STATE BOARD OF EDUCATION
AGENDA

Marva Johnson, Chair
John R. Padget, Vice Chair
Gary Chartrand
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

September 21, 2015
The SEED School of Miami
15800 NW 42nd Avenue
FIU/FMU Auditorium
Miami Gardens, FL 33054

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

Welcome

Pledge of Allegiance

Member Comments   **Chair Marva Johnson**

Commissioner's Report   **Commissioner Pam Stewart**

Approval

Updates

Action Items

Consent Items

Concluding Remarks   **Chair Marva Johnson**

STATE BOARD OF EDUCATION
Action Item
September 21, 2015

SUBJECT: Approval of Minutes of August 26, 2015, Meeting

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

The minutes of the August 26, 2015, Meeting are presented for approval.

Supporting Documentation Included: Under separate cover

Facilitator/Presenter: Chair Marva Johnson

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STATE BOARD OF EDUCATION
Update
September 21, 2015

SUBJECT: K-12 Public Schools – Superintendent Alberto Carvalho on behalf 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 Superintendent Carvalho, Miami-Dade County Public Schools on issues relating to K-12 education initiatives.

Supporting Documentation Included: N/A

Facilitator/Presenter: Alberto Carvalho, Superintendent Miami-Dade County Public Schools

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STATE BOARD OF EDUCATION
Update
September 21, 2015

SUBJECT: Florida College System – President Charles Meadows on behalf of the Council of Presidents

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.

Supporting Documentation Included: N/A

Facilitator/Presenter: Dr. Charles Meadows, President, Pensacola State College

STATE BOARD OF EDUCATION
Action Item
September 21, 2015

SUBJECT: Approval of Florida College System - Performance Funding Improvement Plans

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Specific Appropriation 122 of the 2015-16 General Appropriations Act and Implementing Bill Senate Bill 2502-A (2015) Section 15.

EXECUTIVE SUMMARY

At its July 2015 meeting, the State Board of Education adopted the 2015-16 Florida College System (FCS) Performance Funding model.

Pursuant to the FCS Performance Funding model, colleges must meet a minimum performance threshold in order to be eligible for the state's investment in performance funds. Those colleges falling below the threshold must submit a performance improvement plan for approval by the State Board of Education. Colleges presenting improvement plans:

- Daytona State College
- Pensacola State College
- College of Central Florida
- Pasco-Hernando State College
- Northwest Florida State College

Supporting Documentation Included: Performance Improvement Plans

Facilitators/Presenters: Madeline Pumariega, Chancellor, Division of Florida Colleges; Presidents Tom LoBasso, Daytona State College; Ed Meadows, Pensacola State College; Jim Henningsen, College of Central Florida; Timothy Beard, Pasco-Hernando State College; and Ty Handy, Northwest Florida State College

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College Name: **DAYTONA STATE COLLEGE**

Date: **SEPTEMBER 1, 2015**

Daytona State College

Performance Improvement Plan 2015

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Executive Summary

Prioritization of Performance Funding Measures

In response to statewide results on the 2015-2016 Florida College System Performance Funding Model, Daytona State College has initiated an aggressive improvement plan. The plan is designed to improve performance on critical measures as defined by the Division of Florida Colleges, State Board of Education, and the Florida Legislature.

The president and administrative staff of Daytona State College have reviewed the college's scores on the four performance measures in the FCS Performance Funding Model and identified strategies and activities for all four measures. Based on an analysis of the current score and the need for improvement, the four measures were prioritized and ranked as follows:

PRIORITY	PERFORMANCE MEASURE	2015-2016 POINTS SCORED	MAXIMUM POINTS
1	Job Placement/Continuing Education	0.75	7.50
2	Retention Rates	3.00	10.00
3	Completion Rates	6.67	10.00
4	Entry Level Wages	0.90	3.00

Guiding Principles for the Performance Improvement Plan

The improvement plan presented in this document includes strategies and activities that will impact the institution's outcomes on the two performance measures most in need of improvement. It is built on practices that have been documented as having a high probability for addressing improvement in the *2015 Student Retention and College Completion Practices Benchmark Report* by Ruffalo Noel Levitz. The DSC improvement plan focuses on specific activities that will show evidence of measurable and verifiable progress within a year and can be reported on at regular intervals. Guiding principles recommended by the Florida College System and adopted by the college ensure that the elements of the plan are evidence-based, clearly communicated, produce demonstrable outcomes, are time sensitive and are sustainable.

Measures Selected for Improvement

Job Placement/Continuing Education. The strategies and activities described in the following pages will significantly transform the college's ability to prepare students for entry- and mid-level jobs to meet local business and industry needs and for transfer to upper division baccalaureate programs.

Retention Rate. Student success is predicated on retention. The college has identified and begun implementation of strategies and activities that will directly impact the college's ability to increase consistent and sequential enrollment of its students. The plan is comprehensive and will impact both full-time and part-time students, in both upper and lower division programs.

Strategies and Activities

To positively impact the college's performance on job placement and continuing education, significant effort will be spent on directly connecting students nearing graduation with potential employers and job opportunities. Job placement rates will be impacted by increasing the number and scope of career fairs hosted by the college and using an online career research and resource tool to send text alerts to

students about job openings in their chosen career fields. The college also will increase capacity to provide face-to-face and online workforce transition services to help students with job searches, interview preparation, and career coaching, and to link them with work experience opportunities such as internships and co-operative placements.

To help promote a smooth transition for associate of arts students who intend to transfer to a four-year degree program, the college will promote the advantages of enrolling in the DirectConnect to UCF program and will implement a course registration system that will ensure students meet university transfer requirements and register for courses within their degree plan to ensure they stay on track.

Retention rates will be improved by preparing students to be successful, providing guided pathways to degree completion and implementing intrusive interventions for at-risk and academically struggling students. To ensure academic success, as of fall 2015, a first-year student success course will be a graduation requirement for associate of arts students. A successful supplemental instruction program will be expanded to offer faculty-led supplemental instruction and require supplemental instruction in more gateway courses. Changes to internal academic policy and practice will reduce the time students can add or drop courses each semester, decreasing the number of students who start classes late.

Pathways to degree completion include OnTime 2 and OnTime 3 completion plans that articulate clear academic pathways and guarantee blocks of courses in appropriate sequence and format to allow for timely graduation. Newly developed career connection tools will be used by academic advisors for academic planning and to inform students about curriculum ladders that relate to specific career options. The college will address financial barriers that impact student retention by implementing a two percent decrease in tuition and fees effective Spring 2016.

Finally, intrusive intervention will be a key focus of the college's retention strategy and activities. This includes the implementation of an early alert system called Grades First that has been successfully piloted by the Athletics Department. Advisors-on-the-Go will improve the availability and accessibility of academic advisors and the number of contacts students make with the Academic Advising office during their academic journey. Revised policies and practices related to academic probation and standards of satisfactory academic progress will ensure that students who are struggling academically will receive an early alert and intrusive intervention before it is too late.

Conclusion

The strategies and activities described in the plan are fully supported by both the faculty and administration at DSC and have been recommended and thoroughly vetted by the college's Retention Committee, the senior executive staff and the District Board of Trustees. The Retention Committee has been and will continue to be instrumental in reviewing and analyzing data, and in developing and implementing strategies that will positively impact outcomes on performance measures.

Measure: Job Placement/Continuing Education

Strategy 1: Connect students with job opportunities

Activity 1: Increase the number and scope of career fairs

Description of the activity
Giving students opportunities to learn about job openings in their chosen career fields and connecting them with working professionals helps transition them from academics to workforce. To give students a head start in their job search, the college will increase the number and scope of career fairs held each year. Previously, the Office of Career Services annually hosted two career fairs, called Job Expos, to connect hiring employers with students and recent graduates. One career fair focused on employment opportunities in businesses of all types; the other focused on health career employment opportunities. The most recent event included representatives from 45 companies and was attended by 506 job-seekers who completed over 1,611 job applications or submitted resumes. In 2015-2016, the number of Job Expos will double from two to four. Plans are underway to host a general job fair for December graduates and three job fairs in the spring for May graduates (one each for general interest, health careers and technical workforce opportunities).

Beginning Date
July 2015 – Planning began for 2015-2016 Job Fairs

Ending Date
Ongoing

Anticipated evidence indicating success
By December 15, 2015:
- Host one general interest Job Expo career fair targeting December graduates.

By April 30, 2016:
- Host four Job Expo career fairs (compared to two career fairs in 2014-2015).
- Increase in number of participating companies (compared to 2014-2015).
- Increase in number of students attending (compared to 2014-2015).

Activity 2: Implement FasTrack Jobs program

Description of the activity
Intentional electronic communications can be effective in helping students obtain employment after graduation. Daytona State College will use FasTrack Jobs to connect students to high-wage/high-demand opportunities within competitive job markets. This electronic job placement tool, piloted in the summer of 2015, gives students access to career tools online or through personal contact (phone call, email, text) and will notify them through a text alert system about job openings that fit their employment preferences. The company does job sourcing and research to identify job leads and has career coaches who will review and rewrite resumes to improve quality and content, offer career advice, and provide cover letter help and job search assistance. During the Fall 2015 semester, the program will be widely promoted to students.

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Beginning Date
May 2015

Ending Date
Ongoing

Anticipated evidence indicating success
By December 15, 2015:
- Increase in number of students/graduates who are active on the FasTrack system in Fall 2015 compared to Summer 2015.
- Implement FasTrack job notification text alerts in Fall 2015
- Number of text alerts sent in Fall 2015.

By April 30, 2016:
- Increase in number of students/graduates who are active on the FasTrack system in Spring 2016 compared to Fall 2015.
- Increase in number of students who receive a FasTrack job notification text alert in Spring 2016 compared to Fall 2015.

Strategy 2: Increase workforce transition services

Activity 1: Develop individual plans for career transition

Description of the activity
Providing career services midway through students' academic programs helps them see the connection between coursework and careers. The college will contact students who are at the 50% completion point for associate of science degree and certificate programs, and recommend they meet with a career service advisor to develop an individual plan for transition services before they register for more classes. Accessing the Office of Career Services for career planning and job placement will support students in bridging the gap between college and work. The college will increase staff capacity to ensure adequate resources to help students explore career options, research job opportunities, create resumes, complete job applications, practice interview skills, and learn to dress and act professionally. Students will learn how to tailor a resume and cover letter to the jobs for which they are applying, how to respond to difficult interview questions, and how to highlight their strengths so they stand out when they apply for a job.

