EXECUTIVE SUMMARY

The purpose of this rule revision is to adopt the annual list of industry certifications for use in the K-12 funding calculation and the school grades formula. This is incorporated by reference in the rule and referred to as the 2015-2016 CAPE Industry Certification Funding List.

The following substantive and technical changes are included:
1) Amendment to the test administration procedures;
2) Amendments to conform with the official name change of Workforce Florida, Inc. to CareerSource Florida;
3) Amendments to the wording associated with the CareerSource Florida list of recommended certifications; and,
4) Amendments of the CAPE Digital Tool certificates included on the 2015-2016 CAPE Industry Certification Funding List.

Supporting Documentation Included: Proposed Rule 6A-6.0573, F.A.C.; 2015-2016 CAPE Industry Certification Funding List; 2015-2016 CareerSource Florida Recommendations; FCAPEA-01, Career and Professional Education Act Career and Professional Academies Registration Form (High School); FCAPEA-02, Career and Professional Education Act Career and Professional Academies Registration Form (Middle School); and Form FCAPEA-03, Career and Professional Education Act Career-Themed Course Registration Form

Facilitator: Rod Duckworth, Chancellor, Division of Career and Adult Education.

6A-6.0573 Industry Certification Process.

(1) through (b) No change.

(c) "CAPE Acceleration Industry Certifications" means certifications identified on the "CAPE Industry Certification Funding List" pursuant to the requirements in Sections 1003.4203(5)(b) and 1008.44(1)(e), F.S. These certifications have statewide articulation agreements for <u>Fifteen (15)</u> or more college credits in a related postsecondary associate degree program.

(d) "Comprehensive Industry Certification List" means a list of certifications identified by the not-for-profit corporation in Section 445.004, F.S., and adopted by their board of directors.

<u>(d)</u> (e) "CAPE Digital Tool Certificates" means certificates identified on the "CAPE Industry Certification Funding List" pursuant to the requirements in Sections 1003.4203(3) and 1008.44(1)(b), F.S. These certificates assess digitals skills that are necessary for a student's academic work and are appropriate for elementary school and middle grades students.

<u>(e)</u> (f) "CAPE Industry Certifications" means certifications identified on the "CAPE Industry Certification Funding List" pursuant to the requirements in Sections 1003.4203(4) and 1008.44(1)(a), F.S. An industry certification is a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized, as specified in Section 1003.492(3), F.S., or an industry certification for farm occupations as specified in Sections 570.07(43) and 1003.492(3), F.S. These certifications either do not have a statewide articulation agreement for college credit or have a statewide articulation agreement for no more than fourteen (14) college credits in a related postsecondary associate degree program.

<u>(f)</u> (g) "CAPE Innovation Courses" means courses identified by the Commissioner of Education on the "CAPE Industry Certification Funding List" pursuant to the requirements in Sections 1003.4203(5)(a) and 1008.44(1)(d), F.S. These courses combine academic and career content and include at least two (2) third-party assessments, one (1) of which must be <u>associated with</u> an industry certification identified on the "CAPE Industry Certification Funding List."

<u>(g) "CareerSource Florida Recommendations" is a list of certifications identified by the not-for-profit corporation in Section 445.004, F.S., and adopted by their board of directors.</u>

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(h) through (j) No change.

(3) Adoption of the <u>2015-2016 CareerSource Florida Recommendations.</u> CareerSource Florida's list of recommended industry certifications <s>annual "Comprehensive Industry Certification List." Workforce Florida, Inc.'s approved list of industry certifications, which has been named the "2014-2015 Workforce Florida, Inc. dba CareerSource Florida Comprehensive Industry Certification List for the Career and Professional Education Act"</s> (http://www.flrules.org/Gateway/reference.asp?No=Ref-<s>04678</s>) is adopted by the State Board of Education and incorporated by reference in this rule. The list may be obtained from the Department of Education, Room 744, Turlington Building, 325 West Gaines Street, Tallahassee, FL 32399.

(4) Annual publication date for the "<u>CareerSource Florida Recommendations</u> <s>Comprehensive Industry Certification List</s>." The <u>list of recommended industry certifications</u> <s>"Comprehensive Industry Certification List"</s> shall be published by March 1 of each calendar year for use in development of the "CAPE Industry Certification Funding List" for the subsequent school year.

(5) Adoption of an annual "CAPE Industry Certification Funding List." The "CAPE Industry Certification Funding List" is <u>composed</u> <s>comprised</s> of industry certifications, certificates, and courses as specified in Sections 1008.44 and 1011.62(1), F.S.

(a) No change.

(b) This list will be known as the "<u>2015-2016</u> <s>2014-2015</s> CAPE Industry Certification Funding List<s>, Updated</s>" (http://www.flrules.org/Gateway/reference.asp?No=Ref-<s>05403</s>) published by the Department of Education and is incorporated by reference in this rule. The list may be obtained from the Department of Education, Room 744, Turlington Building, 325 West Gaines Street, Tallahassee, FL 32399.

(6) No change.

(7) Requirements for "CAPE Industry Certifications," "CAPE Acceleration <u>Industry</u> Certifications," and "CAPE Digital Tool Certificates" for inclusion on the "CAPE Industry Certification Funding List." For "CAPE Industry Certifications" and "CAPE Acceleration Industry Certifications," the Department of Education shall review the <s>approved</s> "<u>CareerSource Florida Recommendations</u> <s>Comprehensive Industry Certification List</s>" to identify certifications eligible for additional full-time equivalent (FTE) membership funding, pursuant to Section 1011.62(1), F.S., based upon the criteria listed below.

(a) To be included as a "CAPE Industry Certification" on the "CAPE Industry Certification Funding List," a certification shall:

1. Be on the list of "CareerSource Florida Recommendations ~~"Comprehensive Industry Certification List~~;"

2. Be achievable by students in a secondary level program ~~students~~; and,

3. Require a minimum of one hundred fifty (150) hours of instruction.

(b) Pursuant to Section 1008.44, F.S., one (1) industry certification that does not articulate for college credit shall be included on the "CAPE Industry Certification Funding List" where CareerSource Florida ~~Workforce Florida, Inc.~~ submits the following information to the Department of Education no later than June 1 of each year:

1. through 3. No change.

(c) To be included as a "CAPE Acceleration Industry Certification" on the "CAPE Industry Certification Funding List," a certification shall:

1. Be on the list of "CareerSource Florida Recommendations ~~"Comprehensive Industry Certification List~~;"

2. through (8) No change.

(9) School district requests to add a "CAPE Industry Certification" to the "CAPE Industry Certification Funding List.

(a) No later than March 5 of each year, the Department shall produce a preliminary "CAPE Industry Certification Funding List." This list shall be based on certifications identified on the previous year's "CAPE Industry Certification Funding List" and on the most recently approved ~~adopted~~ "CareerSource Florida Recommendations ~~Comprehensive Industry Certification List~~."

(b) No change.

(c) Districts shall be notified of the recommendation ~~decision~~ for inclusion on the list through a posting by June 15 on the Department's web site at the following link: http://www.fldoe.org/workforce/fcpea/default.asp.

(10) through (c) No change.

(d) The Department of Education shall add the industry certification to the "CAPE Industry Certification Funding List" based on the following criteria:

1. The industry certification meets the statutory requirements in Sections 570.07 ~~570.70~~ and 1003.492, F.S.;

2. through (13)2. No change.

3. Middle grades or high school student is enrolled in a "CAPE Innovation Course" and completes all of the requirements for the "CAPE Innovation Course~~" on the "CAPE Industry Certification Funding List~~."

(b) Pursuant to Section 1011.62(1), F.S., middle grades students who earn additional FTE membership for a CAPE Digital Tool <u>Certificate</u> may not use the previously funded examination to satisfy the requirements for earning a "CAPE Industry Certification," "CAPE Acceleration <u>Industry</u> Certification," or "CAPE Innovation Course." The district shall not report a certification for which a portion of the industry certification exams were previously funded as a "CAPE Digital Tool Certificate."

(c) through 4. No change.

5. The exams leading to the industry certification must not have been administered to a student more than three (3) times during the academic year with a minimum of <u>twenty (20)</u> ~~thirty (30)~~ calendar days between test administrations.

(d) No change.

(14) Registration of career and professional academies and career-themed courses. The Department of Education shall maintain a web site for school districts to register high school career and professional academies, middle grades career and professional academies, and career-themed courses.

(a) For high school career and professional academies, school districts shall submit up-to-date information on each career and professional academy through an annual reporting window which shall open on or after July 15 and close on September 15, and shall remain open for a minimum of thirty (30) days. Form FCAPEA-01, Florida Career and Professional Education Act Career and Professional Academies, (http://www.flrules.org/Gateway/reference.asp?No=Ref-~~04680~~) is hereby incorporated by reference in this rule to become effective <u>September 2015</u> ~~November 2014~~ and shall be utilized for reporting the information. Form FCAPEA-01 may be found on the Department's web site at: https://app1.fldoe.org/workforce/CAPE/.

(b) For middle grades career and professional academies, school districts shall submit up-to-date information on each career and professional academy through an annual reporting window which shall open on or after September 16 and close on October 15 and shall be open for a minimum of twenty (20) days. Form FCAPEA-02, Florida Career and Professional Education Act Career and Professional Academies, (http://www.flrules.org/Gateway/reference.asp?No=Ref-~~04681~~) is hereby incorporated by reference in this rule to

become effective September 2015 November 2014, and shall be utilized for reporting the information. Form FCAPEA-02 may be found on the Department's web site at: https://app1.fldoe.org/workforce/CAPE/.

(c) For career-themed courses, school districts shall annually submit up-to-date information on each career-themed course by school during an initial registration period from October 16 to November 30 and shall be allowed to submit updates after the initial registration period during the subsequent period of February 1 to March 1 and August 1 to August 15. Form FCAPEA-03, Career and Professional Education Act Career-Themed Course Registration Form, (http://www.flrules.org/Gateway/reference.asp?No=Ref-04682) is hereby incorporated by reference in this rule to become effective September 2015 November 2014, and shall be utilized for reporting the career-themed course information. Form FCAPEA-03 may be found on the Department's web site at: https://app1.fldoe.org/workforce/CAPE.

Rulemaking Authority 1003.4203(9), 1003.492(3), 1008.44, 1011.62(1)(o) FS. Law Implemented 1003.4203, 1003.492, 1003.493, 1003.4935, 1008.44, 1011.62(1)(o) FS. History–New 10-20-08, Amended 8-18-09, 6-22-10, 6-21-11, 10-25-11, 8-23-12, 3-25-13, 11-3-13, 6-25-14, 11-4-14, 5-19-15.

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2015-2016 CareerSource Florida Recommendations

CareerSource Florida Board - February 11, 2015

DOE Code	Certification/ Credential Title	Issuing Organization/Provider
ABAYC003	Marine Electrical Certification	American Boat & Yacht Council
ACSMD002	Certified Personal Trainer	American College of Sports Medicine
ADESK002	Autodesk Certified User - AutoCAD	Autodesk
ADESK008	Autodesk Certified User - Revit Architecture	Autodesk
ADESK011	Autodesk Certified User - Autodesk Inventor	Autodesk
ADESK021	Autodesk Certified Professional - AutoCAD	Autodesk
ADESK023	Autodesk Certified Professional - AutoCAD Civil 3D	Autodesk
ADESK024	Autodesk Certified Professional - Inventor	Autodesk
ADESK025	Autodesk Certified Professional - Revit Architecture	Autodesk
ADESK029	Autodesk Certified Professional - 3ds Max	Autodesk
ADOBE002	Adobe Certified Expert - Adobe After Effects	Adobe Systems
ADOBE003	Adobe Certified Expert - Illustrator	Adobe Systems
ADOBE004	Adobe Certified Expert - Adobe In Design	Adobe Systems
ADOBE005	Adobe Certified Expert - Photoshop	Adobe Systems
ADOBE007	Adobe Certified Expert - Premiere Pro	Adobe Systems
ADOBE010	Adobe Certified Associate (ACA) Web Communication using Adobe - Dreamweaver	Adobe Systems
ADOBE011	Adobe Certified Associate (ACA) Rich Media Communication Using Adobe - Flash	Adobe Systems
ADOBE013	Adobe Certified Expert - Adobe Acrobat	Adobe Systems
ADOBE018	Adobe Certified Associate (ACA) Video Communication With Adobe - Premiere Pro	Adobe Systems
ADOBE020	Adobe Certified Associate (ACA) Illustrator	Adobe Systems
ADOBE021	Adobe Certified Associate (ACA) InDesign	Adobe Systems
ADOBE022	Adobe Certified Associate (ACA) Visual Communication With Adobe – Photoshop (Creative Cloud)	Adobe Systems
AHLAE010	Certified Front Desk Supervisor	American Hotel and Lodging Association Educational Institute
AIOPB001	Certified Bookkeeper	American Institute of Professional Bookkeepers
AMAMA001	Certified Medical Assistant (CMA)	American Association of Medical Assistants (AAMA)
AMDDA002	Certified Apprentice Drafter - Architectural	American Design Drafting Association
AMDDA003	Certified Drafter - Architectural	American Design Drafting Association
AMDDA004	Certified Drafter - Mechanical	American Design Drafting Association
AMDDA005	Certified Apprentice Drafter - Mechanical	American Design Drafting Association
AMEDT005	Registered Phlebotomy Technician (RPT)	American Medical Technologists
AMOPT001	Certified Paraoptometeric Assistant (CPOA)	American Optometeric Association
AMSFQ006	Quality Improvement Associate	American Society for Quality
AMSFQ008	Quality Process Analyst	American Society for Quality
AMSPT002	Certified Phlebotomy Technician	American Society of Phlebotomy Technicians
AMSTL003	Global Logistics Associate	American Society of Transportation & Logistics
APPLE002	Apple Certified Technical Coordinator	Apple Inc.
APPLE011	Apple Certified Pro (ACP) - Motion	Apple, Inc.
APPLE016	Apple Certified Pro (ACP) - Final Cut Pro X Level One	Apple, Inc.
APPLE017	Apple Certified Pro (ACP) - Final Cut Pro X Level Two	Apple, Inc.