Beginning Date
September 2015

Ending Date
Ongoing

Anticipated evidence indicating success

By December 15, 2015:

- Increase in the number of staff in the Office of Career Services (Fall 2015 compared to Fall 2014).
- Increase in number of individuals served (Fall 2015 compared to Fall 2014).
- Increase in number of contacts in Fall Semester for each service category (e.g., job search assistance, resume preparation, interview coaching) (Fall 2015 compared to Fall 2014).

By April 30, 2016:

- Increase in number of individuals served (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).
- Increase in number of contacts for each service category (e.g., job search assistance, resume preparation, interview coaching) (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).

Activity 2: Expand capacity to offer work experience opportunities

Description of the activity

Giving students practical work experiences in their intended major is widely recognized as a highly effective practice for both job placement and retention. Career service advisors will connect students seeking work experience opportunities to businesses that offer internships and/or cooperative education placements. A database of opportunities, accessible to students at any time through multiple modalities, will be expanded and maintained by the Office of Career Services. Staff will work with academic programs to monitor and support students placed in work opportunities to maximize their learning experience. Outreach and support to businesses and employers will increase the number of placements available to students. Capacity to provide these and other workforce transition services will be increased by adding professional level staff.

Beginning Date

September 2015

Ending Date

Ongoing

Anticipated evidence indicating success

By December 15, 2015:

- Hire an additional career services professional.
- Number of student contacts made through presentations to classes and clubs, Facebook posts, and direct emails to increase awareness of work experience opportunities.

By April 30, 2016:

- Increase in number of work experience opportunities listed in the database (Spring 2016 compared to Spring 2015).

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- Increase in number of students who engage in work experience opportunities (Spring 2016 compared to Spring 2015)
- Increase in number of businesses/employers offering work experience placement opportunities (Spring 2016 compared to Spring 2015)

Strategy 3: Prepare associate of arts students for transfer

Activity 1: Activate DirectConnect to UCF

Description of the activity

DirectConnect to UCF gives Daytona State College students an easy way to transfer directly to the University of Central Florida with their associate of arts degree or specialized associate of science degree. Through the DirectConnect to UCF program, DSC and UCF guide students from their freshman year at DSC through their senior year at the university to ensure a path to success. Students receive personalized academic planning, engage in career exploration to help them choose a major early in their studies, and attend workshops on academic planning, financial literacy and other topics. For DSC students, DirectConnect to UCF means

- Guaranteed admission to a bachelor's degree program at UCF.
- Preferential admission to select bachelor's degree programs at UCF.
- Joint advising from UCF and Daytona State to help ensure a smooth transfer.
- UCF staff available on-site at DSC's Daytona Beach Campus to help with advising, admissions, financial aid and academic support.
- Significant savings on tuition costs for the first two years toward a bachelor's degree.

Beginning Date
March 2015

Ending Date
Ongoing

Anticipated evidence indicating success
By December 15, 2015:

- Increase in number of newspaper ads, radio spots, and billboards for DirectConnect to UCF compared to the previous semester.
- Increase in number of students who enroll in the DirectConnect to UCF program compared to the previous semester.

By April 30, 2016:

- Increase in number of newspaper ads, radio spots, and billboards for DirectConnect to UCF compared to the previous year.
- Increase in number of students who enroll in the DirectConnect to UCF program compared to the previous year.

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Activity 2: Implement course registration system with preloaded transfer requirements

Description of the activity

As part of the advising process, associate of arts students are required to identify a transfer institution and intended major. Preparing students for transfer includes guiding them to appropriate course options to meet the requirements for their major. The college is implementing a new institution-wide IT platform that allows the enrollment and registration process to be reconfigured with pre-loaded transfer requirements for associate of arts students including pre-requisites for all majors at all Florida public colleges and universities. Restrictions within the course registration system will help prevent students from taking courses that do not transfer to their intended university or major. Individualized embedded degree audits will increase the number of students who graduate on time and will reduce the number of courses taken that do not satisfy a four-year degree requirement. Students will have the pre-requisites they need to transfer directly into their major without accumulating excess hours.

Beginning Date

July 2015 - Customization of registration system
March 2016 - Implementation

Ending Date

Ongoing

Anticipated evidence indicating success

By December 15, 2015:

- Number of majors, university pre-requisites, and degree audits built into the registration system.

By April 30, 2016:

- Preloaded prerequisites registration system will be in use for Fall 2016 registrants.

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Measure: Retention Rate

Strategy 1: Prepare students for success

Activity 1: Offer mandatory student success course

Description of the activity
Participation in a mandatory first-year experience or orientation course that provides the information and skills students need to successfully navigate through college is associated with positive student outcomes. Beginning in the Fall 2015 semester, SLS 1122 Managing Your Success will be a graduation requirement for students enrolling in the associate of arts degree program. The course has been designed as a first-year seminar and will incorporate academic content, skill-building exercises, and applied teaching pedagogies. The design was based on a successful pilot project of a one-credit course that showed evidence of increased student success. Students will be oriented to college resources including those offered by the Academic Support Center, Writing Center, and Library and will learn about academic expectations, career planning, time/money management, technology, student services, organizations, and academic integrity. Research suggests that when students have the opportunity to practice student success and basic academic skills within the context of a student success course, they are likely to apply those skills in future courses, increasing their long-term educational attainment.

Beginning Date
August 2015

Ending Date
Ongoing

Anticipated evidence indicating success
By December 15, 2015:
- Increase in number of SLS 1122 course sections offered (Fall 2015 compared to Fall 2014).
- Increase in number of students enrolled in the SLS 1122 course (Fall 2015 compared to Fall 2014).

By April 30, 2016:
- Increase in number of SLS 1122 course sections offered (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).
- Increase in number of students enrolled in the SLS 1122 course (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).

Activity 2: Expand and enhance Supplemental Instruction

Description of the activity
Academic support is frequently cited as the most used and most effective retention strategy available to two-year public institutions. To maximize the impact of this strategy, the Supplemental Instruction (SI) learning assistance program will be restructured and expanded to offer more responsive and intrusive support using multiple delivery options to meet the needs

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of students. The SI program has been enhanced to include incentivized or mandatory SI. Offering SI sessions as an incentivized or mandatory course requirement in key gateway courses in mathematics, English and science represents a significant departure from the traditionally defined and implemented peer-led SI model. The expanded program will increase accessibility to faculty and course content which will improve retention and success.

Beginning Date
August 2015

Ending Date
Ongoing

Anticipated evidence indicating success
By December 15, 2015:
- Increase in number of courses and course sections that incorporate incentivized or mandatory SI (Fall 2015 compared to Fall 2014).
- Increase in number of courses and course sections that offer SI (Fall 2015 compared to Fall 2014).
- Increase in number of students who participate in SI (Fall 2015 compared to Fall 2014).

By April 30, 2016:
- Increase in number of courses and course sections that incorporate incentivized or mandatory SI (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).
- Increase in number of courses and course sections that offer SI (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).
- Increase in number of students who participate in SI (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).

Activity 3: Shorten add-drop period

Description of the activity
After tracking persistence and progression patterns and reviewing student success data, DSC faculty and administration recognized a need to adjust academic practices related to the add-drop period. At the beginning of each semester, students have a designated time in which to adjust their schedule by adding or dropping courses. Internal data showed that students who registered for a class after the semester had already begun were less likely to successfully complete the course or be retained the following semester. To reduce the number of students who add a class after the semester has already begun, the add-drop period was shortened from five days to three days for full semester courses and from three days to two days for seven-week semester courses.

Beginning Date
January 2015

Ending Date
Ongoing

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Anticipated evidence indicating success
By December 15, 2015:
- Decrease in number of students who register for a course after it has already met for the second time (Fall 2015 compared to Fall 2014).
- Increase in course success rates of students who register for the course during the add-drop period (Fall 2015 compared to Fall 2014).

By April 30, 2016:
- Decrease in number of students who register for a course after it has already met for the second time (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).
- Increase in course success rates of students who register for the course during the add-drop period (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).

Strategy 2: Provide guided pathways to degree completion

Activity 1: Offer OnTime 2 and OnTime 3 completion plans

Description of the activity
Providing students with an academic plan and a roadmap of courses will keep them enrolled and moving toward graduation. The college will implement OnTime 2 and OnTime 3 completion plans for associate of arts students. These plans articulate clear academic pathways and provide a guaranteed block schedule of classes that will allow a full-time student to complete an AA in two years and a part-time student to complete an AA in three years. Staff in the Student Development and Academic Affairs divisions will collaborate to offer the ideal combination of course modality and length to ensure timely degree completion. A semester schedule that strategically combines long (15-week) and short (7-week) term courses means a student takes only three subjects at any one time, as opposed to five. Students are able to select OnTime 2 and OnTime 3 enrollment plans on all campuses as of fall 2015.

Beginning Date
August 2015

Ending Date
Ongoing

Anticipated evidence indicating success
By December 15, 2015:
- Schedule of courses for Fall 2015 includes a guaranteed block of AA sections for all campuses.
- Increase in average credit hour course load for full-time AA students (Fall 2015 compared to Fall 2014).
- Increase in average credit hour course load for part-time AA students (Fall 2015 compared to Fall 2014).

By April 30, 2016:
- Schedule of Spring 2016 courses includes a guaranteed block of AA sections for all campuses.

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- Increase in average credit hour course load for full-time AA students (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).
- Increase in average credit hour course load for part-time AA students (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).

Activity 2: Use Career Pathway Research Guide for academic planning

Description of the activity

Providing information about career pathways as part of academic advising allows students to see the connection between academics and careers and encourages early identification of career goals. In March 2015, the college was awarded a $15,000 grant from the Florida College System Foundation to create the Career Pathway Research Guide, a reference tool to be used by college advisors and high school counselors to inform students and parents about career ladders that begin with a college certificate program, progress to an associate program, and lead to a four-year degree. To increase understanding, curriculum levels are clearly associated with specific jobs and salaries. The Research Guide has been created; 30,000 copies have been printed and will be distributed to college students through the Office of Academic Advising and to high school students through their guidance counselors.