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CareerSource Florida Board - February 11, 2015

DOE Code	Certification/ Credential Title	Issuing Organization/Provider
APPLE018	Apple Certified Pro (ACP) - Logic Pro X	Apple, Inc.
APPLE019	Apple Certified Support Professional	Apple Inc.
AVIDT001	Avid Media Composer Certified User	AVID
AWELD001	Certified Welder	American Welding Society
CARCH001	Chief Architect User Certification	Chief Architect, Inc.
CARCH002	Chief Architect Certified Apprentice	Chief Architect, Inc.
CERHB001	Biotechnician Assistant	Univ. of FL, Center of Excellence for Regenerative Health Biotechnology (CERHB)
CISCO003	Cisco Certified Entry Network Technician (CCENT)	Cisco Systems, Inc.
CISCO004	Cisco Certified Network Associate (CCNA)	Cisco Systems, Inc.
CISCO005	Cisco Certified Network Professional (CCNP)	Cisco Systems, Inc.
CISCO011	Cisco Certified Network Associate Security (CCNA® Security)	Cisco Systems, Inc.
CISCO013	Cisco Certified Network Associate Wireless (CCNA® Wireless)	Cisco Systems, Inc.
CISCO017	Cisco Certified Network Professional Wireless (CCNP® Wireless)	Cisco Systems, Inc.
CISCO018	Cisco Certified Internetwork Expert Routing and Switching (CCIE® Routing & Switching)	Cisco Systems, Inc.
CNCSI001	Mastercam Certified Programmer Mill Level 1 (CPgM1)	Mastercam
CNCSI002	Mastercam Associate Certification - Mill Design and Toolpaths	Mastercam
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)
COMPT002	CompTIA CDIA+	Computing Technology Industry Association (CompTIA)
COMPT005	CompTIA Linux+ (Powered by LPI)	Computing Technology Industry Association (CompTIA)
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)
COMPT007	CompTIA Project+	Computing Technology Industry Association (CompTIA)
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)
COMPT009	CompTIA Server+	Computing Technology Industry Association (CompTIA)
CPREC001	Child Development Associate (CDA)	Council for Professional Recognition
DANBD001	Certified Dental Assistant (CDA)	Dental Assisting National Board, Inc. (DANB)
DIGIT001	GIS Technician (Entry)	DigitalQuest Inc.
DIGIT002	S.P.A.C.E. Geospatial Certification	DigitalQuest Inc.
ETAIN006	Avionics Electronics Technician	Electronics Technician Association
ETAIN008	Associate Certified Electronics Technician (CETa)	Electronics Technician Association International
FDMQA002	Certified Nursing Assistant (CNA)	Florida Department of Health, Division of Medical Quality Assurance
FDMQA011	Licensed Massage Therapist (LMT)	Florida Board of Massage Therapy, Florida Department of Health
FDMQA017	Licensed Practical Nurse (LPN)	Florida Department of Health, Division of Medical Quality Assurance
FDMQA030	911 Public Safety Telecommunicator	Florida Department of Health
FEDAA002	FAA Aviation Mechanic General	Federal Aviation Administration
FEDAA004	FAA Airframe Mechanic	Federal Aviation Administration
FEDAA007	FAA Instrument Pilot	Federal Aviation Administration
FEDAA010	FAA Powerplant Mechanic	Federal Aviation Administration
FEDAA011	FAA Private Pilot	Federal Aviation Administration
FEDAA013	FAA Ground School	Federal Aviation Administration

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CareerSource Florida Board - February 11, 2015

DOE Code	Certification/ Credential Title	Issuing Organization/Provider
FEDAA015	FAA Basic Ground Instructor	Federal Aviation Administration
FLADA001	Florida Automobile Dealers Association (FADA) Certified Technician	Florida Automobile Dealers Association
FLDEP003	Wastewater Treatment Plant Operator Level C	Florida Department of Environmental Protection
FLDEP006	Water Treatment Plant Operator Level C	FL Dept. of Environmental Protection
FLENG001	Engineering Core Certification	Florida Engineering Society
FLFBR001	Agricultural Technician Certification	Florida Farm Bureau
FLFBR002	Agricultural Biotechnology Certification	Florida Farm Bureau
FLSFM005	Fire Fighter I	Florida Department of Financial Services, State Fire Marshall, Bureau of Fire Standards & Training
FLVMA002	Certified Veterinary Assistant (CVA)	Florida Veterinary Medical Association
FMAIN001	Precision Sheetmetal Operator - Level I (PSMO)	Fabricators & Manufacturers Association, International (FMA)
FNGLA001	Certified Horticulture Professional (FCHP)	Florida Nursery, Growers & Landscape Association
GRBCI002	LEED Green Associate	Green Building Certification Institute
HBINS002	Pre-Apprenticeship Certificate Training (PACT), Facilities Maintenance	Home Builders Institute
HPCPY001	HP Accredited Technology Associate (ATA) - Connected Devices	Hewlett-Packard
HVACE001	HVAC Excellence Employment Ready - Heat Pump	HVAC Excellence
HVACE002	HVAC Excellence Employment Ready - Air Conditioning	HVAC Excellence
HVACE011	HVAC Excellence Employment Ready - Electrical	HVAC Excellence
IEMSR001	Emergency Medical Responder	International EMS Registry
IFSEA001	Certified Food Associate (CFA)	International Food Service Executive Association
IHKBZ001	CNC Production Specialist	IHK-Bildungszentrum
IHKBZ002	Electronics Technician for Industrial Engineering	IHK-Bildungszentrum
IHKBZ003	Industrial Mechanic	IHK-Bildungszentrum
IHKBZ004	Mechatronics Fitter	IHK-Bildungszentrum
IHKBZ005	Precision Machinist	IHK-Bildungszentrum
INTUT001	QuickBooks Certified User	Intuit
ISCET002	Electronics Systems Associate (ESA)	International Society of Certified Electronics Technicians
MICRO017	Microsoft Office Master	Microsoft Corporation
MICRO052	Microsoft Certified Trainer (MCT)	Microsoft Corporation
MICRO069	Microsoft Office Specialist (MOS) Bundle Certification (3 out of 6 - Word, Excel, PowerPoint, Access, Outlook, SharePoint)	Microsoft Corporation
MICRO070	Microsoft Technology Associate (MTA) - Database Administration Fundamentals	Microsoft Corporation
MICRO071	Microsoft Technology Associate (MTA) - Windows Development Fundamentals	Microsoft Corporation
MICRO072	Microsoft Technology Associate (MTA) - Web Development Fundamentals	Microsoft Corporation
MICRO073	Microsoft Technology Associate (MTA) - .Net Fundamentals	Microsoft Corporation
MICRO074	Microsoft Technology Associate (MTA) - Software Development Fundamentals	Microsoft Corporation
MICRO075	Microsoft Technology Associate (MTA) - Windows Server Admin Fundamentals	Microsoft Corporation
MICRO076	Microsoft Technology Associate (MTA) - Windows OS Fundamentals	Microsoft Corporation
MICRO077	Microsoft Technology Associate (MTA) - Security Fundamentals	Microsoft Corporation
MICRO078	Microsoft Technology Associate (MTA) - Networking Fundamentals	Microsoft Corporation
MICRO079	Microsoft Technology Associate (MTA) - Gaming Development Fundamentals	Microsoft Corporation

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CareerSource Florida Board - February 11, 2015

DOE Code	Certification/ Credential Title	Issuing Organization/Provider
MICRO080	Microsoft Technology Associate (MTA) - HTML5 Application Development Fundamentals	Microsoft Corporation
MICRO081	Microsoft Technology Associate (MTA) - Mobile Development Fundamentals	Microsoft Corporation
MICRO083	Microsoft Certified Solutions Associate (MCSA) - Windows 7	Microsoft Corporation
MICRO084	Microsoft Certified Solutions Associate (MCSA) - Windows 8	Microsoft Corporation
MICRO085	Microsoft Certified Solutions Associate (MCSA) - Windows Server 2008	Microsoft Corporation
MICRO086	Microsoft Certified Solutions Associate (MCSA) - Windows Server 2012	Microsoft Corporation
MSSCN001	Manufacturing Skill Standards Council (MSSC) - Certified Production Technician (CPT)	The Manufacturing Skill Standards Council (MSSC)
MSSCN002	Manufacturing Skill Standards Council (MSSC) - Certified Logistics Technician (CLT)	The Manufacturing Skill Standards Council (MSSC)
NACFS001	Modeling & Simulation (M&S) Certification	National Center for Simulation (NCS)
NAHUC001	Certified Health Unit Coordinator (CHUC)	National Association of Health Unit Coordinators, Inc.
NASME001	NASM Certified Personal Trainer (CPT)	National Academy of Sports Medicine
NATEX001	Air Conditioning Service Technician	North American Technician Excellence
NATEX002	Air Conditioning Installation Specialization	North American Technician Excellence
NATEX003	Air to Air Heat Pump Installation Technician	North American Technician Excellence
NATEX004	Air to Air Heat Pump Service Technician	North American Technician Excellence
NATHA002	Certified EKG Technician (CET)	National Healthcareer Association
NATHA003	Certified Medical Administrative Assistant (CMAA)	National Healthcareer Association
NATHA006	Certified Patient Care Technician	National Healthcareer Association
NATHA007	Certified Phlebotomy Technician	National Healthcareer Association
NATHA010	Certified Pharmacy Technician (CPhT)	National Healthcareer Association
NATHA011	Certified Electronic Health Record Specialist (CEHRS)	National Healthcareer Association
NBCOT001	Orthopaedic Technologist Certified (OTC)	National Board for Certification of Orthopaedic Technologists
NCATT001	Aircraft Electronics Technician (AET)	National Center for Aircraft Technician Training (NCATT)
NCCER005	NCCER Carpentry - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER008	NCCER Construction Technology (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER010	NCCER Electrical - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER013	NCCER Electronic Systems Technician - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER018	NCCER HVAC - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER025	NCCER Masonry - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER026	NCCER Plumbing - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER032	NCCER Carpentry - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER033	NCCER Carpentry - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER034	NCCER Carpentry - Level 4 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER036	NCCER Concrete Finishing - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER038	NCCER Electrical - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER039	NCCER Electrical - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER040	NCCER Electrical - Level 4 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER041	NCCER Electronic Systems Technician - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER044	NCCER Masonry - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)

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DOE Code	Certification/ Credential Title	Issuing Organization/Provider
NCCER045	NCCER Masonry - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER046	NCCER Painting - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER047	NCCER Painting - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER048	NCCER Painting - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER061	NCCER Welding - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER062	NCCER Welding - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER069	NCCER Plumbing - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER070	NCCER Plumbing - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER071	NCCER Plumbing - Level 4 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER081	NCCER HVAC - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER082	NCCER HVAC - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER083	NCCER HVAC - Level 4 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER084	NCCER Industrial Maintenance - Mechanic Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER085	NCCER Industrial Maintenance - Mechanic Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)
NCCER086	NCCER Industrial Maintenance - Mechanic Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)
NIASE002	ASE Master Automobile Technician (A Series)	National Institute for Automotive Service Excellence
NIASE003	ASE Master Medium/Heavy Truck (T Series)	National Institute for Automotive Service Excellence
NIASE005	ASE Automobile & Light Truck Certification - A2 - Automatic Transmission/Transaxle	National Institute for Automotive Service Excellence
NIASE007	ASE Automobile & Light Truck Certification - A5 - Brakes	National Institute for Automotive Service Excellence
NIASE008	ASE Automobile & Light Truck Certification - A6 - Electrical/Electronic Systems	National Institute for Automotive Service Excellence
NIASE009	ASE Automobile & Light Truck Certification - A8 - Engine Performance	National Institute for Automotive Service Excellence
NIASE010	ASE Automobile & Light Truck Certification - A1 - Engine Repair	National Institute for Automotive Service Excellence
NIASE011	ASE Automobile & Light Truck Certification - A7 - Heating and Air Conditioning	National Institute for Automotive Service Excellence
NIASE012	ASE Automobile & Light Truck Certification - A3 - Manual Drive Train and Axles	National Institute for Automotive Service Excellence
NIASE013	ASE Automobile Service Consultant - C1	National Institute for Automotive Service Excellence
NIASE014	ASE Automobile & Light Truck Certification - A4 - Suspension and Steering	National Institute for Automotive Service Excellence
NIASE016	ASE Medium/Heavy Truck Technician - T4 - Brakes	National Institute for Automotive Service Excellence
NIASE017	ASE Collision Repair and Refinishing Technician: Mechanical and Electrical Components (B5)	National Institute for Automotive Service Excellence
NIASE018	ASE Collision Repair and Refinishing Technician: Non-structural Analysis and Damage Repair (B3)	National Institute for Automotive Service Excellence
NIASE019	ASE Damage Analysis and Estimating Certification(B6)	National Institute for Automotive Service Excellence
NIASE020	ASE Medium/Heavy Truck Technician - T2 - Diesel Engines	National Institute for Automotive Service Excellence
NIASE021	ASE Medium/Heavy Truck Technician - T3 - Drive Train	National Institute for Automotive Service Excellence
NIASE023	ASE Medium/Heavy Truck Technician - T6 - Electrical/ Electronic Systems	National Institute for Automotive Service Excellence
NIASE025	ASE Medium/Heavy Truck Technician - T1 - Gasoline Engines	National Institute for Automotive Service Excellence
NIASE026	ASE Medium/Heavy Truck Technician - T7 - Heating, Ventilation, and A/C (HVAC)	National Institute for Automotive Service Excellence
NIASE029	ASE Collision Repair and Refinishing Technician: Painting and Refinishing (B2)	National Institute for Automotive Service Excellence
NIASE031	ASE Medium/Heavy Truck Technician - T8 - Preventive Maintenance Inspection (PMI)	National Institute for Automotive Service Excellence
NIASE032	ASE Collision Repair and Refinishing Technician: Structural Analysis and Damage Repair (B4)	National Institute for Automotive Service Excellence
NIASE033	ASE Medium/Heavy Truck Technician - T5 - Suspension and Steering	National Institute for Automotive Service Excellence

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CareerSource Florida Board - February 11, 2015

DOE Code	Certification/ Credential Title	Issuing Organization/Provider
NIASE076	ASE Auto Maintenance and Light Repair (G1)	National Institute for Automotive Service Excellence
NIFMS001	NIMS Machining Level I - CNC Milling: Programming Setup & Operations	National Institute for Metalworking Skills (NIMS)
NIFMS002	NIMS Machining Level I - CNC Turning: Programming Setup & Operations	National Institute for Metalworking Skills (NIMS)
NIFMS007	NIMS Machining Level II - Manual Milling	National Institute for Metalworking Skills (NIMS)
NIFMS008	NIMS Machining Level I - Turning Operations: Turning Between Centers	National Institute for Metalworking Skills (NIMS)
NIFMS010	NIMS Machining Level I - Turning Operations: Turning Chucking Skills	National Institute for Metalworking Skills (NIMS)
NIFMS012	NIMS Machining Level II - Grinding Skills II	National Institute for Metalworking Skills (NIMS)
NIFMS013	NIMS Machining Level I - Drill Press Skills I	National Institute for Metalworking Skills (NIMS)
NINSC001	LabView Certification - The Associate Developer	National Instruments Corporation
NRAEF001	Foodservice Management Professional (FMP)	National Restaurant Association Educational Foundation
NRAEF002	National ProStart Certificate of Achievement	National Restaurant Association Educational Foundation
NRAEF003	Certified Food Protection Manager (ServSafe)	National Restaurant Association Educational Foundation
NREMT001	Emergency Medical Technician (EMT)	National Registry of Emergency Medical Technicians
NREMT003	Emergency Medical Responder (EMR)	National Registry of Emergency Medical Technicians
NRFSP001	Certified Food Safety Managers	National Registry of Food Safety Professionals
NSTSA001	Certified Surgical Technologist (CST)	National Board of Surgical Technologist and Surgical Assisting
ORACL001	Oracle Certified Associate (OCA) - Database	Oracle Corporation
ORACL004	Oracle Certified Associate (OCA) - Java Programmer	Oracle Corporation
ORACL005	Oracle Certified Professional (OCP) - Java Programmer	Oracle Corporation
PROSO003	Certified Internet Web (CIW) - E-Commerce Specialist	Certification Partners
PROSO016	Certified Internet Web (CIW) - Internet Business Associate	Certification Partners
PROSO017	Certified Internet Web (CIW) - JavaScript Specialist	Certification Partners
PROSO018	Certified Internet Web (CIW) - Network Technology Associate	Certification Partners
PROSO020	Certified Internet Web (CIW) - Site Development Associate	Certification Partners
PROSO021	Certified Internet Web (CIW) - Web Design Professional	Certification Partners
PROSO022	Certified Internet Web (CIW) - Web Design Specialist	Certification Partners
PROSO023	Certified Internet Web (CIW) - Web Development Professional	Certification Partners
PROSO024	Certified Internet Web (CIW) - Web Foundations Associate	Certification Partners
PROSO025	Certified Internet Web (CIW) Web Security Associate	Certification Partners
PROSO027	Certified Internet Web (CIW) Advanced HTML5 & CSS3 Specialist	Certification Partners
PRSVA001	Graduate - Certified Appliance Professional (GCAP)	Professional Service Association
PTCBD001	Pharmacy Technician	Pharmacy Technician Certification Board
RECFN001	RECF Pre-Engineering Certification	Robotics Education and Competition Foundation
RECFN002	RECF Robotics Certification	Robotics Education and Competition Foundation
SOCTE004	Broadband Premises Installer (BPI)	Society of Cable Telecommunications Engineers
SOLID003	Certified Solidworks Associate-Academic (CSWA-Academic)	Dassault Systems Solidworks Corporation
SPACE001	Aerospace Technician	National Aerospace Technical Education Center (SpaceTEC)
TAFLP001	Accredited Legal Professional (ALP)	NALS…the Association for Legal Professionals
TAFLP002	Professional Legal Secretary (PLS)	NALS…the Association for Legal Professionals

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CareerSource Florida Board - February 11, 2015

DOE Code	Certification/ Credential Title	Issuing Organization/Provider
TAFOM001	Certified in Production and Inventory Management (CPIM)	The Association for Operations Management
TBOOM001	Toon Boom Certified Associate (Harmony)	Toon Boom Animation
TBOOM002	Toon Boom Certified Associate (Animate Pro)	Toon Boom Animation
TBOOM003	Toon Boom Certified Associate (Storyboard Pro)	Toon Boom Animation
USINS001	Small UAS Safety Certification	Unmanned Safety Institute

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2015-2016 CAPE Industry Certification Funding List

DOE Code	Certification/Credential Title	Issuing Organization/Provider	New to List	Primary Career Cluster[1]	Type (CAPE Industry Certification, CAPE Acceleration Industry Certification, CAPE Digital Tool Certificate)	Certification Version, if applicable	Differentiated Waiver of Certification Requirements[2]	Weight
ABAYC003	Marine Electrical Certification	American Boat & Yacht Council	New	Transportation, Distribution & Logistics	CAPE Industry Certification			0.1
ACSMD002	Certified Personal Trainer	American College of Sports Medicine	New	Health Science	CAPE Industry Certification			0.1
ADESK002	Autodesk Certified User - AutoCAD	Autodesk		Architecture & Construction	CAPE Industry Certification	AutoCAD 2013 or later		0.2
ADESK008	Autodesk Certified User - Revit Architecture	Autodesk		Architecture & Construction	CAPE Industry Certification	Revit Architecture 2013 or later		0.2
ADESK011	Autodesk Certified User - Inventor	Autodesk		Engineering and Technology Education	CAPE Industry Certification	Autodesk Inventor 2013 or later		0.2
ADESK021	Autodesk Certified Professional - AutoCAD	Autodesk		Architecture & Construction	CAPE Industry Certification	AutoCAD 2013 or later		0.2
ADESK023	Autodesk Certified Professional - AutoCAD Civil 3D	Autodesk		Architecture & Construction	CAPE Industry Certification	AutoCAD 2013 Civil 3D or later		0.2
ADESK024	Autodesk Certified Professional - Inventor	Autodesk		Engineering and Technology Education	CAPE Industry Certification	Autodesk Inventor 2013 or later		0.2
ADESK025	Autodesk Certified Professional - Revit Architecture	Autodesk		Architecture & Construction	CAPE Industry Certification	Revit Architecture 2013 or later		0.2
ADESK029	Autodesk Certified Professional - 3ds Max	Autodesk		Architecture & Construction	CAPE Industry Certification	3ds Max 2013 or later		0.1
ADOBE002	Adobe Certified Expert (After Effects)	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	After Effects CS5 or later		0.1
ADOBE003	Adobe Certified Expert (Illustrator)	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	Illustrator CS5 or later		0.1
ADOBE004	Adobe Certified Expert (InDesign)	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	In Design CS5 or later		0.1
ADOBE005	Adobe Certified Expert (Photoshop)	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	Photoshop CS5 or later		0.1
ADOBE007	Adobe Certified Expert (Premiere Pro)	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	Premiere Pro CS5 or later		0.1
ADOBE010	Adobe Certified Associate (ACA) - Dreamweaver	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	Dreamweaver CS5 or later		0.2
ADOBE011	Adobe Certified Associate (ACA) - Flash	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	Flash CS5 or later		0.2
ADOBE013	Adobe Certified Expert (Acrobat)	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	Acrobat X Pro or later		0.1
ADOBE018	Adobe Certified Associate (ACA) - Premiere Pro	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	Premiere Pro CS5 or later		0.1
ADOBE020	Adobe Certified Associate (ACA) - Illustrator	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	Illustrator CS5 or later		0.1
ADOBE021	Adobe Certified Associate (ACA) - InDesign	Adobe Systems		Arts, A/V Technology & Communication	CAPE Industry Certification	In Design CS5 or later		0.1
ADOBE022	Adobe Certified Associate (ACA) - Photoshop (Creative Cloud)	Adobe Systems	New	Arts, A/V Technology & Communication	CAPE Industry Certification	Photoshop Creative Cloud		0.1
AHLAE010	Certified Front Desk Supervisor	American Hotel and Lodging Association Educational Institute		Hospitality & Tourism	CAPE Industry Certification			0.1
AIOPB001	Certified Bookkeeper	American Institute of Professional Bookkeepers		Business Management and Administration	CAPE Industry Certification			0.2
AMAMA001	Certified Medical Assistant (CMA)	American Association of Medical Assistants		Health Science	CAPE Industry Certification			0.2
AMDDA002	Certified Apprentice Drafter - Architectural	American Design Drafting Association		Architecture & Construction	CAPE Industry Certification			0.2
AMDDA003	Certified Drafter - Architectural	American Design Drafting Association		Architecture & Construction	CAPE Industry Certification			0.1
AMDDA004	Certified Drafter - Mechanical	American Design Drafting Association		Architecture & Construction	CAPE Industry Certification			0.1
AMDDA005	Certified Apprentice Drafter - Mechanical	American Design Drafting Association		Architecture & Construction	CAPE Industry Certification			0.1
AMEDT005	Registered Phlebotomy Technician (RPT)	American Medical Technologists (AMT)		Health Science	CAPE Industry Certification			0.2
AMSPT002	Certified Phlebotomy Technician	American Society of Phlebotomy Technicians		Health Science	CAPE Industry Certification			0.2
AMSTL003	Global Logistics Associate (GLA)	American Society of Transportation & Logistics		Transportation, Distribution & Logistics	CAPE Industry Certification			0.2
APPLE002	Apple Certified Technical Coordinator	Apple , Inc.	New	Information Technology	CAPE Industry Certification			0.1
APPLE011	Apple Certified Pro (ACP) - Motion	Apple , Inc.		Arts, A/V Technology & Communication	CAPE Industry Certification	Motion 5 or later		0.1
APPLE018	Apple Certified Pro (ACP) - Logic Pro X	Apple , Inc.		Arts, A/V Technology & Communication	CAPE Industry Certification			0.1
APPLE019	Apple Certified Support Professional	Apple , Inc.	New	Information Technology	CAPE Industry Certification			0.1
APPLE020	Apple Certified Pro (ACP) - Final Cut Pro X	Apple , Inc.	New	Arts, A/V Technology & Communication	CAPE Industry Certification			0.1
AVIDT001	Avid Media Composer Certified User	Avid		Arts, A/V Technology & Communication	CAPE Industry Certification			0.1
AWELD001	Certified Welder	American Welding Society		Manufacturing	CAPE Industry Certification			0.1
CARCH001	Chief Architect User Certification	Chief Architect, Inc.		Architecture & Construction	CAPE Industry Certification			0.1
CARCH002	Chief Architect Certified Apprentice	Chief Architect, Inc.		Architecture & Construction	CAPE Industry Certification			0.2
CERHB001	Biotechnician Assistant	Center for Excellence for Regenerative Health Biotechnology at University of Florida		Manufacturing	CAPE Industry Certification			0.2
CISCO003	Cisco Certified Entry Network Technician (CCENT)	Cisco Systems, Inc.		Information Technology	CAPE Industry Certification			0.1
CISCO004	Cisco Certified Network Associate (CCNA)	Cisco Systems, Inc.		Information Technology	CAPE Industry Certification			0.2
CISCO005	Cisco Certified Network Professional (CCNP)	Cisco Systems, Inc.		Information Technology	CAPE Industry Certification			0.2