Beginning Date
March 2015

Ending Date
Ongoing

Anticipated evidence indicating success
By December 15, 2015:
- Number of Career Pathway Research Guides distributed to DSC students in Fall 2015.
- Number of Career Pathway Research Guides distributed to high school guidance counselors in Fall 2015.

By April 30, 2016:
- Number of Career Pathway Research Guides distributed to DSC students in Fall 2015 and Spring 2016.
- Number of Career Pathway Research Guides distributed to high school guidance counselors in Fall 2015 and Spring 2016.

Activity 3: Decrease tuition by 2%

Description of the activity
Students who have financial limitations may find themselves in a situation where they have to reduce the number of credits they take during a semester, dropping from full-time status to part-time status, or may find themselves unable to attend at all. Decreasing tuition by two percent will help students stay on track for timely degree completion as it improves the affordability and accessibility of education. The decrease will be effective in Spring 2016 and will

result in a savings of $31 per semester for full-time students. In-state students pursuing two-year associate degrees will see tuition and related fees reduced two percent, from $104.48 per credit hour to $102.39. In-state tuition for bachelor's degrees will remain the same; however, the related fees will be reduced by two percent.

Beginning Date
January 2016

Ending Date
Ongoing

Anticipated evidence indicating success
By December 15, 2015:
- Minutes of District Board of Trustees meeting approving a reduction in tuition and fees.
- Revised tuition and fee schedule posted on DSC website and online College Catalog.

By April 30, 2016:
- Reduction in average cost of tuition and fees for associate degree students, both full-time and part-time (Spring 2016 compared to Spring 2015).
- Reduction in average cost of fees for bachelor degree students, both full-time and part-time (Spring 2016 compared to Spring 2015).

Strategy 3: Initiate intrusive interventions

Activity 1: Implement early alert system using Grades First

Description of the activity
Early alert and intervention systems are effectively used by many institutions to increase both academic success and retention. Daytona State College will implement Grades First, a software system that includes an intrusive early intervention system that allows students to be contacted through email, text message or a FERPA-compliant Facebook application. Messages can be sent to individual students using the student's preferred means of communication, and will be documented as advising notes within the Grades First system. Groups of students can be contacted based on specific criteria entered into the system (e.g., students on academic probation). The system also includes tutor management tools, appointment scheduling software, automatic appointment reminders to students and other tools. Faculty can report an at-risk student to the Office of Academic Advising and an advisor will make contact with the student to discuss strategies, services, and options. Portions of this product were piloted by the Athletic Department with great success.

Beginning Date
September 2015

Ending Date
Ongoing

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Anticipated evidence indicating success

By December 15, 2015:

- Number of faculty reporting at-risk students using the Grades First system in Fall 2015.
- Number of student contacts made based on referrals from the Grades First system in Fall 2015.

By April 30, 2016:

- Number of faculty reporting at-risk students using the Grades First system in Fall 2015/Spring 2016.
- Number of student contacts made based on referrals from the Grades First system in Fall 2015/Spring 2016.

Activity 2: Hire Advisors-on-the-Go

Description of the activity

Student retention can be positively impacted by engaging students in one-on-one sessions with professional advisors. Best practices indicate that more frequent advising leads to more timely completion and better preparation for graduation and/or transfer to a baccalaureate program. Daytona State College will make academic advising services readily available and accessible to students through Advisors-on-the-Go. Academic advisors will be placed in visible, high-traffic academic areas while classes are in session where they will be proactively engaging students in collaboration with faculty affiliated with defined disciplines of study. More visibility and accessibility will encourage students to make contact with the advising staff and will increase the number of contacts per students. Advisors-on-the-Go will be trained to help associate of arts students stay on course to transition smoothly to a four-year program. They also will schedule mid-term advising sessions with associate of science and certificate program students, individually and in small groups. The staff of the Academic Advising Office will be increased by three full-time advisors.

Beginning Date
September 2015

Ending Date
Ongoing

Anticipated evidence indicating success

By December 15, 2015:

- Increase in number of full-time staff in the Office of Academic Advising (Fall 2015 compared to Fall 2014).
- Increase in the average number of advising contacts per student (Fall 2015 compared to Fall 2014).

By April 30, 2016:

- Increase in the average number of advising contacts per student (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).

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Activity 3: Implement new standards of academic progress

Description of the activity

After analyzing data and reviewing policies related to academic probation, Daytona State College revised its practices to notify and provide support earlier for students in academic distress. A process was outlined for informing, advising and counseling students who fall below the minimum threshold of a 2.0 GPA. The revised Satisfactory Academic Progress policy places students who drop below a 2.0 GPA for the first time, regardless of the number of credits accumulated, on Academic Alert status. The student is contacted by email and/or phone by an academic advisor or faculty mentor to discuss issues with course work and identify success strategies. After completing a semester on Academic Alert, a student whose GPA remains below a 2.0 is placed on Academic Warning. The student is required to meet with an academic advisor to develop an academic plan. If a student's GPA remains below a 2.0, the student goes on Academic Probation, and the following semester could be subject to Academic Suspension. This progression allows numerous opportunities for students to work with advisors to develop individualized educational goals and intervention strategies that will move them back into good academic standing (i.e., GPA above a 2.0). Compared to the previous policy and practice, the GPA threshold was increased and the minimum number of hours before an alert is issued was decreased to allow interventions to be initiated earlier.

Beginning Date
July 2015

Ending Date
Ongoing

Anticipated evidence indicating success
By December 15, 2015:
- Increase in the number of students contacted about academic standing (Fall 2015 compared to Fall 2014).
- Earlier notification of students contacted about academic standing (Fall 2015 compared to Fall 2014).

By April 30, 2016:
- Increase in the number of students contacted about academic standing (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).
- Earlier notification of students contacted about academic standing (Fall 2015/Spring 2016 compared to Fall 2014/Spring 2015).

PSC

PENSACOLA STATE COLLEGE

Performance Funding Improvement Plan

September 1, 2015

Executive Summary

This improvement plan submitted by Pensacola State College addresses three of the performance funding measures: retention rate, program completion and graduation rates, and job placement or continuing education.

Studies consistently show that increasing students' engagement in the College, increasing personal connections with College staff, and increasing student support result in increased student success. Therefore, the three strategies that will be utilized to impact retention rates are concentrated on increasing the aforementioned items. The three strategies outlined to increase retention rates are

1. developing and implementing model student orientation and registration processes for new students;
2. developing and implementing the Student Success Mentor Program including the associated e-Student Success Module for tracking students; and
3. increasing student access to academic interventions.

Even though Pensacola State College performs significantly above the national average on retention rates, the College is committed to continuous improvement and increasing student success. The College's three-year prior average for retention was 66.24%. Until statewide benchmarks are established, the College's internal goal is to ensure that the fall-to-fall retention rates for the cohorts, as defined in the performance funding model, are consistently at or above the Florida College System average.

In addition to the strategies utilized to address retention, all of which also impact completion rates, two strategies will be utilized to increase program completion and graduation rates:

1. developing and implementing a recruit-back program; and
2. developing and implementing an auto-graduation policy.

With completion rates for 150% time-to-degree at 34.65% for the three-year prior average and with the 200% time-to-degree completion rates at 46.33%, Pensacola State College is again above national averages for these measures. Realizing that these numbers will have some natural variation from year to year, until there are established statewide benchmarks Pensacola State College has set internal goals to maintain completion rates at or above the Florida College System average.

To address job placement or continuing education, two strategies will be utilized:

1. increasing information and activities offered to encourage continuing education beyond the associate degree level; and
2. increasing job placement information and opportunities.

Pensacola State College's ratings on this measure are impacted by the state's inability to track graduates who work across the nearby Alabama state line; therefore, the College will focus on impacting transferability and also on increasing employment recruiting for local businesses.

The particular measures chosen for the performance funding model with the cohorts defined as they were did not reflect well on Pensacola State College. However, using other measures such as the State Accountability Measures, the College performs well and has a proven record of student success.

Performance Funding Measure Targeted for Improvement: Retention rate

Strategy 1: **Develop and implement model student orientation and registration processes for new students.**

Activity 1 Title: Student Orientation Advising Registration (SOAR)

Description of Activity 1: Develop and implement a pilot Student Orientation Advising Registration (SOAR) program and expand to offer the model program College-wide. This expanded intensive orientation program will help students become connected to Pensacola State College by providing high-quality transitional experiences, academic advising, student engagement opportunities, and financial guidance.

Start Date of Activity 1: March 2015

End Date of Activity 1: Ongoing

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- 1 pilot session offered July 2015 on Pensacola campus.
- 67 students participated in SOAR program.
- 0 sessions offered on branch campuses.

December 2015:

- 1 session of SOAR offered.
- Persistence to the spring semester, as evidenced by pre-registration for spring 2016, will be higher among SOAR students than the general student population.

May 2016:

- 1 additional session of SOAR offered for a total of 2 by May.
- 6 sessions of SOAR scheduled for summer including one on each of the two branch campuses.
- Fall-to-fall retention rate, as evidenced by pre-registration for the Fall 2016 semester, will be higher among SOAR students than the general student population.

Activity 2 Title: Expansion of group advising and registration sessions

Description of Activity 2: Expand group advising and registration sessions to branch campuses to ensure consistency of services across the College.

Start Date of Activity 2: September 2015

End Date of Activity 2: Ongoing

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- 0 group advising and registration sessions held on branch campuses.

December 2015:

- 1 group advising and registration session held on the Milton campus.
- 1 group advising and registration session held on the Warrington campus.

May 2016:

- 2 additional group advising and registration sessions held on the Milton campus.
- 2 additional group advising and registration sessions held on the Warrington campus.