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DOE Code	Certification/Credential Title	Issuing Organization/Provider	New to List	Primary Career Cluster[1]	Type (CAPE Industry Certification, CAPE Acceleration Industry Certification, CAPE Digital Tool Certificate)	Certification Version, if applicable	Differentiated Waiver of Certification Requirements[2]	Weight
CISCO011	Cisco Certified Network Associate Security (CCNA Security)	Cisco Systems, Inc.		Information Technology	CAPE Industry Certification			0.2
CISCO013	Cisco Certified Network Associate Wireless (CCNA Wireless)	Cisco Systems, Inc.		Information Technology	CAPE Industry Certification			0.1
CISCO017	Cisco Certified Network Professional Wireless (CCNP Wireless)	Cisco Systems, Inc.		Information Technology	CAPE Industry Certification			0.1
CISCO018	Cisco Certified Internetwork Expert Routing and Switching (CCIE Routing & Switching)	Cisco Systems, Inc.		Information Technology	CAPE Industry Certification			0.2
CNCSI001	Mastercam Certified Programmer Mill Level 1 (CPgM1)	CNC Software Inc.		Engineering and Technology Education	CAPE Industry Certification			0.1
CNCSI002	Mastercam Associate Certification - Mill Design and Toolpaths	CNC Software Inc.		Engineering and Technology Education	CAPE Industry Certification			0.1
COMPT001	CompTIA A+	Computing Technology Industry Association (CompTIA)		Information Technology	CAPE Industry Certification			0.2
COMPT002	CompTIA CDIA+	Computing Technology Industry Association (CompTIA)		Arts, A/V Technology & Communication	CAPE Industry Certification			0.1
COMPT005	CompTIA Linux+	Computing Technology Industry Association (CompTIA)		Information Technology	CAPE Industry Certification			0.2
COMPT006	CompTIA Network+	Computing Technology Industry Association (CompTIA)		Information Technology	CAPE Industry Certification			0.2
COMPT007	CompTIA Project+	Computing Technology Industry Association (CompTIA)		Information Technology	CAPE Industry Certification			0.2
COMPT008	CompTIA Security+	Computing Technology Industry Association (CompTIA)		Information Technology	CAPE Industry Certification			0.2
COMPT009	CompTIA Server+	Computing Technology Industry Association (CompTIA)		Information Technology	CAPE Industry Certification			0.2
CPREC001	Child Development Associate (CDA)	Council for Professional Recognition	New	Education & Training	CAPE Industry Certification			0.2
DIGIT001	STARS GIS Technician	DigitalQuest, Inc.		Information Technology	CAPE Industry Certification			0.1
DIGIT002	SPACE Geospatial Certification	DigitalQuest, Inc.		Information Technology	CAPE Industry Certification			0.1
ETAIN006	Avionics Electronics Technician	Electronics Technician Association International		Transportation, Distribution & Logistics	CAPE Industry Certification			0.1
FDMQA002	Certified Nursing Assistant (CNA)	Florida Department of Health		Health Science	CAPE Industry Certification			0.1
FDMQA017	Licensed Practical Nurse (LPN)	Florida Department of Health		Health Science	CAPE Industry Certification			0.2
FDMQA030	911 Public Safety Telecommunicator	Florida Department of Health	New	Law, Public Safety & Security	CAPE Industry Certification			0.1
FEDAA002	FAA Aviation Maintenance Technician - General	Federal Aviation Administration		Transportation, Distribution & Logistics	CAPE Industry Certification			0.1
FEDAA007	FAA Pilot - Instrument	Federal Aviation Administration		Transportation, Distribution & Logistics	CAPE Industry Certification			0.1
FEDAA010	FAA Aviation Maintenance Technician - Powerplant	Federal Aviation Administration		Transportation, Distribution & Logistics	CAPE Industry Certification			0.2
FEDAA011	FAA Private Pilot	Federal Aviation Administration		Transportation, Distribution & Logistics	CAPE Industry Certification			0.2
FEDAA013	FAA Ground School	Federal Aviation Administration		Transportation, Distribution & Logistics	CAPE Industry Certification			0.1
FEDAA015	FAA Ground Instructor - Basic	Federal Aviation Administration		Transportation, Distribution & Logistics	CAPE Industry Certification			0.1
FLADA001	Florida Automobile Dealers Association (FADA) Certified Technician	Florida Automobile Dealers Association		Transportation, Distribution & Logistics	CAPE Industry Certification			0.1
FLDEP003	Wastewater Treatment Plant Operator Level C	Florida Department of Environmental Protection	New	Agriculture, Food and Natural Resources	CAPE Industry Certification		Waiver of work experience requirement	0.1
FLDEP006	Water Treatment Plant Operator Level C	Florida Department of Environmental Protection		Agriculture, Food and Natural Resources	CAPE Industry Certification		Waiver of work experience requirement	0.1
FLENG001	Engineering Core certification	Florida Engineering Society		Engineering and Technology Education	CAPE Industry Certification			0.1
FLFBR001	Agritechnology Certification	Agricultural Education Services and Technology Inc.		Agriculture, Food and Natural Resources	CAPE Industry Certification			0.2
FLFBR002	Agricultural Biotechnology Certification	Agricultural Education Services and Technology Inc.		Agriculture, Food and Natural Resources	CAPE Industry Certification			0.1
FLFBR003	Agricultural Communications Certification	Agricultural Education Services and Technology Inc.	New	Agriculture, Food and Natural Resources	CAPE Industry Certification			0.1
FLFBR004	Agricultural Mechanics Certification	Agricultural Education Services and Technology Inc.	New	Agriculture, Food and Natural Resources	CAPE Industry Certification			0.1
FLFBR005	Animal Science Certification	Agricultural Education Services and Technology Inc.	New	Agriculture, Food and Natural Resources	CAPE Industry Certification			0.1
FLSFM005	Fire Fighter I	Florida Department of Financial Services, State Fire Marshal, Bureau of Fire Standards & Training		Law, Public Safety & Security	CAPE Industry Certification			0.1
FLVMA002	Certified Veterinary Assistant (CVA)	Florida Veterinary Medical Association		Agriculture, Food and Natural Resources	CAPE Industry Certification			0.1
FMAIN001	Precision Sheetmetal Operator - Level I (PSMO)	Fabricators & Manufacturers Association, International (FMA)	New	Manufacturing	CAPE Industry Certification			0.1
FNGLA001	Certified Horticulture Professional	Florida Nursery Growers and Landscape Association		Agriculture, Food and Natural Resources	CAPE Industry Certification			0.2
GRBCI002	LEED Green Associate	Green Building Certification Institute	New	Architecture & Construction	CAPE Industry Certification			0.1
HBINS002	Pre-Apprenticeship Certificate Training (PACT), Building Construction Technology	Home Builders Institute		Architecture & Construction	CAPE Industry Certification			0.1
HPCPY001	HP (Hewlett-Packard) Applied Technical Associate (HP-ATA) - Connected Devices	Hewlett-Packard		Information Technology	CAPE Industry Certification			0.1
HVACE001	HVAC Excellence Employment Ready - Heat Pump	HVAC Excellence	New	Architecture & Construction	CAPE Industry Certification			0.1
HVACE002	HVAC Excellence EmploymentReady - Air Conditioning	HVAC Excellence	New	Architecture & Construction	CAPE Industry Certification			0.1
HVACE011	HVAC Excellence Employment Ready - Electrical	HVAC Excellence	New	Architecture & Construction	CAPE Industry Certification			0.1

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IEMSR001	Emergency Medical Responder	International EMS Registry		Health Science	CAPE Industry Certification			0.1
IFSEA001	Certified Food Associate (CFA)	International Food Service Executive Association		Hospitality & Tourism	CAPE Industry Certification			0.1
IHKBZ001	CNC Production Specialist	IHK-Bildungszentrum	New	Manufacturing	CAPE Industry Certification			0.1
IHKBZ002	Electronics Technician for Industrial Engineering	IHK-Bildungszentrum	New	Manufacturing	CAPE Industry Certification			0.1
IHKBZ003	Industrial Mechanic	IHK-Bildungszentrum	New	Manufacturing	CAPE Industry Certification			0.1
IHKBZ004	Mechatronics Fitter	IHK-Bildungszentrum	New	Manufacturing	CAPE Industry Certification			0.1
IHKBZ005	Precision Machinist	IHK-Bildungszentrum	New	Manufacturing	CAPE Industry Certification			0.1
INTUT001	Quickbooks Certified User	Intuit		Business Management and Administration	CAPE Industry Certification			0.2
ISCET002	Electronics System Associate (ESA)	International Society for Certified Electronics Technicians		Manufacturing	CAPE Industry Certification			0.2
MICRO017	Microsoft Office Specialist Master	Microsoft Corporation		Information Technology	CAPE Industry Certification	Office 2010 or later		0.2
MICRO052	Microsoft Certified Trainer (MCT)	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.1
MICRO069	Microsoft Office Specialist (MOS) Bundle Certification (3 of 6)	Microsoft Corporation		Information Technology	CAPE Industry Certification	Office 2010 or later		0.2
MICRO070	Microsoft Technology Associate (MTA) - Database Administration Fundamentals	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.2
MICRO074	Microsoft Technology Associate (MTA) - Software Development Fundamentals	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.1
MICRO075	Microsoft Technology Associate (MTA) - Windows Server Admin Fundamentals	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.1
MICRO076	Microsoft Technology Associate (MTA) - Windows OS Fundamentals	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.1
MICRO077	Microsoft Technology Associate (MTA) - Security Fundamentals	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.1
MICRO078	Microsoft Technology Associate (MTA) - Networking Fundamentals	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.1
MICRO080	Microsoft Technology Associate (MTA) - HTML5 Application Developer Fundamentals	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.2
MICRO083	Microsoft Certified Solutions Associate (MCSA) - Windows 7	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.1
MICRO084	Microsoft Certified Solutions Associate (MCSA) - Windows 8	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.1
MICRO085	Microsoft Certified Solutions Associate (MCSA) - Windows Server 2008	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.1
MICRO086	Microsoft Certified Solutions Associate (MCSA) - Windows Server 2012	Microsoft Corporation		Information Technology	CAPE Industry Certification			0.1
MSSCN002	MSSC Certified Logistics Technician (CLT)	Manufacturing Skills Standards Council (MSSC)		Transportation, Distribution & Logistics	CAPE Industry Certification			0.1
NACFS001	Modeling & Simulation (M&S) Certification	National Center for Simulation	New	Information Technology	CAPE Industry Certification			0.1
NAHUC001	Certified Health Unit Coordinator (CHUC)	National Association of Health Unit Coordinators, Inc.		Health Science	CAPE Industry Certification			0.1
NASME001	NASM Certified Personal Trainer (CPT)	National Academy of Sports Medicine	New	Health Science	CAPE Industry Certification			0.1
NATEX001	Air Conditioning Service Technician	North American Technician Excellence		Architecture & Construction	CAPE Industry Certification			0.2
NATEX002	Air Conditioning Installation Specialization	North American Technician Excellence	New	Architecture & Construction	CAPE Industry Certification			0.1
NATEX003	Air to Air Heat Pump Installation Technician	North American Technician Excellence	New	Architecture & Construction	CAPE Industry Certification			0.1
NATHA002	Certified EKG Technician (CET)	National Healthcareer Association		Health Science	CAPE Industry Certification			0.1
NATHA003	Certified Medical Administrative Assistant (CMAA)	National Healthcareer Association		Health Science	CAPE Industry Certification			0.1
NATHA006	Certified Patient Care Technician (CPCT)	National Healthcareer Association		Health Science	CAPE Industry Certification			0.1
NATHA007	Certified Phlebotomy Technician (CPT)	National Healthcareer Association		Health Science	CAPE Industry Certification			0.2
NATHA010	Certified Pharmacy Technician (CPhT)	National Healthcareer Association		Health Science	CAPE Industry Certification			0.2
NATHA011	Certified Electronic Health Record Specialist (CEHRS)	National Healthcareer Association		Health Science	CAPE Industry Certification			0.1
NCATT001	Aircraft Electronics Technician (AET)	National Center for Aerospace and Transportation Technologies (NCATT)		Transportation, Distribution & Logistics	CAPE Industry Certification			0.1
NCCER005	NCCER Carpentry - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.2
NCCER008	NCCER Construction Technology (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.2
NCCER010	NCCER Electrical - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.2
NCCER013	NCCER Electronic Systems Technician - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)		Manufacturing	CAPE Industry Certification			0.1
NCCER018	NCCER HVAC - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.2
NCCER025	NCCER Masonry - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER026	NCCER Plumbing - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER032	NCCER Carpentry - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1

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NCCER033	NCCER Carpentry - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER034	NCCER Carpentry - Level 4 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER036	NCCER Concrete Finishing - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER038	NCCER Electrical - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.2
NCCER039	NCCER Electrical - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER040	NCCER Electrical - Level 4 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER041	NCCER Electronic Systems Technician - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)		Manufacturing	CAPE Industry Certification			0.1
NCCER044	NCCER Masonry - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER045	NCCER Masonry - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER046	NCCER Painting - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER047	NCCER Painting - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER048	NCCER Painting - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER061	NCCER Welding - Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)		Manufacturing	CAPE Industry Certification			0.1
NCCER062	NCCER Welding - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)		Manufacturing	CAPE Industry Certification			0.1
NCCER069	NCCER Plumbing - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER070	NCCER Plumbing - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER071	NCCER Plumbing - Level 4 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER081	NCCER HVAC - Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER082	NCCER HVAC - Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER083	NCCER HVAC - Level 4 (Secondary)	National Center for Construction Education & Research (NCCER)		Architecture & Construction	CAPE Industry Certification			0.1
NCCER084	NCCER Industrial Maintenance - Mechanic Level 1 (Secondary)	National Center for Construction Education & Research (NCCER)	New	Manufacturing	CAPE Industry Certification			0.1
NCCER085	NCCER Industrial Maintenance - Mechanic Level 2 (Secondary)	National Center for Construction Education & Research (NCCER)	New	Manufacturing	CAPE Industry Certification			0.1
NCCER086	NCCER Industrial Maintenance - Mechanic Level 3 (Secondary)	National Center for Construction Education & Research (NCCER)	New	Manufacturing	CAPE Industry Certification			0.1
NIASE002	ASE Master Automobile Technician	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE003	ASE Master Medium/Heavy Truck Technician	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE005	ASE - Automatic Transmission/Transaxle (A2)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.2
NIASE007	ASE - Brakes (A5)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.2
NIASE008	ASE - Electrical/Electronic Systems (A6)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.2
NIASE009	ASE - Engine Performance (A8)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.2
NIASE010	ASE - Engine Repair (A1)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.2
NIASE011	ASE - Heating and Air Conditioning (A7)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.2
NIASE012	ASE - Manual Drive Train and Axles (A3)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.2
NIASE013	ASE Automobile Service Consultant (C1)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE014	ASE - Suspension and Steering (A4)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.2
NIASE016	ASE - Brakes (T4)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE017	ASE - Mechanical and Electrical Components (B5)	National Institute for Automotive Service Excellence	New	Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE018	ASE - Non-structural Analysis and Damage Repair (B3)	National Institute for Automotive Service Excellence	New	Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE019	ASE - Damage Analysis and Estimating (B6)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE020	ASE - Diesel Engines (T2)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE021	ASE - Drive Train (T3)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE023	ASE - Electrical/Electronic Systems (T6)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE025	ASE - Gasoline Engines (T1)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE026	ASE - Heating, Ventilation, and A/C (HVAC) (T7)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE029	ASE - Painting and Refinishing (B2)	National Institute for Automotive Service Excellence	New	Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE031	ASE - Preventive Maintenance Inspection (PMI) (T8)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1