Strategy 2: Develop and implement e-Student Success Mentoring Program

Activity 1 Title: e-Student Success Module

Description of Activity 1: Develop and implement the e-Student Success Module to identify and track at-risk student behaviors for certain indicators, such as withdrawal rate, GPA, or failing grades in courses. This module in the student records system will assist with monitoring student behaviors through an automated warning system. The module will give alerts for student at-risk behavior allowing the student to be contacted via automated email, a telephone call from a mentor, or with a request for a meeting with a mentor. The mentor will be provided with a simple dashboard that will display a "warning light" which is triggered by events for each student. As the warning lights are triggered, the mentor will respond by taking a predetermined action for the event.

Start Date of Activity 1: July 2015

End Date of Activity 1: January 2016

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- The e-Student Success Module partially operational September 2015.
- 14 mentors identified.
- 0 identified mentors have been trained in the use of the e-Student Success Module.
- 0 identified mentors are utilizing the e-Student Success Module.

December 2015:

- The e-Student Success Module will be 100% operational.
- A total of 28 mentors will be identified.
- 14 identified mentors will be trained in the use of the e-Student Success Module.

- 14 identified mentors will be utilizing the e-Student Success Module.

May 2016:

- A total of 42 mentors will be identified.

- A total of 28 identified mentors will be trained in the use of the e-Student Success Module.

- A total of 28 identified mentors will be utilizing the e-Student Success Module.

Activity 2 Title: Student Success Mentoring Program

Description of Activity 2: Develop and implement the Student Success Mentoring Program. This activity will redefine academic advising as an ongoing relationship that fosters student success and guides students in attaining their educational and career goals. In this program, students in the retention cohort will be assigned a Student Success Mentor. Through use of the e-Student Success Module (see Activity 1), each mentor will be notified of at-risk behaviors, such as multiple withdrawals, course failure, or low grade point averages, for students being mentored. The mentor will perform an appropriate intervention for any behavior for which a student has received an alert. In addition to at-risk behaviors, this program will help mentors track students who have not yet registered for the upcoming semester, have not completed the application for financial aid, or have not yet paid for their schedule, thereby providing additional opportunities for the mentor to advise and assist the students to ensure progression.

Start Date of Activity 2: September 2015

End Date of Activity 2: Ongoing

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- During this pilot phase, 140 of the 1411 students in the Fall 2015 retention cohort will be assigned a mentor.

December 2015:

- 280 out of 1411 students in the retention cohort will be assigned a mentor.

- Of the 280 students assigned a mentor, mentors will have attempted to contact 100% of students having an alert in order to perform the appropriate intervention on the identified at-risk behavior(s).

May 2016:

- 420 out of 1411 students in the retention cohort will be assigned a mentor.

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- Of the 420 students assigned a mentor, mentors will have attempted to contact 100% of students having an alert in order to perform the appropriate intervention on the identified at-risk behavior(s).

Activity 3 Title: Instructor Early Alert warning system

Description of Activity 3: Expand the current instructor early warning and referral system to additional instructors. The instructor Early Alert warning system identifies at-risk student behaviors, such as missing class, missing an exam, or failure of an exam, so that an appropriate intervention may be taken by the mentor. This expansion will be targeted to include instructors of students in the retention cohort.

Start Date of Activity 3: September 2015

End Date of Activity 3: Ongoing

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- Currently Early Alert warning system has been used only in developmental education courses and in piloted sections of ENC1101 and MAT1033.
- Currently Early Alert warning system used by 29 faculty.

December 2015:

- Early Alert Warning System expanded for use by five additional faculty for a total of at least 34 faculty.

May 2016:

- Early Alert Warning System expanded for use by five additional faculty for a total of at least 39 faculty.

Strategy 3: Increase access to academic interventions

Activity 1 Title: Virtual tutoring pilot

Description of Activity 1: Develop and implement a virtual tutoring program for mathematics courses to make academic support more accessible to students. Virtual tutoring was piloted with MAT1033 Intermediate Algebra since that course is a high enrolled gateway course in which students often struggle.

Start Date of Activity 1: July 2015

End Date of Activity 1: Ongoing

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- Virtual tutoring available in limited capacity for MAT1033 Intermediate Algebra.
- Virtual tutoring available for 26.5 hours per week.
- Currently five tutors trained to offer virtual tutoring.

December 2015:

- Expand virtual tutoring to be available for all mathematics courses.
- Expand hours of virtual tutoring available to 34.5 hours per week.
- Expand number of tutors trained for virtual tutoring to eight.

May 2016:

- Further expand hours of virtual tutoring available to 40 hours per week.
- Further expand number of tutors trained for virtual mathematics tutoring to ten.

Activity 2 Title: Expand virtual tutoring to additional disciplines

Description of Activity 2: Expand virtual tutoring to additional disciplines to include disciplines such as Chemistry and Physics that are traditionally considered difficult by the students.

Start Date of Activity 2: September 2015

End Date of Activity 2: Ongoing

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- Currently virtual tutoring offered in no disciplines other than limited mathematics tutoring.
- Currently 0 tutors are trained for virtual tutoring in disciplines other than mathematics.
- Currently 0 hours of virtual tutoring are available in disciplines other than mathematics.

December 2015:

- Expand virtual tutoring to two additional disciplines to include Chemistry, Physics, Biology, or Nursing.
- Hire and train two tutors to offer virtual tutoring in courses in two additional disciplines.
- Offer 15 hours per week of virtual tutoring in the identified additional disciplines.

May 2016:

- Expand virtual tutoring to two more additional disciplines.

- Hire and train four additional tutors to offer virtual tutoring in the two additional disciplines.
- Offer 25 hours per week of virtual tutoring in the additional disciplines.

Activity 3 Title: Develop a Virtual Resource Center to increase access to academic interventions.

Description of Activity 3: Develop and implement a Virtual Resource Center to increase access to academic interventions, such as virtual tutoring and video presentations for specific classes.

Start Date of Activity 3: October 2015

End Date of Activity 3: May 2016

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- Currently there is no Virtual Resource Center.

December 2015:

- Initial development of the Virtual Resource Center will be completed.
- The Virtual Resource Center will provide access to 5 academic intervention strategies.

May 2016:

- Development of Virtual Resource Center will be completed.
- The Virtual Resource Center will include access to 10 academic intervention strategies.

4

Performance Funding Measure Targeted for Improvement: Program Completion and Graduation Rates

In addition to the strategies included above regarding retention, all of which also apply to improving completion rates, the following strategies will be implemented.

Strategy 1: Develop and implement a recruit-back program

> **Activity 1 Title**: Recruit-back program
>
> Description of Activity 1: Develop and implement a recruit-back program to contact students who are within 9 credit hours of completion and who are no longer enrolled and assist the students with enrolling to progress toward completion. Scholarship funds are reserved to assist the students with registration and completion.
>
> Start Date of Activity 1: May 2015
>
> End Date of Activity 1: Ongoing
>
> Anticipated Evidence of Successful Implementation:
>
> > September 2015 (baseline):
> >
> > - 142 students in the Fall 2012, Fall 2013, or Fall 2014 cohort were successfully contacted in an attempt to advise and assist those students toward completion of the degree.
> >
> > December 2015:
> >
> > - Attempts will be made to contact an additional 50 students in the Fall 2012, Fall 2013, and Fall 2014 cohorts in order to advise and assist those students toward completion of the degree for a total of 192 students contacted.
> >
> > May 2016:
> >
> > - Attempts will be made to contact an additional 50 students in the Fall 2012, Fall 2013, and Fall 2014 cohorts in order to advise and assist those students toward completion of the degree for a total of 242 students contacted.

Strategy 2: Develop and implement auto-graduation policy

> **Activity 1 Title**: Auto-Graduation
>
> Description of Activity 1: Develop and implement an auto-graduation policy to graduate students who have completed all requirements for the declared degree or certificate rather than only graduating those who apply for graduation.
>
> Start Date of Activity 1: September 2015

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End Date of Activity 1: December 2015

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- The College currently has no auto-graduation policy in place.

December 2015:

- Policy adopted by the Board of Trustees.

- 100% of students eligible for graduation in December who did not request an exception will be graduated through auto-graduation or graduation application.

May 2016:

- 100% of students eligible for graduation in May who did not request an exception will be graduated through auto-graduation or graduation application.

4

Performance Funding Measure Targeted for Improvement: Job Placement or Continuing Education

Strategy 1: Increase information and activities offered to encourage continuing education beyond the associate degree level

Activity 1 Title: College Fairs, University Tours, and Transfer Day Events

Description of Activity 1: The College will engage students with events designed to raise awareness of continuing education opportunities. College fairs will be hosted on campus at which colleges and universities that have historically enrolled Pensacola State College students will be invited to participate. Additional visits will to the University of West Florida in October and April will allow students to tour the university and receive information about the transfer process. Pensacola State College will host a Transfer Day event on campus and invite universities to attend to provide students with information, advising, and financial aid opportunities.

Start Date of Activity 1: September 2015

End Date of Activity 1: Ongoing

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- No activities prior to September 2015.

December 2015:

- 15 students will participate in a campus tour at UWF.
- 100% of Associate in Arts students will receive information about transfer opportunity events.

May 2016:

- An additional 20 students will participate in a campus tour at UWF.
- 100 students will participate in a student transfer day event on campus to learn about transfer opportunities for continuing education.
- 100% of Associate in Arts students will receive information about transfer opportunity events.

Strategy 2: Increase job placement information and opportunities

Activity 1 Title: Job fairs, internships and co-ops, jobs services presentations

Description of Activity 1: The College will increase the number of employee recruiting events in order to assist students with finding employment. Additionally, increased efforts will be made

to inform students of internship and co-op opportunities, job fairs, and employer recruiting on campus.

Start Date of Activity 1: September 2015

End Date of Activity 1: Ongoing

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

- There were 27 internship/co-op opportunities during the last year.
- The College participated in or sponsored 6 job fairs, including 1 program and company specific job fair held in the last year.
- In the 2014-2015 academic year, 3969 individuals participated in jobs fairs, of which 588 were current students.
- There were a total of 23 in-class jobs services presentations last year.
- In 2014-2015, there were 3685 students utilizing Student Jobs Services.

December 2015:

- Increase internship and co-op opportunities to 30.
- Increase the program and company specific job fairs held to two by December.
- By December, there will have been 250 student participants in jobs fairs to be on track to increase the number for the year.
- By December there will have been 15 in-class presentations by Student Jobs Services in order to increase the total for the year to 30.
- By December, there will have been 2000 students utilizing Student Jobs Services in order to increase the total for the year.
- 100% of students enrolled in Associate in Science or Vocational Certificate programs will be informed of job fairs or other employee recruiting opportunities.

May 2016:

- Increase internship and co-op opportunities to 35.
- Increase the program and company specific job fairs held to a total of 5 by May.
- By May, there will have been 700 student participants in jobs fairs.
- Total of 30 in-class presentations by Student Jobs Services.
- By May, there will have been 4000 students utilizing Student Jobs Services.
- 100% of students enrolled in Associate in Science or Vocational Certificate programs will be informed of job fairs or other employee recruiting opportunities.
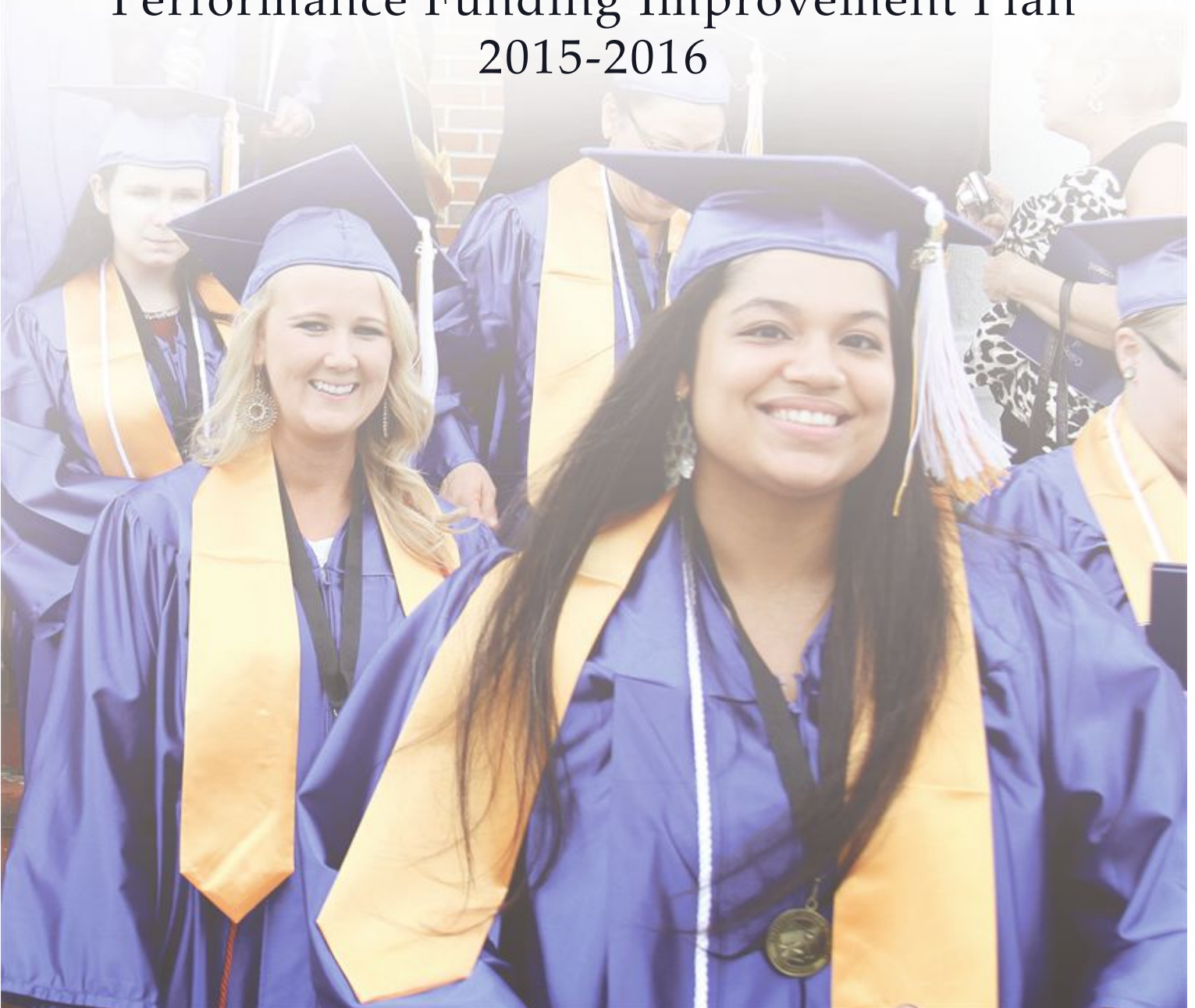
College *of* Central Florida
Performance Funding Improvement Plan
2015-2016

Executive Summary

The results of the Florida College System Performance Funding Model, approved by the Florida Legislature and the State Board of Education, placed the College of Central Florida in the bronze category, requiring the preparation of an improvement plan.

This plan addresses the Job Placement/Continuing Education measure, defined as the percentage of graduates who were either employed or continuing their education in the year after graduation. It focuses on internal restructuring with enhanced partnerships to positively impact students' job placement and continuing education outcomes. While focused on job placement and continuing education, the proposed strategies will support improvement across all performance measures.

Timeline

The strategies for Job Placement/Continuing Education and related activities that follow will begin September 2015, will be fully implemented by May 2016 and are sustainable.

Strategy 1	**Strengthen Collaborations and Partnerships with Local Business and CareerSource Citrus Levy Marion**
Activity 1	Create an innovative partnership with CareerSource Citrus Levy Marion (CareerSource) to provide streamlined placement services and better align graduating students with available high-skill/high-wage jobs.
Activity 2	Launch a collegewide local business advisory council.
Activity 3	Create a Guaranteed Graduate program that assures the quality of CF graduates and offers the employer no-cost retraining for a student in identified competencies for up to one year after graduation.
Strategy 2	**Maximize Opportunities to Earn Credentials that Lead to Placement in High-skill/High-wage Jobs**
Activity 1	Create a comprehensive centralized department for student success to provide greater advising emphasis on completion options and placement opportunities in high-skill/high-wage jobs.
Activity 2	Review and realign curricula for Associate in Science degrees and College Credit Certificates to increase the number of completers available for job placement or continuing education.
Strategy 3	**Strengthen Collaborations and Partnerships with Postsecondary Institutions**
Activity 1	Increase pathways to higher education institutions to improve continuing education rates of graduates.

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Background

The College of Central Florida is committed to continuous improvement that builds on its ability to respond to the needs of our local communities by providing a high-quality, high-value learning environment. The college monitors its progress toward goals and objectives outlined in its Strategic Plan. The 2013-2018 CF Strategic Plan is aligned with the Florida College System Strategic Plan 2012-2018 and includes metrics identified in the 2015 FCS Performance Funding Model.

The college's strategic plan was adopted by the District Board of Trustees in 2013. It is the fulcrum on which all planning pivots. Through this plan CF has set its priorities, channeled resources and energy, streamlined and strengthened its operations, and established agreement toward common goals, objectives and results.

The CF strategic plan centers on changing the campus culture to adopt a heightened focus on student success, service delivery, academic program relevance and institutional performance, at both the tactical and strategic levels. The planning process was evidence-based and incorporated a review of organizational data trends, best practices, projections and analyses. It resulted in strategies to address opportunities with brand promise, website infrastructure, student recruitment, holistic advising and program innovation and relevance.

Actions already taken in the past two years as a part of ongoing planning have been directed toward improving student outcomes in the four performance measures approved by the Florida Legislature and the State Board of Education. For example, as a part of implementation of the strategic plan, CF conducts an annual review of existing programs to assess program relevance, performance and ensure alignment with community needs. As a result of this review, since 2012-2013, CF has eliminated 13 underperforming programs that did not support the goals for completion, retention, wages and job placement. During this time, CF also added or expanded programs that lead to high-skill, high-wage jobs. CF is looking forward to performance funding model updates that will reflect these changes.

In fall 2015, CF will pilot its Quality Enhancement Plan, a component of the college's 10-year reaffirmation process. The Quality Enhancement Plan builds on strategies articulated in the CF Strategic Plan and will also aid the college in demonstrating improvement across the four performance measures.

Performance Funding Measure: Job Placement/Continuing Education

Strategy 1	Strengthen Collaborations and Partnerships with Local Business and CareerSource Citrus Levy Marion
Activity 1	Create an innovative partnership with CareerSource Citrus Levy Marion to provide streamlined placement services and better align graduating students with available high-skill/high-wage jobs.
Description	A comprehensive plan that includes enhanced services is needed to improve student transitions from CF to either employment or continuing education. A strategic partnership with CareerSource will increase awareness about job opportunities in our community. Anticipated services include mock interviews and one-on-one resume assistance with certified professional resume writers; resources including computers, printers and fax; information about job opportunities and internships; and access to local employers who are hiring. These activities will leverage the collective assets of CareerSource and CF to deliver placement services to students. This will be a strong complement to CF's newly created Student Success department and is designed to deliver a seamless service, from career advising to job placement.
Anticipated Evidence of Successful Implementation	Partnership plan developed and fully implemented.
September 2015 Baseline	Currently CF's career services focus on counseling and testing to help students make informed choices for majors and careers. Placement services are provided in a decentralized model through advisors who have independent, direct contacts with employers.
Evidence of Success Achieved by December 2015	• Job placement or continuing education resources communicated to all previous year completers. • Comprehensive career placement plan completed for implementation in spring term 2016.
Evidence of Success Achieved by May 2016	• Comprehensive career placement plan implemented. • Enhanced resources available through CareerSource (including Employ Florida Marketplace) communicated to 100% of currently enrolled students who achieved 75% of credit hours toward their certificate or degree program.