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DOE Code	Certification/Credential Title	Issuing Organization/Provider	New to List	Primary Career Cluster[1]	Type (CAPE Industry Certification, CAPE Acceleration Industry Certification, CAPE Digital Tool Certificate)	Certification Version, if applicable	Differentiated Waiver of Certification Requirements[2]	Weight
NIASE032	ASE - Structural Analysis and Damage Repair (B4)	National Institute for Automotive Service Excellence	New	Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE033	ASE - Suspension and Steering (T5)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification		Waiver of work experience requirement	0.1
NIASE076	ASE - Auto Maintenance and Light Repair (G1)	National Institute for Automotive Service Excellence		Transportation, Distribution & Logistics	CAPE Industry Certification			0.2
NIFMS001	NIMS Machining Level I - CNC Milling: Programming Setup & Operations	National Institute for Metalworking Skills (NIMS)		Manufacturing	CAPE Industry Certification			0.1
NIFMS002	NIMS Machining Level I - CNC Turning: Programming Setup & Operations	National Institute for Metalworking Skills (NIMS)		Manufacturing	CAPE Industry Certification			0.1
NIFMS007	NIMS Machining Level II - Manual Milling	National Institute for Metalworking Skills (NIMS)		Manufacturing	CAPE Industry Certification			0.1
NIFMS008	NIMS Machining Level I - Turning Operations: Turning Between Centers	National Institute for Metalworking Skills (NIMS)		Manufacturing	CAPE Industry Certification			0.1
NIFMS010	NIMS Machining Level I - Turning Operations: Turning Chucking Skills	National Institute for Metalworking Skills (NIMS)		Manufacturing	CAPE Industry Certification			0.1
NIFMS012	NIMS Machining Level II - Grinding Skills II	National Institute for Metalworking Skills (NIMS)		Manufacturing	CAPE Industry Certification			0.1
NIFMS013	NIMS Machining Level I - Drill Press Skills I	National Institute for Metalworking Skills (NIMS)	New	Manufacturing	CAPE Industry Certification			0.1
NINSC001	Certified LabVIEW Associate Developer (CLAD)	National Instruments Corporation		Engineering and Technology Education	CAPE Industry Certification			0.1
NRAEF001	Foodservice Management Professional (FMP)	National Restaurant Association Educational Foundation		Hospitality & Tourism	CAPE Industry Certification			0.2
NRAEF002	National ProStart Certificate of Achievement	National Restaurant Association Educational Foundation		Hospitality & Tourism	CAPE Industry Certification			0.2
NRAEF003	Certified Food Protection Manager (ServSafe®)	National Restaurant Association Educational Foundation		Hospitality & Tourism	CAPE Industry Certification			0.2
NREMT001	Emergency Medical Technician (EMT)	National Registry of Emergency Medical Technicians		Health Science	CAPE Industry Certification			0.2
NREMT003	Emergency Medical Responder (EMR)	National Registry of Emergency Medical Technicians	New	Health Science	CAPE Industry Certification			0.1
NRFSP001	Certified Food Safety Manager	National Registry of Food Safety Professionals	New	Hospitality & Tourism	CAPE Industry Certification			0.1
ORACL001	Oracle Certified Associate (OCA): Database	Oracle Corporation		Information Technology	CAPE Industry Certification			0.2
ORACL004	Oracle Certified Associate (OCA): Java Programmer	Oracle Corporation		Information Technology	CAPE Industry Certification			0.2
ORACL005	Oracle Certified Professional (OCP): Java Programmer	Oracle Corporation		Information Technology	CAPE Industry Certification			0.1
PROSO003	Certified Internet Web (CIW) E-Commerce Specialist	Certification Partners		Information Technology	CAPE Industry Certification			0.2
PROSO016	Certified Internet Web (CIW) Internet Business Associate	Certification Partners		Information Technology	CAPE Industry Certification			0.1
PROSO017	Certified Internet Web (CIW) JavaScript Specialist	Certification Partners		Information Technology	CAPE Industry Certification			0.2
PROSO018	Certified Internet Web (CIW) Network Technology Associate	Certification Partners		Information Technology	CAPE Industry Certification			0.1
PROSO020	Certified Internet Web (CIW) Site Development Associate	Certification Partners		Information Technology	CAPE Industry Certification			0.2
PROSO021	Certified Internet Web (CIW) Web Design Professional	Certification Partners		Information Technology	CAPE Industry Certification			0.1
PROSO022	Certified Internet Web (CIW) Web Design Specialist	Certification Partners		Information Technology	CAPE Industry Certification			0.2
PROSO023	Certified Internet Web (CIW) Web Development Professional	Certification Partners		Information Technology	CAPE Industry Certification			0.1
PROSO024	Certified Internet Web (CIW) Web Foundations Associate	Certification Partners		Information Technology	CAPE Industry Certification			0.1
PROSO025	Certified Internet Web (CIW) Web Security Associate	Certification Partners		Information Technology	CAPE Industry Certification			0.1
PROSO027	Certified Internet Web (CIW) Advanced HTML5 & CSS3 Specialist	Certification Partners	New	Information Technology	CAPE Industry Certification			0.1
PRSVA001	Graduate - Certified Appliance Professional (GCAP)	Professional Service Association	New	Manufacturing	CAPE Industry Certification			0.1
PTCBD001	Pharmacy Technician	Pharmacy Technician Certification Board		Health Science	CAPE Industry Certification			0.2
RECFN001	RECF Pre-Engineering Certification	Robotics Education and Competition Foundation		Engineering and Technology Education	CAPE Industry Certification			0.1
RECFN002	RECF Robotics Certification	Robotics Education and Competition Foundation		Engineering and Technology Education	CAPE Industry Certification			0.1
SOCTE004	Broadband Premises Installer (BPI)	Society of Cable Telecommunications Engineers		Arts, A/V Technology & Communication	CAPE Industry Certification			0.1
SOLID003	Certified Solidworks Associate-Academic (CSWA-Academic)	Dassault Systems Solidworks Corporation		Engineering and Technology Education	CAPE Industry Certification			0.1
SPACE001	Aerospace Technician	SpaceTec		Engineering and Technology Education	CAPE Industry Certification			0.1
TAFLP001	Accredited Legal Professional (ALP)	NALS…the Association for Legal Professionals		Business Management and Administration	CAPE Industry Certification			0.2
TAFLP002	Professional Legal Secretary (PLS)	NALS…the Association for Legal Professionals		Business Management and Administration	CAPE Industry Certification			0.2
TAFOM001	Certified in Production and Inventory Management (CPIM)	The Association for Operations Management		Transportation, Distribution & Logistics	CAPE Industry Certification			0.1
TBOOM001	Toon Boom Certified Associate (Harmony)	Toon Boom Animation		Arts, A/V Technology & Communication	CAPE Industry Certification			0.1
TBOOM002	Toon Boom Certified Associate (Animate Pro)	Toon Boom Animation		Arts, A/V Technology & Communication	CAPE Industry Certification			0.1
TBOOM003	Toon Boom Certified Associate (Storyboard Pro)	Toon Boom Animation		Arts, A/V Technology & Communication	CAPE Industry Certification			0.1
USINS001	Small UAS Safety Certification	Unmanned Safety Institute	New	Transportation, Distribution & Logistics	CAPE Industry Certification			0.1

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2015-2016 CAPE Industry Certification Funding List

DOE Code	Certification/Credential Title	Issuing Organization/Provider	New to List	Primary Career Cluster[1]	Type (CAPE Industry Certification, CAPE Acceleration Industry Certification, CAPE Digital Tool Certificate)	Certification Version, if applicable	Differentiated Waiver of Certification Requirements[2]	Weight
MSSCN001	MSSC Certified Production Technician (CPT)	Manufacturing Skills Standards Council (MSSC)		Manufacturing	CAPE Acceleration Industry Certification			0.5
FEDAA004	FAA Aviation Mechanic Technician - Airframe	Federal Aviation Administration		Transportation, Distribution & Logistics	CAPE Acceleration Industry Certification			1.0
ADOBE801	Adobe Certified Associate (ACA) - Photoshop	Adobe Systems	New	N/A	CAPE Digital Tool Certificate	Photoshop CS5 or CS6		0.025
APPLE802	Apple Certified Pro - Pages	Apple , Inc.		N/A	CAPE Digital Tool Certificate			0.025
APPLE803	Apple Certified Pro - Numbers	Apple , Inc.		N/A	CAPE Digital Tool Certificate			0.025
CERTI802	IC3 Spark	Certiport, A Pearson VUE Business		N/A	CAPE Digital Tool Certificate			0.025
CERTI803	IC3 - Computing Fundamentals	Certiport, A Pearson VUE Business	New	N/A	CAPE Digital Tool Certificate	IC3 Global Standard 4 or later		0.025
CERTI804	IC3 - Key Applications	Certiport, A Pearson VUE Business	New	N/A	CAPE Digital Tool Certificate	IC3 Global Standard 4 or later		0.025
CERTI805	IC3 - Living Online	Certiport, A Pearson VUE Business	New	N/A	CAPE Digital Tool Certificate	IC3 Global Standard 4 or later		0.025
DIGIT801	AGSPACE Certification for GIS Beginners	DigitalQuest, Inc.		N/A	CAPE Digital Tool Certificate	ArcGIS 10 or later		0.025
MICRO801	Microsoft Office Specialist: Microsoft Office Excel	Microsoft Corporation		N/A	CAPE Digital Tool Certificate	Office 2010 or later		0.025
MICRO802	Microsoft Office Specialist: Microsoft Office Word	Microsoft Corporation		N/A	CAPE Digital Tool Certificate	Office 2010 or later		0.025
PROSO801	ICT – Database Essentials	Certification Partners		N/A	CAPE Digital Tool Certificate			0.025
PROSO802	ICT – Gaming Essentials	Certification Partners		N/A	CAPE Digital Tool Certificate			0.025
PROSO803	ICT – Multimedia Essentials	Certification Partners		N/A	CAPE Digital Tool Certificate			0.025
PROSO804	ICT – Programming & Logic Essentials	Certification Partners		N/A	CAPE Digital Tool Certificate			0.025
PROSO805	ICT – Web Design Essentials	Certification Partners		N/A	CAPE Digital Tool Certificate			0.025

[1] Based on the skills needed to earn the certification and the area of CTE programs whose instruction best prepares for the certification. For certifications that align with more than one cluster, the cluster with programs most closely linked to the certification requirements was chosen.

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7/10/2015   Florida Career and Professional Education Act Career and Professional Academies

Florida Department of Education

Form FCAPEA-01, Florida Career and Professional Education Act Career and Professional Academies - High School

Log In

User Name: [   ]

Password: [   ]

[Log In]

Florida Department of Education

Florida Career and Professional Education Act Career and Professional Academies

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Main Menu

Welcome to the main registration page for the Career and Professional Education (CAPE) Academies. This system is only for the registration of CAPE academies at the High School level. All Middle School academies and Career-themed courses must be registered using a separate system. Below you will see a list of previously registered CAPE academies. If you are reregistering a previously registered academy for the current school year, please follow the instructions in Section I. Please note that all academies must be re-registered if you plan to offer them in the current school year. If you are registering a new academy that was not previously offered, please follow the instructions in Section II.

NOTE: Registration of a CAPE academy does not qualify students earning industry certifications in the academy for funding in the Florida Education Finance Program (FEFP) under s. 1011.62, Florida Statutes.

Section I: Instructions for Reregistering an Academy:

A matrix will appear under the Previously Registered Academies heading with a list of academies registered for a previous school year.

*If you are not planning to offer a previously registered academy, no action is necessary.

- Select the re-register academy icon (➕) to register the academy
- The initial check mark icon (✅) indicates the academy has completed the initial registration
- The finalized check mark icon (✔) indicates the academy has completed the initial registration and registration has been finalized

A matrix will appear under the Registered Academies heading after an academy has successfully registered for the school year.

Section II: Instructions for Registering a New Academy:

Select the link "Submit A New Academy" to register a new Career and Professional Academy. (Please note that if minor changes have occurred to an existing academy it should be re-registered. An existing academy should only be registered as a new academy if significant changes to the career cluster and certifications offered have occurred. If you are splitting a single academy into multiple academies, then a new academy needs to be created for each breakout.)

- The initial check mark icon (✅) indicates the academy has completed the initial registration
- The finalized check mark icon (✔) indicates the academy has completed the initial registration and registration has been finalized

A matrix will appear under the Registered Academies heading after an academy has successfully registered for the school year.

Previously Registered Academies

7/10/2015   Florida Career and Professional Education Act Career and Professional Academies

5 record(s) available

School	Academy	
F. W. BUCHHOLZ HIGH SCHOOL	Academy of Entrepreneurship	✔
F. W. BUCHHOLZ HIGH SCHOOL	Academy of Finance	⊞
GAINESVILLE HIGH SCHOOL	ACADEMY OF HEALTH PROFESSIONS	✔
NEWBERRY HIGH SCHOOL	Digital Design and IT Skills	✔
PROFESSIONAL ACADEMY MAGNET AT LOFTEN HIGH SCHOOL	Academy of Design and Technology	✎

Submit A New Academy

Registered Academies

- Select the edit icon (✎) to edit the academy data
- Select the print icon (🖨) to print the academy data
- Select the ms-word icon (📄) to export the academy data to Microsoft Word
- Select the delete icon (🗑) to delete the academy data

4 record(s) available

	School	Academy	Last Submit Date
✔ 🖨 📄	F. W. BUCHHOLZ HIGH SCHOOL	Academy of Entrepreneurship	9/30/2014 3:31 PM
✔ 🖨 📄	GAINESVILLE HIGH SCHOOL	ACADEMY OF HEALTH PROFESSIONS	9/30/2014 3:41 PM
✔ 🖨 📄	NEWBERRY HIGH SCHOOL	Digital Design and IT Skills	9/30/2014 3:50 PM
✎ 🖨 📄 🗑	PROFESSIONAL ACADEMY MAGNET AT LOFTEN HIGH SCHOOL	Academy of Design and Technology	9/30/2014 4:03 PM

Florida Department of Education

Florida Career and Professional Education Act Career and Professional Academies

Registration of High School Career and Professional Academies
Florida Career and Professional Education Act

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Purpose: The purpose of this registration is the identification of the Career and Professional Academies operating in the current school year which meet the requirements in Section 1003.493, Florida Statutes.

Guidelines: By registering, your district is certifying that these academies meet the statutory requirements of the Florida Career and Professional Education Act. Districts must submit all information for each academy that will enroll students in the current school year. District must submit information for any academy that meets ALL of the statutory requirements of s. 1003.493, F.S. Note: This system is designed to reject any registration attempt that does not meet ALL of the criteria found in Section II of the registration application.

All fields are required.

Section I.
ACADEMY INFORMATION

District

Alachua ▼

School

– select – ▼

Academy Name

Address

City

State

Zip

Academy Structure

⭘ School within a School

  Wall to Wall

Grade Level of Students in the Academy

○ 9-12

  10-12

  11-12

  12

Enrollment Policy
Does your district allow students who are not enrolled in this school to participate in this academy? (An example would be students from another district school, or home school students)

  Yes

  No

If Yes, what is your enrollment policy

(max 800 characters)

Estimated Student Enrollment in the Academy

Primary Career Cluster
– select –   ▼

Secondary Career Cluster
– select –   ▼

Section II.
ACADEMY ELEMENTS (per s. 1003.493, F.S.)

Note: This system will reject any registration attempt that does not meet ALL of the criteria found in this Section of the registration application.

☐ Provide a rigorous standards-based academic curriculum integrated with a career curriculum; consider multiple styles of student learning; promote learning by doing through application and adaptation; maximize relevance of the subject matter; enhance each student's capacity to excel; and include an emphasis on work habits and work ethics.

Include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community. Such partnerships must provide opportunities for:
  1. Instruction from highly skilled professionals who possess industry-certification credentials for courses they are teaching.
  2. Internships, externships, and on-the-job training.
  3. A postsecondary degree, diploma, or certificate.
  4. The highest available level of industry certification.
  5. Maximum articulation of credits pursuant to s. 1007.23, F.S., upon program completion.

Promotes and provide opportunities for career and professional academy students to attain, at minimum, the Florida Gold Seal Vocational Scholars award pursuant to s. 1009.536, F.S.

Provides instruction in careers designated as high skill, high wage, and high demand by the regional workforce development board, the chamber of commerce, economic development agencies, or the Department of Economic Opportunity

Delivers academic content through instruction relevant to the career, including intensive reading and mathematics intervention required by s. 1003.4282, F.S., with an emphasis on strengthening reading for information skills.

Offers applied courses that combine academic content with technical skills

Provides instruction resulting in competency, certification, or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision making skills, the importance of attendance and timeliness in the work environment, and work ethics

Note: This system will reject any registration attempt that does not meet ALL of the criteria found in Section II (above) of the registration application.

Section III.
ACADEMY TYPE

Only one academy type may be selected. Choose the one that best applies to the academy.

○ Career and Professional Academy that offers at least one industry certification on the CAPE Industry Certification Funding List through enrollment in Secondary program.
NOTE: If you choose this selection Section IV must be completed.

Career and Professional Academy that offers industry certification(s) on the CAPE Industry Certification Funding List through dual enrollment only.
NOTE: If you choose this selection Section IV must be completed.

Career and Professional Academy that offers coursework leading to an industry certification on the list of certifications recommended by Career Source Florida but not on the CAPE Industry Certification Funding List.
NOTE: Please skip Section IV.

Section IV.
INDUSTRY CERTIFICATIONS

Please select the certifications for which the academy prepares students.
Accredited Legal Professional (ALP)
Adobe Certified Associate (ACA) Illustrator
Adobe Certified Associate (ACA) InDesign
Adobe Certified Associate (ACA) Rich Media Communication Using Adobe - Flash

For multiple selections, hold down the Ctrl key (PC) or the Command key (Mac) while clicking the desired selections. To un-select, hold down the Ctrl key (PC) or the Command key (Mac) and click on the undesired selections.

Section V.
CERTIFICATIONS EARNED

Provide an estimate of the number of industry certifications that will be earned by students in the academy

Section VI.
PERFORMANCE ELEMENTS (per s. 1003.493, F.S.)

Note: By checking below, you are indicating that you acknowledge awareness of the following performance criteria. The system will not complete registration of this academy if the boxes below are not selected.

☐ All courses offered lead to an industry certification or college credit linked directly to the career theme of the course.

If the passage rate on an industry certification examination associated with the academy falls below fifty percent (50%), the 3-year strategic plan must be amended to include specific strategies to improve the passage rate of the academy or carrier-themed course.

Note: By checking above, you are indicating that you acknowledge awareness of the following performance criteria. The system will not complete registration of this academy if the boxes above are not selected.

Section VII.
CONTACT INFORMATION

First Name

Last Name

Title

Email Address

Phone Number (xxx-xxx-xxxx)

Fax Number (xxx-xxx-xxxx)

Submit Step One

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Florida Department of Education

Florida Career and Professional Education Act Career and Professional Academies

9

Main Menu

Welcome to the main registration page for the Career and Professional Education (CAPE) Academies. This system is only for the registration of CAPE academies at the High School level. All Middle School academies and Career-themed courses must be registered using a separate system. Below you will see a list of previously registered CAPE academies. If you are reregistering a previously registered academy for the current school year, please follow the instructions in Section I. Please note that all academies must be re-registered if you plan to offer them in the current school year. If you are registering a new academy that was not previously offered, please follow the instructions in Section II.

NOTE: Registration of a CAPE academy does not qualify students earning industry certifications in the academy for funding in the Florida Education Finance Program (FEFP) under s. 1011.62, Florida Statutes.

> **ATTENTION!**
> Information cannot be edited after final submission.
> Please review your information prior to finalizing. Once your submission is final a notification will automatically be sent to the Division of Career and Adult Education indicating that your survey has been completed.
> By registering, your district is certifying that these academies meet the statutory requirements of the Florida Career and Professional Education Act.

Section I: Instructions for Reregistering an Academy:

A matrix will appear under the Previously Registered Academies heading with a list of academies registered for a previous school year.

*If you are not planning to offer a previously registered academy, no action is necessary.

- Select the re-register academy icon (➕) to register the academy
- The initial check mark icon (✔) indicates the academy has completed the initial registration
- The finalized check mark icon (✔) indicates the academy has completed the initial registration and registration has been finalized

A matrix will appear under the Registered Academies heading after an academy has successfully registered for the school year.

Section II: Instructions for Registering a New Academy:

Select the link "Submit A New Academy" to register a new Career and Professional Academy. (Please note that if minor changes have occurred to an existing academy it should be re-registered. An existing academy should only be registered as a new academy if significant changes to the career cluster and certifications offered have occurred. If you are splitting a single academy into multiple academies, then a new academy needs to be created for each breakout.)

- The initial check mark icon (✔) indicates the academy has completed the initial registration
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been finalized

A matrix will appear under the Registered Academies heading after an academy has successfully registered for the school year.

Previously Registered Academies

5 record(s) available

School	Academy	
F. W. BUCHHOLZ HIGH SCHOOL	Academy of Entrepreneurship	✔
F. W. BUCHHOLZ HIGH SCHOOL	Academy of Finance	🔾
GAINESVILLE HIGH SCHOOL	ACADEMY OF HEALTH PROFESSIONS	✔
NEWBERRY HIGH SCHOOL	Digital Design and IT Skills	✔
PROFESSIONAL ACADEMY MAGNET AT LOFTEN HIGH SCHOOL	Academy of Design and Technology	🔾

Submit A New Academy

Registered Academies

- Select the edit icon (✎) to edit the academy data
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- Select the delete icon (🗑) to delete the academy data

4 record(s) available

	School	Academy	Last Submit Date	
✔ 🖨 📄	F. W. BUCHHOLZ HIGH SCHOOL	Academy of Entrepreneurship	9/30/2014 3:31 PM	FINALIZE Completed
✔ 🖨 📄	GAINESVILLE HIGH SCHOOL	ACADEMY OF HEALTH PROFESSIONS	9/30/2014 3:41 PM	FINALIZE Completed
✔ 🖨 📄	NEWBERRY HIGH SCHOOL	Digital Design and IT Skills	9/30/2014 3:50 PM	FINALIZE Completed
✎ 🖨 📄 🗑	PROFESSIONAL ACADEMY MAGNET AT LOFTEN HIGH SCHOOL	Academy of Design and Technology	9/30/2014 4:03 PM	☐ FINALIZE Registration

save

Florida Department of Education

Florida Career and Professional Education Act Career and Professional Academies

Registration of High School Career and Professional Academies
Florida Career and Professional Education Act

Purpose: The purpose of this registration is the identification of the Career and Professional Academies operating in the current school year which meet the requirements in Section 1003.493, Florida Statutes.

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All fields are required.

Section I.
ACADEMY INFORMATION

District
Alachua   ▼

School
0411 PROFESSIONAL ACADEMY MAGNET AT LOFTEN HIGH SCHOOL   ▼

Academy Name
Academy of Design and Technology

Address

City

State

Zip

Academy Structure
◉ School within a School
○ Wall to Wall

Grade Level of Students in the Academy

◉ 9-12

○ 10-12

   11-12

   12

Enrollment Policy

Does your district allow students who are not enrolled in this school to participate in this academy? (An example would be students from another district school, or home school students)

   Yes

 ◦ No

If Yes, what is your enrollment policy

(max 800 characters)

Estimated Student Enrollment in the Academy

122

Primary Career Cluster

 Human Services   ▾

Secondary Career Cluster

-- select --   ▾

Section II.

ACADEMY ELEMENTS (per s. 1003.493, F.S.)

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☑ Provide a rigorous standards-based academic curriculum integrated with a career curriculum; consider multiple styles of student learning; promote learning by doing through application and adaptation; maximize relevance of the subject matter; enhance each student's capacity to excel; and include an emphasis on work habits and work ethics.

    Include one or more partnerships with postsecondary institutions, businesses, industry, employers, economic development organizations, or other appropriate partners from the local community. Such partnerships must provide opportunities for:

    1. Instruction from highly skilled professionals who possess industry-certification credentials for courses they are teaching.
    2. Internships, externships, and on-the-job training.
    3. A postsecondary degree, diploma, or certificate.
    4. The highest available level of industry certification.
    5. Maximum articulation of credits pursuant to s. 1007.23, F.S., upon program completion.

    Promotes and provide opportunities for career and professional academy students to attain, at minimum, the Florida Gold Seal Vocational Scholars award pursuant to s. 1009.536, F.S.

    Provides instruction in careers designated as high skill, high wage, and high demand by the regional workforce development board, the chamber of commerce, economic development agencies, or the Department of Economic Opportunity

    Delivers academic content through instruction relevant to the career, including intensive reading and mathematics intervention required by s. 1003.4282, F.S., with an emphasis on strengthening reading for information skills.

    Offers applied courses that combine academic content with technical skills

    Provides instruction resulting in competency, certification, or credentials in workplace skills, including, but not limited to, communication skills, interpersonal skills, decision making skills, the importance of attendance and timeliness in the work environment, and work ethics

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Adobe Certified Associate (ACA) Illustrator
Adobe Certified Associate (ACA) InDesign
Adobe Certified Associate (ACA) Rich Media Communication Using Adobe - Flash

For multiple selections, hold down the Ctrl key (PC) or the Command key (Mac) while clicking the desired selections. To un-select, hold down the Ctrl key (PC) or the Command key (Mac) and click on the undesired selections.

Adobe Certified Associate (ACA) Rich Media Communication Using Adobe - Flash

For each certification please provide up to three program linkages. At least one program linkage must be selected for each certification.