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Strategy 1	Strengthen Collaborations and Partnerships with Local Business and CareerSource Citrus Levy Marion
Activity 2	Launch a collegewide local business advisory council.
Description	CF will create a collegewide local business advisory council made up of leaders of high-skill, high-wage employers in CF's service district. In order to achieve the end result, which is job placement for CF graduates, the first action step is to cultivate meaningful and ongoing relationships with high-skill, high-wage employers. Ongoing communication with employers through this council will signal a clear connection between the employers and the college, students and faculty. The goal is to establish employers as our partners in placing students and continue to position CF as their provider of choice for new employees. This council will work with CF to develop an ongoing program that will expose students to careers and job opportunities.
Anticipated Evidence of Successful Implementation	Collegewide local business advisory council created.
September 2015 Baseline	CF does not currently have a collegewide local business advisory council. This is a new initiative.
Evidence of Success Achieved by December 2015	• Collegewide local business advisory council made up of high-skill, high-wage employers in the service district established. • Commitments secured from six employers to host career tours for faculty and students at their sites. • Commitments secured from six employers to deliver career chats for students at CF.
Evidence of Success Achieved by May 2016	• Six career tours to expose students and faculty to careers and job placement opportunities completed. • Six on campus career chats to expose students to careers and job placement opportunities completed.

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Strategy 1	Strengthen Collaborations and Partnerships with Local Business and CareerSource Citrus Levy Marion
Activity 3	Create a Guaranteed Graduate Program that assures the quality of CF graduates and offers the employer no-cost retraining for a student in identified competencies for up to one year after graduation.
Description	This will be a new initiative for CF that boldly states that CF stands behind the quality of its graduates. Through the Guaranteed Graduate Program, CF promises a student who is ready to work when they graduate. This program will be a strong complement to the collegewide business advisory council (described in Strategy 1, Activity 2), made up of key employers, and is designed to increase employer confidence and hiring of CF graduates.
Anticipated Evidence of Successful Implementation	Guaranteed Graduate Program fully implemented.
September 2015 Baseline	CF does not currently have a Guaranteed Graduate Program. This is a new initiative.
Evidence of Success Achieved by December 2015	• Criteria developed for Guaranteed Graduate Program. • Marketing and communication plan and collaterals developed.
Evidence of Success Achieved by May 2016	• Guaranteed Graduate Program promoted to key constituents (students, employers, economic development corporations and chambers of commerce) in the service district.

Strategy 2	**Maximize Opportunities to Earn Credentials that Lead to Placement in High-skill/High-wage Jobs**
Activity 1	Create a comprehensive centralized department for student success to provide greater advising emphasis on completion options and placement opportunities in high-skill/high-wage jobs.
Description	Advising is critical to student success. CF recognizes that it can be more strategic and efficient in providing students with comprehensive, individualized and group services to support academic achievement and career goals by changing the way advising services are delivered. A new one-stop advising center will help students make informed choices about majors and careers by providing academic planning, degree audits, course sequencing and job market information. A key component in that change will be to create a new dean of student success position to provide leadership for the creation of a one-stop advising center.
Anticipated Evidence of Successful Implementation	Major realignment of advising services successfully implemented.
September 2015 Baseline	The CF advising model is decentralized, with 19 advisors across eight departments providing specialized advising for their specific program areas. As a result there are challenges with coordination of advisor training and communication.
Evidence of Success Achieved by December 2015	• New dean of student success appointed. • All advisor positions reorganized to the new student success department.
Evidence of Success Achieved by May 2016	• Comprehensive advising and job placement plan developed. • New one-stop advising center created. • New training program completed by all advisors.

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Strategy 2	Maximize Opportunities for Students to Earn Credentials that Lead to Placement in High-skill/High-wage Jobs
Activity 2	Review and realign curricula for Associate in Science degrees and College Credit Certificates to increase the number of completers available for job placement or continuing education.
Description	Achieving a milestone en route to an Associate in Science degree will give students a credential that increases their employability as well as motivate them to persist in their degree. Certificate attainment is all too often an underutilized strategy, but one that can deliver greater income and yields than some associate and even some bachelor degrees (Bosworth, 2010). Carnevale, Rose & Hanson (2012) found that (1) people earn certificates throughout their working lives, (2) certificate holders tend to come from backgrounds of low to moderate income, and (3) on average, certificate holders earn roughly the same as workers with some college, but no degree. In addition, students earning a certificate appear more likely to graduate from an associate degree (Simpson 2007). By 2020, 65 percent of all jobs in Florida will require postsecondary education and training beyond high school with 35 percent of those requiring some college or an associate degree (Carnevale, Smith & Strohl, 2013).
Anticipated Evidence of Successful Implementation	New College Credit Certificate options implemented and communicated to current and potential credit students.
September 2015 Baseline	CF has the potential to offer additional College Credit Certificates that may be earned en route toward an Associate in Science degree.
Evidence of Success Achieved by December 2015	• Review all A.S. degree programs for College Credit Certificate availability to align with the state curriculum frameworks.
Evidence of Success Achieved by May 2016	• A minimum of eight College Credit Certificates added. • Communication plan developed and implemented to inform students of all available College Credit Certificate options.

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Strategy 3	Strengthen Collaborations and Partnerships with Postsecondary Institutions
Activity 1	Increase pathways to higher education institutions to improve continuing education rates of graduates.
Description	A significant issue affecting workforce in the CF district is the low baccalaureate attainment level of the working age population due to limited access to affordable baccalaureate degree programs. There is no permanent state university located in the service district or within reasonable commuting distance. With the fastest growing jobs requiring high levels of postsecondary education (Carnevale, Smith & Strohl, 2013) it is important that CF provides pathways for Associate in Arts and Associate in Science graduates to continue their education. Understanding that there are many competing priorities for students as they make life choices, giving students incentives to continue their education will help keep them on track toward achieving their educational goals. Securing agreements with affordable higher education institutions that guarantee admission to CF's A.A. and A.S. graduates will also contribute to higher baccalaureate attainment in the college's service area.
Anticipated Evidence of Successful Implementation	Articulation agreement negotiated with a select higher education institution and opportunities communicated to all students.
September 2015 Baseline	CF does not have a guaranteed admission articulation agreement with a specific higher education university.
Evidence of Success Achieved by December 2015	• Dialogue initiated with a minimum of three post-secondary institutions to create guaranteed higher education pathways above and beyond the 2+2 Florida articulation program.
Evidence of Success Achieved by May 2016	• Agreement with a minimum of one higher education institution approved by CF District Board of Trustees. • Plan created to operationalize the agreement to include advisor training and communication materials for students and the community.

4

Clearly Communicated

The CF culture supports a collaborative, cross functional approach to developing and delivering its programs and services. In line with its culture, this performance funding improvement plan was developed by a workgroup with representation from all divisions and sites. Having all the stakeholders at the table in the development of the plan provided (1) the platform for ensuring clear understanding of the elements, goals and anticipated outcomes, and (2) multiple opportunities for questions and clarification.

CF's unwavering commitment to the long-term success of its students demands that all elements of this plan be sustainable beyond the initial one-year reporting period. Finally, the commitment of the college leadership team, evidenced by their active participation in the process from inception to final review and implementation, underscores this plan's highest level of priority for the institution.

There is strategic alignment between the Florida College System Strategic Plan, College of Central Florida Strategic Plan and the Quality Enhancement Plan. These provide a foundation for this Performance Funding Improvement Plan. The college's ongoing cycle of assessment, planning and implementation demonstrates its commitment to continuous improvement – a cornerstone for excellence.

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careersourceclm.com

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August 28, 2015

Dr. James Henningsen
President
College of Central Florida
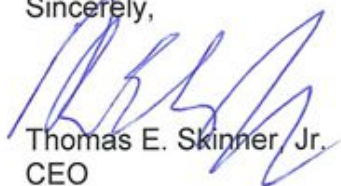3001 S.W. College Road
Ocala, FL 34474

Dear Dr. Henningsen:

In an economic environment where high-skill/high-wage jobs are becoming highly competitive, communities such as ours must continuously evolve and improve strategies to prepare young people for employment. Building partnerships with businesses and government to leverage strengths and minimize weaknesses is an important part of our educational strategies. Thus, CareerSource Citrus Levy Marion (CareerSource) wholeheartedly supports the College of Central Florida's (CF) Performance Funding Improvement Plan and the creation of an innovative partnership with CareerSource to provide streamlined placement services and better align students with available high-skill/high-wage jobs.

Through this strategic partnership CF students will have increased awareness of job opportunities, be provided opportunities for mock interviews and one-on-one resume assistance, and have direct access to local employers who are hiring. These activities will leverage the collective assets of CF and CareerSource to deliver career advising and placement services to student and will be a strong complement to CF's newly created Student Success department.

The relationship that already exists between CF and CareerSource has resulted in collaborative efforts in program development. The development of this innovative program will have an immediate positive impact, while continuing to create future positive ripples within our workforce. We look forward to working with CF on this new endeavor to ensure the success of our students in finding and securing high-skill/high-wage jobs in our community.

Sincerely,

Thomas E. Skinner, Jr.
CEO

Performance Funding Improvement Plan

Pasco-Hernando State College

Submitted by:

Dr. Timothy L. Beard

President

September 1, 2015

Pasco-Hernando State College
Executive Summary

Pasco-Hernando State College (PHSC) has a history of striving to improve the retention, persistence and completion of students. The College has received recognition for award winning retention initiatives such as the Faculty & Staff to Student Mentors Program, Welcome and Engagement Team, Get Acquainted Day (GAD) New Student Orientation, Outreach Calling Campaign, Student Assistance Program, and Making Achievement Possible (MAP) Works. In 2013 and 2015, PHSC was recognized as a semi-finalist for the Aspen Institute College of Excellence for its continued demonstration of student success in the areas of persistence, completion and transfer and consistent improvement in outcomes over time. PHSC was also the recipient of the Chancellor's "Best Practice" award in 2011 and 2013 for two of its retention and completion programs. However, even with outstanding services and programs, PHSC recognizes it can do better in the areas of student retention, persistence and completion. The President of PHSC has provided the leadership for a team of dedicated administrators, faculty and staff to meet the challenge of moving PHSC to the top of the high performing Florida Colleges. The following plan will address how PHSC will allocate additional resources, systematically monitor the progress of student success and strengthen existing initiatives to increase the retention, persistence and completion of students.

PHSC utilized data from current high performing Florida Colleges to identify performance areas targeted for improvement. The *Community College Survey of Student Engagement (CCSSE)* was utilized to assess significant differences in retention, and persistence-related data between those colleges achieving greater success in the recently enacted performance funding model and PHSC. Three areas were identified and are in alignment with research on best practices in community college retention: better communication regarding barriers affecting academic success (CCSSE, 2008); improvement in the success rates of students on academic suspension (Burns, 2010; Hanover Research, 2014); and increasing student use of instructional labs (CCSSE, 2014).

In order to ensure the success of the College's plan, significant resources have been committed to several existing and new initiatives. A new division at PHSC is being created and staffed to collaborate with the Vice President of Student Development & Enrollment Management and other administrators for the oversight and sustainability of the proposed retention strategies in the plan and future initiatives emphasizing retention and completion. PHSC will also begin weekly systematic monitoring of student success through the Retention Behavior Inventory (RBI) program. The RBI program will be hosted weekly in an on-line format enabling College administrators to log in from any location to receive a 20-minute update on the progress of the activities in the plan and other data relevant to student retention, persistence and completion.

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In summary, the College plans to implement the following strategies to address retention and completion: Development of the President's Institute for College Preparation, Completion and Certification and Leadership Development; Faculty Early Alert Program; Improvement in the Success of Academic Suspension Students; and Increased Use of Teaching Learning Centers.

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Retention and Completion Strategy 1: Develop the President's Institute for College Preparation, Completion, Certification and Leadership Development

Description of Activity:

Pasco-Hernando State College is committing significant additional resources toward retention, persistence and completion. The College is creating the President's Institute for College Preparation, Completion, Certification and Leadership Development to collaborate with the Vice President of Student Development & Enrollment Management and other administrators for the oversight and sustainability of the proposed retention strategies in this plan and future initiatives emphasizing retention and completion.

Start Date: September, 2015

End Date: Ongoing – Permanent Division of the College

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

This division did not currently exist at the College prior to September, 2015.

December 2015:

1. Hire Executive Director of the President's Institute for College Preparation, Completion, Certification, Leadership Development, and Special Assistant to the President.
2. In collaboration with our district economic development partners, assess additional opportunities for short-term sequence of credentials (stackable credentials) that can be accumulated over time to build an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs.

May 2016:

1. Hire Associate Director of the President's Institute for College Preparation, Completion, Certification, and Leadership Development.
2. By means of alumni surveys and information from Career Source and Workforce Board, identify employment challenges and needs for recent PHSC student completers.

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Retention and Completion Strategy 2: **Faculty Early Alert Program**

Description of Activity:

Beginning in August, 2015 Pasco-Hernando State College will implement the Early Alert Program that faculty teaching developmental education and "gateway" courses can use to notify the Student Development Department when the following occurs: students that have stopped attending class; students that have missed or failed an assignment; and when students have demonstrated other types of behavior that raises concerns relative to their continued enrollment.

The Faculty Early Alert Program is integrated into the Faculty Grading System in the College's student data record system. The alert, in the format of an e-mail, is sent to the Associate/Assistant Dean of Student Development. The Associate/Assistant Dean of Student Development will then assign an Academic Advisor or the Coordinator of Student Retention to follow-up with the student. The Academic Advisor or Coordinator of Retention will document notes on the student interaction and interventions. The advisors and the Coordinator of Retention will work with the identified students on appropriate interventions such as behavioral health counseling, academic coaching, use of the instructional labs, tutoring, etc. For those students who do not respond to the communication by the Advisor or Coordinator of Retention, a temporary hold will be placed to ensure communication and interventions take place prior to subsequent enrollment at the College. Upon completion of the intervention with the student, the faculty member will be notified of the identified student's progress. The Academic Deans and the campus Associate Deans will reinforce with faculty the importance of this retention initiative.

Start Date: August 24, 2015

End Date: Ongoing - Anticipated permanent practice to be continued by the College

Anticipated Evidence of Successful Implementation:

September 2015 (baseline):

Student Final Grades - Currently 69.65% of students are demonstrating success as indicated by a minimum final academic grade of "C" in these courses. The percentage of students receiving unsatisfactory success as indicated by a final grade of "W", "D" or "F" is 30.35%.

Amount of Early Alerts - This program does not currently exist. There is no baseline data to report on the amount of received Early Alerts.

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December 2015:

1. Establish baseline percentage of early alerts received for students at risk for withdrawal or failure
2. Submission of at least 100 faculty early alerts
3. Follow up on all students for whom early alerts were received

May 2016:

1. Increase, from the Fall Term, in the early alerts received for students at risk for withdrawal or failure
2. Provide follow-up with all students from received Faculty Early Alerts
3. Increase the success rate as indicated by a final grade of "C" or better in the developmental education and "gateway" courses.

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Retention and Completion Strategy 3: **Improvement in the Success of Academic Suspension Students**

Description of Activity:

Effective August 24, 2015, students who are placed on academic suspension will be required to enroll in an online Academic Success Seminar. This seminar provides practical learning outcomes focused on the improvement of academic performance and self-reflection on the causes of their poor academic performance. The seminar consists of five modules: tips for academic success; information on PHSC support services; stress management; a final comprehensive quiz; and final steps pertaining to the academic suspension reinstatement appeal. Upon completion of the Academic Success Seminar, students will have achieved the following learning outcomes:

1. Ways to improve GPA.
2. Strategies to reduce stress during busy periods of the semester.
3. Organization and balance between course work and personal life.
4. Strategies for classroom participation and academic success.
5. Ways to establish and achieve these goals.
6. How to access PHSC's student services, such as the Teaching & Learning Center, Library, or the Student Assistance Program.
7. Signs of stress and techniques to combat stress.

A student placed on academic suspension will be formally notified of their status and informed that they may submit an appeal to the Associate/Assistant Dean of Student Development if they wish to continue enrollment at the College. The student will then be enrolled into the Academic Success Seminar. The student will read the information, watch the embedded videos and take two quizzes. Upon successful completion of the course, the student is eligible to complete the online appeal form, which includes self-reflection questions triggered by the Academic Success Seminar, print and sign the form and submit it to the Student Development Office. The student will subsequently meet with the Assistant Dean to discuss their past academic record, life circumstances or challenges, the learning derived from the Academic Success Seminar and their academic goals. The Assistant Dean will document specific recommended conditions of the appeal approval and submit the form to the campus Provost for final review and approval of academic suspension removal.

Start Date: August, 2015

End Date: Ongoing - Anticipated permanent practice to be continued by the College

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Anticipated Evidence of Successful Implementation:

Baseline: For Fall 2014, prior to the implementation of the mandatory Academic Success Seminar, 61% of the students who were granted an academic suspension appeal achieved a 2.0 or higher grade point average in the following term.

December 2015:

1. Increase, compared to last Fall Term, the percent of the students completing new Academic Success Seminar appeal process achieving a 2.0 or higher grade point average the following term.
2. The Academic Success Seminar will be evaluated for effectiveness and modified based on feedback from students.
3. All of the students granted an academic suspension appeal will be contacted by the Coordinator of Retention to reinforce services of the Teaching Learning Centers, tutoring, and academic coaching.

May 2016:

1. Increase, compared to last Spring Term, the percent of the students completing new Academic Success Seminar appeal process achieving a 2.0 or higher grade point average the following term.
2. All of the students granted an academic suspension appeal will be contacted by the Coordinator of Retention to reinforce academic support services of the Teaching Learning Centers, tutoring, and academic coaching.

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Retention and Completion Strategy 4: **Increased Use of Teaching-Learning Centers**

Description of Activity:

Pasco-Hernando State College student respondents on the *Community College Survey of Student Engagement (CCSSE)* report less use of instructional labs than the top performing Florida State Colleges. Pasco-Hernando State College will improve the student use of instructional labs (Teaching-Learning Centers) by conducting the following strategies:

Classroom Visits: Staff members from the Teaching-Learning Centers will visit classes to share information about the Centers. Particular attention will be given to developmental education, "gateway" courses and college success courses.

Peer Mentor Reach Out: Students will receive consistent contact from Peer Mentors each semester to promote Teaching-Learning Center services.

Campus Engagement: Each semester the Teaching-Learning Centers will collaborate with other departments to foster and encourage student use of support services. Such activities include, but are not limited to participation in: Adjunct/Full Time Faculty Meetings, Get Acquainted Day New Student Orientations, Open House Events, Town Hall Meetings, Campus Leadership Meetings, Student Government Association Coffee Talks, and Welcome & Engagement Team.

Marketing Initiatives: New College-wide Talking Point Cards that list all primary services, locations, hours of operation and contact information will be prepared and distributed to students, advisors and other stakeholders.

Academic Support Plan: Official referral forms have been revised and will be utilized by instructors and applicable staff.   These forms will be used to refer students specifically based on student learning needs. The forms will serve to document the referral and identify the plan of action set up by the Teaching-Learning Center staff and the student.

Start Date: August 24, 2015

End Date: December 11, 2015

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Anticipated Evidence of Successful Implementation:

September 2015 (baseline):   College-wide, on average, the Teaching-Learning Centers provide service to 2,896 students per month.

December 2015:

1. Provide Teaching-Learning Center services to an additional 3% (above the baseline) of students per month.

May 2016:

1. Provide Teaching-Learning Center services to an additional 7% (above the baseline) of students per month.

References

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Research/Academy Administration Practice.

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Northwest Florida State College

September 3, 2015

Improving Lives:

Northwest Florida State College and

Student Success

Improvement Plan 2015

Submitted to Florida Department of Education

Executive Summary

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Northwest Florida State College (NWF State College) is dedicated to student success and improving lives in our community. We deliver outstanding educational programs that are relevant, accessible, and engaging for students of all ages. We commit to excellence, creativity, integrity, and service. As a member of the Florida College System, we recognize the obligation to continue improvement of retention, degree completion, job placement, and wages for our students as a requirement to reinforce excellence in Florida's postsecondary schools. Nationally, 29% of first-time undergraduate students will complete an associate degree within 150% of the normal time required to do so (National Center for Education Statistics, 2015). On average, 42.71% of NWF State College students complete a degree within the same time frame. Retention at the national level for two year college is 59% compared to NWF's much higher average of 72.21%. Using national levels for comparison, NWF State College shows significantly better results and thus demonstrates effective practices for serving our community and students. This document outlines an improvement plan with additional strategies focusing on student retention and completion rates.