Adobe Certified Associate (ACA) Rich Media Communication Using Adobe - Flash

| Agricultural Machinery Mechanics 8103400 ▼ |
| -- select -- ▼ |
| -- select -- ▼ |

Section V.
CERTIFICATIONS EARNED

Provide an estimate of the number of industry certifications that will be earned by students in the academy
12

Section VI.
PERFORMANCE ELEMENTS (per s. 1003.493, F.S.)

Note: By checking below, you are indicating that you acknowledge awareness of the following performance criteria. The system will not complete registration of this academy if the boxes below are not selected.

☑ All courses offered lead to an industry certification or college credit linked directly to the career theme of the course.

If the passage rate on an industry certification examination associated with the academy falls below fifty percent (50%), the 3-year strategic plan must be amended to include specific strategies to improve

the passage rate of the academy or carrier-themed course.

Note: By checking above, you are indicating that you acknowledge awareness of the following performance criteria. The system will not complete registration of this academy if the boxes above are not selected.

Section VII.
CONTACT INFORMATION

USE PREVIOUS CONTACT INFORMATION ▼

First Name

Last Name

Title

Email Address

Phone Number (xxx-xxx-xxxx)

Fax Number (xxx-xxx-xxxx)

Submit Step One

ATTENTION!
Information cannot be edited after final submission.
Please review your information prior to finalizing. Once your submission is final a notification will automatically be sent to the Division of Career and Adult Education indicating that your survey has been completed.
By registering, your district is certifying that these academies meet the statutory requirements of the Florida Career and Professional Education Act.

final submit

7/10/2015

Florida Career and Professional Education Act Career and Professional Academies

Florida Department of Education

Form FCAPEA-02, Florida Career and Professional Education Act Career and Professional Academies - Middle School

Log In

User Name:

Password:

Log In

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Florida Department of Education

Florida Career and Professional Education Act Career and Professional Academies

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Main Menu

Welcome to the main registration page for the Career and Professional Education (CAPE) Academies. This system is only for the registration of CAPE academies at the <u>Middle</u> School level. All High School academies should have been registered using a separate system. A separate registration window will open for Career-themed courses. Please follow the instructions in Section I to register a new academy.

NOTE: Registration of a CAPE academy does not qualify students earning industry certifications in the academy for funding in the Florida Education Finance Program (FEFP) under s. 1011.62, Florida Statutes.

Section I: Instructions for Reregistering an Academy:

A matrix will appear under the Previously Registered Academies heading with a list of academies registered for a previous school year.

*If you are not planning to offer a previously registered academy, no action is necessary.

- Select the re-register academy icon (⊕) to register the academy
- The initial check mark icon (✓) indicates the academy has completed the initial registration
- The finalized check mark icon (✓) indicates the academy has completed the initial registration and registration has been finalized

A matrix will appear under the Registered Academies heading after an academy has successfully registered for the school year.

Section II: Instructions for Registering a New Academy:

Select the link "Submit A New Academy" to register a new Career and Professional Academy. (Please note that if minor changes have occurred to an existing academy it should be re-registered. An existing academy should only be registered as a new academy if significant changes to the career cluster and certifications offered have occurred. If you are splitting a single academy into multiple academies, then a new academy needs to be created for each breakout.)

- The initial check mark icon (✓) indicates the academy has completed the initial registration
- The finalized check mark icon (✓) indicates the academy has completed the initial registration and registration has been finalized

A matrix will appear under the Registered Academies heading after an academy has successfully registered for the school year.

Previously Registered Academies

3 record(s) available

School	Academy	
A. L. MEBANE MIDDLE SCHOOL	first test	
KANAPAHA MIDDLE SCHOOL	Master Chef Culinary Arts	
MICANOPY MIDDLE SCHOOL, INC.	Farming Academy	

Submit A New Academy

Registered Academies

- Select the edit icon (✎) to edit the academy data
- Select the print icon (🖨) to print the academy data
- Select the ms-word icon (📄) to export the academy data to Microsoft Word
- Select the delete icon (🗑) to delete the academy data

0 record(s) available

9

SBOE Meeting - Consent Item - Approval of Amendment to Rule 6A-6.0573, F.A.C.

7/10/2015   Florida Career and Professional Education Act Career and Professional Academies

Florida Department of Education

Florida Career and Professional Education Act Career and Professional Academies

Registration of Middle School Career and Professional Academies
Florida Career and Professional Education Act

Purpose: The purpose of this registration is the identification of the Career and Professional Academies operating in the current school year which meet the requirements in Section 1003.4935, Florida Statutes.

Guidelines: By registering, your district is certifying that these academies meet the statutory requirements of the Florida Career and Professional Education Act. Districts must submit all information for each academy that will enroll students in the current school year. Districts must submit information for any academy that meets ALL of the statutory requirements of s. 1003.4935, F.S. Note: this system is designed to reject any registration attempt that does not meet ALL of the criteria found in Section II of the registration application.

All fields are required.

Section I.
ACADEMY INFORMATION

District
| Alachua ▼ |

School
| – select – ▼ |

Academy Name

Address

City

State

Zip

Academy Structure

○ School within a School

Wall to Wall

Grade Level of Students in the Academy

☐ 6   7   8   9

Enrollment Policy
Does your district allow students who are not enrolled in this school to participate in this academy? (An example would be students from another district school, or home school students)

　Yes

　No

If Yes, what is your enrollment policy

(max 800 characters)

Estimated Student Enrollment in the Academy

Primary Career Cluster
– select –   ▼

Secondary Career Cluster
– select –   ▼

Each middle school career and professional academy must be aligned with at least one high school career and professional academy offered in the district (per s. 1003.4935 (2), F.S.). Select up to three registered high school academies that will align with this academy.

– select –   ▼

– select –   ▼

– select –   ▼

Section II.
ACADEMY ELEMENTS (per s. 1003.4935, F.S.)

Note: this system will reject any registration attempt that does not meet ALL of the criteria found in this Section of the registration application.

☐ Lead to careers in occupations designated as high-skill, high-wage, and high-demand in the Industry Certification Funding List approved under rules adopted by the State Board of Education.

　Integrate content from core subject areas.

　Integrate career and professional academy or career-themed course content with intensive reading, English Language Arts, and mathematics pursuant to ss. 1003.4282, F.S.

　Coordinate with high schools to maximize opportunities for middle school students to earn high school credit.

　Provide access to virtual instruction courses provided by virtual education providers legislatively authorized to provide part-time instruction to middle school students. The virtual instruction courses must be aligned to state curriculum standards for middle school career and professional academy courses or career-themed courses, with priority given to students who have required course deficits.

　Provide instruction from highly skilled professionals who hold industry certificates in the career area in which they teach.

　Offer externships.

　Provide personalized student advisement that includes a parent-participation component.

Note: this system will reject any registration attempt that does not meet ALL of the criteria found in this Section of the registration application.

Section III.
INDUSTRY CERTIFICATIONS

Please select the certifications for which the academy prepares students.

Accredited Legal Professional (ALP)
Adobe Certified Associate (ACA) Illustrator
Adobe Certified Associate (ACA) InDesign
Adobe Certified Associate (ACA) Rich Media Communication Using Adobe - Flash

For multiple selections, hold down the Ctrl key (PC) or the Command key (Mac) while clicking the desired selections. To un-select, hold down the Ctrl key (PC) or the Command key (Mac) and click on the undesired selections.

Section IV.
CERTIFICATIONS EARNED

Provide an estimate of the number of industry certifications that will be earned by students in the academy

Section V.
CONTACT INFORMATION

First Name

Last Name

Title

Email Address

Phone Number (xxx-xxx-xxxx)

Fax Number (xxx-xxx-xxxx)

Submit Step One

Florida Department of Education

Florida Career and Professional Education Act Career and Professional Academies

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Main Menu

Welcome to the main registration page for the Career and Professional Education (CAPE) Academies. This system is only for the registration of CAPE academies at the <u>Middle</u> School level. All High School academies should have been registered using a separate system. A separate registration window will open for Career-themed courses. Please follow the instructions in Section I to register a new academy.

NOTE: Registration of a CAPE academy does not qualify students earning industry certifications in the academy for funding in the Florida Education Finance Program (FEFP) under s. 1011.62, Florida Statutes.

<div style="border:1px solid red; padding:10px; text-align:center;">

ATTENTION!
Information cannot be edited after final submission.
Please review your information prior to finalizing. Once your submission is final a notification will automatically be sent to the Division of Career and Adult Education indicating that your survey has been completed.
By registering, your district is certifying that these academies meet the statutory requirements of the Florida Career and Professional Education Act.

</div>

Section I: Instructions for Reregistering an Academy:

A matrix will appear under the <u>Previously Registered Academies</u> heading with a list of academies registered for a previous school year.

*If you are not planning to offer a previously registered academy, no action is necessary.

- Select the re-register academy icon (🛟) to register the academy
- The initial check mark icon (🗹) indicates the academy has completed the initial registration
- The finalized check mark icon (✔) indicates the academy has completed the initial registration and registration has been finalized

A matrix will appear under the <u>Registered Academies</u> heading after an academy has successfully registered for the school year.

Section II: Instructions for Registering a New Academy:

Select the link "Submit A New Academy" to register a new Career and Professional Academy. (Please note that if minor changes have occurred to an existing academy it should be re-registered. An existing academy should only be registered as a new academy if significant changes to the career cluster and certifications offered have occurred. If you are splitting a single academy into multiple academies, then a new academy needs to be created for each breakout.)

- The initial check mark icon (🗹) indicates the academy has completed the initial registration
- The finalized check mark icon (✔) indicates the academy has completed the initial registration and registration has been finalized

A matrix will appear under the <u>Registered Academies</u> heading after an academy has successfully registered for the school

year.

Previously Registered Academies

3 record(s) available

School	Academy	
A. L. MEBANE MIDDLE SCHOOL	first test	
KANAPAHA MIDDLE SCHOOL	Master Chef Culinary Arts	
MICANOPY MIDDLE SCHOOL, INC.	Farming Academy	

Submit A New Academy

Registered Academies

- Select the edit icon (✎) to edit the academy data
- Select the print icon (🖶) to print the academy data
- Select the ms-word icon (📄) to export the academy data to Microsoft Word
- Select the delete icon (🗑) to delete the academy data

0 record(s) available

9

Florida Department of Education

Florida Career and Professional Education Act Career and Professional Academies

9

Registration of Middle School Career and Professional Academies
Florida Career and Professional Education Act

Purpose: The purpose of this registration is the identification of the Career and Professional Academies operating in the current school year which meet the requirements in Section 1003.4935, Florida Statutes.

Guidelines: By registering, your district is certifying that these academies meet the statutory requirements of the Florida Career and Professional Education Act. Districts must submit all information for each academy that will enroll students in the current school year. Districts must submit information for any academy that meets ALL of the statutory requirements of s. 1003.4935, F.S. Note: this system is designed to reject any registration attempt that does not meet ALL of the criteria found in Section II of the registration application.

All fields are required.

Section I.
ACADEMY INFORMATION

District
| Alachua ▼ |

School
| 0481 FORT CLARKE MIDDLE SCHOOL ▼ |

Academy Name
| IT Academy |

Address
| |

City
| |

State
| |

Zip
| |

Academy Structure
◉ School within a School
○ Wall to Wall

Grade Level of Students in the Academy

☑6   7   8   9

Enrollment Policy

Does your district allow students who are not enrolled in this school to participate in this academy? (An example would be students from another district school, or home school students)

Yes

⊙ No

If Yes, what is your enrollment policy

(max 800 characters)

Estimated Student Enrollment in the Academy

500

Primary Career Cluster

Government & Public Administration   ▼

Secondary Career Cluster

– select –   ▼

Each middle school career and professional academy must be aligned with at least one high school career and professional academy offered in the district (per s. 1003.4935 (2), F.S.). Select up to three registered high school academies that will align with this academy.

F. W. BUCHHOLZ HIGH SCHOOL - Academy of Entrepreneurship   ▼

– select –   ▼

– select –   ▼

Section II.
ACADEMY ELEMENTS (per s. 1003.4935, F.S.)

Note: this system will reject any registration attempt that does not meet ALL of the criteria found in this Section of the registration application.

☑ Lead to careers in occupations designated as high-skill, high-wage, and high-demand in the Industry Certification Funding List approved under rules adopted by the State Board of Education.

   Integrate content from core subject areas.

   Integrate career and professional academy or career-themed course content with intensive reading, English Language Arts, and mathematics pursuant to ss. 1003.4282, F.S.

   Coordinate with high schools to maximize opportunities for middle school students to earn high school credit.

   Provide access to virtual instruction courses provided by virtual education providers legislatively authorized to provide part-time instruction to middle school students. The virtual instruction courses must be aligned to state curriculum standards for middle school career and professional academy courses or career-themed courses, with priority given to students who have required course deficits.

   Provide instruction from highly skilled professionals who hold industry certificates in the career area in which they teach.

   Offer externships.

   Provide personalized student advisement that includes a parent-participation component.

Note: this system will reject any registration attempt that does not meet ALL of the criteria found in this Section of the registration application.

Section III.
INDUSTRY CERTIFICATIONS

Please select the certifications for which the academy prepares students.
Certified Food Associate (CFA)
Certified Food Protection Manager (ServSafe)
Certified Front Desk Supervisor
Certified Health Unit Coordinator (CHUC)

For multiple selections, hold down the Ctrl key (PC) or the Command key (Mac) while clicking the desired selections. To un-select, hold down the Ctrl key (PC) or the Command key (Mac) and click on the undesired selections.

Certified Health Unit Coordinator (CHUC)
Certified Nursing Assistant (CNA)

Section IV.
CERTIFICATIONS EARNED

Provide an estimate of the number of industry certifications that will be earned by students in the academy
10

Section V.
CONTACT INFORMATION

USE PREVIOUS CONTACT INFORMATION ▼

First Name

Last Name

Title

Email Address

Phone Number (xxx-xxx-xxxx)

Fax Number (xxx-xxx-xxxx)

Submit Step One

ATTENTION!
Information cannot be edited after final submission.
Please review your information prior to finalizing. Once your submission is final a notification will automatically be sent to the Division of Career and Adult Education indicating that your survey has been completed.
By registering, your district is certifying

that these academies meet the statutory
requirements of the Florida Career and
Professional Education Act.

final submit

9

7/10/2015   Florida Career and Professional Education Act Career and Professional Academies

Florida Department of Education   Form FCAPEA-03, Florida Career and Professional Education Act Career-Themed Course Registration Form

Log In

User Name: _____

Password: _____

Log In

Florida Department of Education

Florida Career and Professional Education Act Career-themed Courses

Main Menu

Welcome to the main registration page for the Career and Professional Education (CAPE) Career-themed Courses. This system is only for the registration of Career-themed Courses. All Career-themed courses must be registered each year. Courses may be registered individually or by submitting a file.

Districts may register career-themed courses using two different methods. A batch file of multiple schools and courses may be electronically uploaded to the registration system using a specific format provided below. Districts may also register schools and courses individually. To register mutiple schools and courses please go to Section I. Please skip to Section II to individually register schools and courses.

Section I: Registration of Multiple Career-themed Courses (Batch Upload)

Instructions for Registering Multiple Career-themed Courses (Batch Upload):

The following file format must be used to submit a batch upload. The system will reject all files that do not meet these specifications. Downloadable file format instructions   Sample Template

To submit a file, please use the link below.

File Upload

Upload an .xls file   Choose File   No file chosen   Upload

Records with invalid District ID, School ID, Course Number, and Certification Code will be rejected. Duplicate records that match a currently registered District ID/ School ID/ Course Number/Cert code will also be rejected.

A summary report of rejected records may be accessed under the Reports heading below. A list of all currently registered career-themed courses for your district may be accessed under the Reports heading below.

Section II: Registration of Individual Career-themed Courses

Instructions for Registering a single Career-themed Course or editing an already registered career-themed course:
A matrix of all schools with career-themed courses will appear under the Schools heading below. If the school you are registering the career-themed course at does not appear in the list please first follow the steps below to add an eligible school to the list.

- In the list of eligible schools select the register/edit career-themed course icon (➕) to register an individual course at this school
- This will open a school level registration page
    - To add a new career themed course, go to Section II.
    - To add or remove certifications tied to an existing career-themed course, go to Section III.

A list of all currently registered career-themed courses for your district may be accessed under the Reports heading below.

Identification of Eligible Schools with Career-themed Courses

A matrix of all eligible schools will appear under the Eligible Schools heading below.

- Select the Folder icon ( ) to identify a school with Career-themed Courses
- Schools with a ( ) have already been identified and appear under the Schools heading below
- Once selected the school should appear under the Schools heading below. You may need to refresh the page.

Eligible Schools

School	Status
A. L. MEBANE MIDDLE SCHOOL	
A.QUINN JONES/EXCEP.STUDENT CENTER	
ABRAHAM LINCOLN MIDDLE SCHOOL	
ADULT EDUCATION PROGRAM	
ALACHUA COUNTY JAIL	
ALACHUA ESCHOOL (VIRTUAL FRANCHISE)	
ALACHUA LEARNING CENTER , INC. MIDDLE	
ALACHUA MYCROSCHOOL OF INTEGRATED ACADEMICS AND TECHNOLOGIES (MYCROSCHOOL GAINESVILLE)	
ALACHUA VIRTUAL INSTRUCTION PROGRAM	
CHARACTER COUNTS CENTER	

1 2 3 4

Schools

- Select the edit icon ( ) to edit an existing career-themed course or to add a new career-themed course.
- If a school does not appear below and records were submitted using the batch upload process in Section I, please check the error report under the Reports header below to see if the submitted records were rejected.
- If a school does not appear below and no records have been submitted through the batch process by adding an individual course, see Section II for directions on adding an eligible school to the list below.

School	Edit/Add Individual Course
A. L. MEBANE MIDDLE SCHOOL	
A.QUINN JONES/EXCEP.STUDENT CENTER	
ABRAHAM LINCOLN MIDDLE SCHOOL	

Reports

Registered Career-themed Courses- This includes courses which have been registered or certified by your district superintendent. Certification of career-themed courses by your district superintendent is done using a separate username and password.

Report of registered career-themed courses by school and course for the current school year (Excel)

Validation Report- This includes courses which have been registered through the batch upload process and does not include any courses that have been registered individually.

Summary report of records submitted through a batch upload

Report of rejected records submitted through a batch upload

Florida Department of Education

Florida Career and Professional Education Act Career-themed Courses

Registration of Career-themed Courses
Florida Career and Professional Education Act

Purpose: The purpose of this registration is the identification of the career-themed courses operating in the current school year which meet the requirements in s. 1003.493, Florida Statutes.

Guidelines: By registering, your district is certifying that these courses meet the statutory requirements of the Florida Career and Professional Education Act. Districts mus submit all information for each course the statutory requirements of s. 1003.493, Florida Statutes.

Note: This system is designed to reject any registration attempt that does not meet ALL of the criteria found in Section II of the registration application.

All fields are required.

Section I: School Information

District : Alachua

School : 0221 A. L. MEBANE MIDDLE SCHOOL

Section II: Edit Currently Registered Courses

Registered Courses

Action	Course Number	Course Title	Cert 1	Cert 2	Cert 3	Cert 4	Cert 5	Cert 6	Cert 7	Cert 8	Cert 9	Cert 10	Date Submitted	Status
Edit/ Delete	0100060	M/J Introduction to Art History	ADOBE010										07/10/2015	Submitte

Section III: Add a New Career-themed Course

A "Career-themed Course" is a course, or a course in a series of courses, that leads to an industry certification identified on the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs establishe by the regional workforce board or the Department of Economic Opportunity.

To register an individual career-themed course, please select the course and when prompted provide up to ten certifications offered. At least one certification must be selected for each course. To submit multiple courses through a file upload please return to the main menu.

Course Title :   M/J Art in World Cultures(0100070)

Select Certifications

Certification 1   — Select Certificate —
Certification 2   — Select Certificate —
Certification 3   — Select Certificate —
Certification 4   — Select Certificate —
Certification 5   — Select Certificate —
Certification 6   — Select Certificate —
Certification 7   — Select Certificate —
Certification 8   — Select Certificate —
Certification 9   — Select Certificate —
Certification 10 — Select Certificate —

Add   Cancel

Florida Department of Education

Florida Career and Professional Education Act Career-themed Courses

Registration of Career-themed Courses
Florida Career and Professional Education Act

Pursuant to the Florida Career and Professional Education Act, Sections 1003.491 – 1003.493, Florida Statutes, all districts shall offer at least two career-themed courses. A career-themed course is "a course, or a course in a series of courses, that leads to an industry certification identified in the Industry Certification Funding List pursuant to rules adopted by the State Board of Education. Career-themed courses have industry-specific curriculum aligned directly to priority workforce needs established by the regional workforce board or the Department of Economic Opportunity."

All career-themed courses shall be registered in order to be eligible to generate the additional full-time equivalent membership funding based on the completion of industry certifications (Rule 6A.6.0573, Florida Administrative Code).

Newly Registered Courses

The following career-themed courses have been newly registered for your district for the current school year. To finalize the registration process, use the Status column to select the courses and select the Certify button below. Once finalized, all registered career-themed courses for the current school year will appear in the section below.

☐ Status	School Name	Course Number	Course Title	Cert 1	Cert 2	Cert 3	Cert 4	Cert 5	Cert 6	Cert 7	Cert 8	Cert 9	Cert 10	Date Step 1 Submitted
	A. L. MEBANE MIDDLE SCHOOL	0100060	M/J Introduction to Art History	ADOBE010										07/10/2015

By selecting the button below you are certifying that the selected list of career-themed courses above meet the statutory requirements of the Florida Career and Professional Education Act, ss. 1003.491 – 1003.493, F.S.

Certify

The following career-themed courses have completed the registration process. To generate a print ready report please go to the Reports section below.

School Name	Course Number	Course Title	Cert 1	Cert 2	Cert 3	Cert 4	Cert 5	Cert 6	Cert 7	Cert 8	Cert 9	Cert 10	Date Submitted
ABRAHAM LINCOLN MIDDLE SCHOOL	1001070	M/J Language Arts 3	MICRO069										10/16/2014
ABRAHAM LINCOLN MIDDLE SCHOOL	1001080	M/J Language Arts 3, Advanced	MICRO069										10/16/2014

Reports

Registered Career-themed Courses- This includes courses which have been registered and certified by your district superintendent. Certification of career-themed courses by your district superintendent is done using a separate username and password.

Report of Certified career-themed courses by school and course for the current school year (Excel)

STATE BOARD OF EDUCATION
Consent Item
August 26, 2015

SUBJECT: Adoption of a Resolution Requesting the Issuance and Sale of Not Exceeding $65,000,000 State of Florida, State Board of Education Lottery Revenue Refunding Bonds (Series to be determined)

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1013.70, 1013.737 and 215.79, Florida Statutes

EXECUTIVE SUMMARY

The Division of Bond Finance of the State Board of Administration is requesting that the State Board of Education adopt a resolution authorizing the issuance and sale of not exceeding $65,000,000 State of Florida, State Board of Education Lottery Revenue Refunding Bonds (Series to be determined), in order to effectuate debt service savings on previously issued Lottery Revenue Bonds.

The bonds are to be secured by lottery revenues, and may additionally be secured by other revenues that are determined to be necessary and legally available.

Supporting Documentation Included: Requesting Resolution

Facilitator: Linda Champion, Deputy Commissioner, Finance and Operations

A RESOLUTION REQUESTING THE DIVISION OF BOND FINANCE OF THE STATE BOARD OF ADMINISTRATION OF FLORIDA TO ISSUE AND SELL NOT EXCEEDING $65,000,000 STATE OF FLORIDA, STATE BOARD OF EDUCATION LOTTERY REVENUE REFUNDING BONDS TO REFINANCE PREVIOUSLY ISSUED LOTTERY REVENUE BONDS; AUTHORIZING AN OPTION TO PURCHASE A DEBT SERVICE RESERVE CREDIT FACILITY TO SATISFY ANY DEBT SERVICE RESERVE ACCOUNT REQUIREMENT AND TO OBTAIN A MUNICIPAL BOND INSURANCE POLICY; AND PROVIDING AN EFFECTIVE DATE.

BE IT RESOLVED by the State Board of Education:

Section 1.   The State Board of Education (the "Board") hereby authorizes and requests the Division of Bond Finance of the State Board of Administration of Florida (the "Division") to issue and sell bonds on behalf of the Board, in an aggregate amount not exceeding $65,000,000 (the "Bonds") to refinance previously issued Lottery Revenue Bonds, to pay the costs of issuance of the Bonds, to provide for capitalized interest (if necessary), to provide for a municipal bond insurance policy, to fund a reserve account, or provide debt service insurance, if determined by the Division to be necessary.   The Bonds are hereby authorized to be sold by competitive sale for the purpose of achieving debt service savings.   The Bonds are to be secured by lottery revenues, and may additionally be secured by other revenues that are determined to be necessary and legally available.   The Division shall determine the date, amount, terms and other features of a fiscal or technical nature for the issuance of the Bonds.

Section 2.   The Board will comply with all requirements of bond counsel and the Division as evidenced by a "Certificate as to Tax, Arbitrage and Other Matters" or similar certificate to be executed by the Board prior to the issuance of the Bonds and advice and directions in implementing such certificate.

1

Section 3.   The Board will comply with all other requirements of the Division with respect to compliance with federal arbitrage law, pursuant to section 215.64(11), Florida Statutes, including the payment of fees to the Division in connection therewith.

Section 4.   The Board will comply with all requirements of federal law, state law or the Division, relating to continuing secondary market disclosure of information regarding the Bonds and the Lottery revenues pledged to the Bonds.   Such requirements currently provide for the continuing disclosure of information relating to the Bonds and Lottery revenues on an annual basis and upon the occurrence of certain material events.

Section 5.   As provided in section 215.65, Florida Statutes, the fees charged by the Division and all expenses incurred by the Division in connection with the issuance of the Bonds (except for periodic arbitrage compliance fees, which shall be paid from other legally available funds) shall be paid and reimbursed to the Division from the proceeds of the sale of such Bonds

Section 6.   The Division is hereby requested to take all actions required to issue the Bonds.

Section 7.   The Board may cause to be purchased a debt service reserve credit facility and/or a municipal bond insurance policy issued by a reputable and recognized provider.

Section 8.   The Chair, the Vice Chair, the Commissioner of Education or the Deputy Commissioner, or such other authorized representatives of the Board, are hereby authorized to take all actions and steps, to execute all instruments, documents, and contracts, and to take all other action as they may deem necessary or desirable, in connection with the execution and delivery of the Bonds and to obtain a debt service reserve credit facility and a municipal bond insurance policy.

Section 9.   This Resolution shall take effect immediately upon its adoption.

Adopted this 26th day of August, 2015.

<div style="text-align:center">2</div>