Student retention is largely an outcome of excellent programs, services, and interventions. NWF State College is committed to connecting students to services and intervening through improved communication with faculty, staff, and students. An improved engagement initiative has been implemented with a communication plan focused on retention and directly involving faculty, staff, and students; this plan will create greater collaboration within the college community and increased retention. Additionally, an in-person orientation for all students beginning August 10, 2015 was created, and the college will develop this initiative into a first-year experience program.

Providing students with the necessary support to complete a degree within 150% or 200% of the normal time required to do so is vital to improving their lives. Degree Works, a new degree audit system to ensure students understand and enroll in only the classes needed to graduate, is scheduled go live in September 2015. Additionally, the new communication/advising plan will provide intrusive, on-time advising to effectively monitor student progress toward completion.

NWF State College continues to improve assessment outcomes. We strive to make decisions regarding institutional performance based on accurate data. Installation of new ERP software, Banner by Ellucian, provides a new platform and opportunity to systematically analyze performance relative to our mission and goals. We will use this tool to make better data-driven decisions for our students.

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Performance Funding Measure Targeted for Improvement: Student Retention Rates

Strategy:

NWF State College recognizes retention efforts require engagement across the total institution. Our retention strategy will focus on improving student engagement through improved communication and collaboration between faculty, staff, and students. According to Kerby (2015), higher education must move beyond the dissemination of knowledge and provide an "interconnectedness of the college experience, socialization process, and discovery of self in terms of place". Therefore, student engagement activities as internal and adaptive factors affecting student engagement are underway. These activities include, but are not limited to, improved communication with students and a new student orientation program.

Activity 1: Implementation of an Assigned Advisor/Completion Coach Model

All first-time-in college students will be assigned an academic advisor/completion coach. Having an assigned advisor facilitates students' development of significant relationships with college staff. In addition, Bryant (2015) recognizes academic advising realignment as an innovative retention practice in her Noel Levitz blog on college retention. Further, Castor (2005) reports the teamwork needed to support a student reaches across campus and begins with a personal advocate for each student. At NWF State College, the advisor/completion coach, in combination with marketing, Student Life, and the Dean of Students, will target communication to all first-time-in-college students regarding advising, deadlines, financial aid workshops, and student activities. Students must be aware of the resources available to assist them with college goals in order to effectively use these resources to succeed and stay on track (Castor, 2005). Thus, this activity of effective communication between student and advisor will provide students with the retention tools needed to remain in school until degree completion or transfer.

Start Date: February 23, 2015-For entering class of Fall 2015

End Date: Ongoing

Anticipated Evidence of Successful Implementation: Completion Coaches will be assigned and will have meaningful interaction with students**.** Academic Advisors, in addition to Student Affairs, will keep records of student contact and email notifications. Additionally, Student Affairs has created a timeline for student communication. Communication with students will be both timely and meaningful.

By November 15, 2015 NWF State College will have the following evidence for the implementation of this activity:

1) Directive from College President establishing the new Completion Coach Model
2) Copies of reports showing students have been tagged in the College's system and have been assigned a Completion Coach

By April 15, 2016 NWF State College will have the following evidence for the implementation of this activity:

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3) Copies of Communication Logs documenting Completion Coach connections with First-Time-Full-Time students

Activity 2: Implementation of a New Student Orientation Program

The week of August 10, 2015, NWF State College hosted its first New Student Orientation (face-to-face) in over ten years. A comprehensive advising plan coupled with a hands-on orientation program introduces new students to college resources and staff, which is critical for student success. Students will not only attain information on resources available on campus, but also create connections on campus, with faculty, staff and, peers. Thus, implementation of an in-person orientation program is necessary for retention of students from term to term. Beginning in November 2015, this orientation program will grow to include academic advising and registration for all students in attendance. By Fall 2016 we anticipate growing the program into a first-year experience initiative.

Start Date: August 10, 2015

End Date: Ongoing

Anticipated Evidence of Successful Implementation. Creation of an in-person New Student Orientation program is expected to evolve. NWF State College intends to expand the program to include academic advising in addition to continued support for first-time-in-college students. By Fall 2016, New Student Orientation should be mandatory to ensure students begin their academic career with the tools necessary to succeed.

By November 15, 2015 NWF State College will have the following evidence for the implementation of this activity:

1) Participation numbers for student attending the New Student Orientations held before the Fall 2015 Semester
2) Documentation of supplemental coaching sessions held between Completion Coaches and first-time-full-time students once the semester has started

By April 15, 2016 NWF State College will have the following evidence for the implementation of this activity:

3) Participation Numbers for students attending the New Student Orientations held before the Spring 2016 Semester
4) A final document presenting the plan for the implementation of a first year experience program for first-time-full-time student that includes a robust new student orientation

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Performance Funding Measure Targeted for Improvement: Completion and Graduation

Strategy:

According to Complete College America, millions of hours are wasted on unnecessary courses. Excess credits cost students approximately $8 billion and taxpayers who subsidize public education $11 billion. Complete College America provides guidelines to create a pathway to success for students. Essential components included in the Guided Pathway to Success (GPS) include providing a whole program of study, ensuring informed choice, eliminating wasted credits, creating default pathways, and establishing intrusive, on-time advising. A combination of a new degree audit tool (Degree Works) and implementation of best practices in advising will provide students with the information needed to make informed academic choices that lead to successful, timely transfer or entry into the workforce.

Activity 1: Implementation of a New Degree Audit Tool

Degree Works is a comprehensive, user-friendly, web-based academic advising and degree audit tool that helps students and their advisors successfully navigate curriculum requirements. Benefits of Degree Works include whole program of study information, support for both students and advisors, and a plan for on-time graduation. Students will not waste time on unnecessary courses. Within the next year, the program will be linked with registration to limit students to only those courses needed for degree completion. Degree Works coupled with effective academic advisor communication will close attainment gaps. Through Degree Works, academic advisors receive curriculum/program of study support for students wishing to change their major. All students wanting to change their major must meet with an academic advisor who will use Degree Works to explain the ramifications of change and effect on time to completion.

Start Date: September/October 2015

End Date: Ongoing

Anticipated Evidence of Successful Implementation. Completion of degree requirements without excess hours by first-time-in-college students will be monitored in addition to feedback from students and advisors. Students who decide to change their major may only do so after meeting with an advisor who will explain the ramifications in terms of added cost and time to degree; students who elect to change their major after this advising session will sign a statement to acknowledge the consequences of changing their major.

By November 15, 2015 NWF State College will have the following evidence for the implementation of this activity:

1) Documentation that the New Degree Audit Software is implemented
2) Documentation of piloted Completion Coaching sessions with a group of first-time-full-time student during which the degree audit software forms the basis for academic advising as it relates to a student' progression

By April 15, 2016 NWF State College will have the following evidence for the implementation of this activity:

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3) Documenting of the successful implementation of the degree audit software including number of students who can use the software to develop an academic plan

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STATE BOARD OF EDUCATION
Action Item
September 21, 2015

SUBJECT: Approval of Amendment to Rule 6A-4.002, General Provisions

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1012.56(3)(e), Florida Statutes

EXECUTIVE SUMMARY

Proposed changes include updating the acceptance criteria for college credit used for educator certification; and, adopting language to allow for acceptance of the Graduate Record Examination (GRE) revised General Test to satisfy mastery of general knowledge for educator certification.

Comparable to existing regulation for acceptable renewal coursework, this change will require educators to earn a grade of at least "C" or "Pass" to use course credit to satisfy certification eligibility requirements. This change applies only for educator candidates who pursue the college coursework pathway to satisfy mastery of professional preparation.

The GRE® revised General Test, administered by ETS beginning in 2011, will be approved as an acceptable examination available for educator candidates, alternative to the FTCE General Knowledge (GK) test, to satisfy certification eligibility for mastery of general knowledge. To support its proposal, the Department contracted with an expert psychometric consulting center for testing to conduct a professional, unbiased evaluation to compare the GRE with equivalent sections of the FTCE GK test.

Supporting Documentation Included: Proposed Rule 6A-4.002, F.A.C. and Proposed Changes to Rules 6A-4.002 and 6A-4.0021 Presentation

Facilitator/Presenter: Brian Dassler, Deputy Chancellor for Educator Quality

6A-4.002 General Provisions.

(1) through (3)(d) No change.

(e) A grade of at least "C" or the equivalent shall be earned in each course used for meeting professional preparation requirements pursuant to Rule 6A-4.006(2), F.A.C. A grade of pass shall be acceptable under the pass or fail grading system.

(4) through (d) No change.

(e) Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified by the State Board of Education pursuant to Rule 6A-4.0021(12), F.A.C., on test sections of the Graduate Record Examination (GRE) revised General Test shall satisfy the requirement for mastery of general knowledge as demonstrated on the comparable and relevant subtests of the General Knowledge (GK) Test of the Florida Teacher Certification Examinations (FTCE), as follows:

1. The Analytical Writing section of the Graduate Record Examination (GRE) revised General Test shall be acceptable as equivalent to the General Knowledge (GK) Essay subtest.

2. The Quantitative Reasoning section of the Graduate Record Examination (GRE) revised General Test shall be acceptable as equivalent to the General Knowledge (GK) Mathematics subtest.

3. The Verbal Reasoning section of the Graduate Record Examination (GRE) revised General Test shall be acceptable as equivalent to both the General Knowledge (GK) English Language Skills and the General Knowledge (GK) Reading subtests.

(5) No change.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.10(5)(b), 1012.55, 1012.56 FS. History–New 4-10-64, Amended 4-8-68, 4-11-70, 10-18-71, 3-19-72, 12-18-72, 6-17-73, 4-19-74, Repromulgated 12-5-74, Amended 6-22-76, 6-27-77, 12-26-77, 4-27-78, 7-1-79, 7-2-79, 6-26-80, 7-28-81, 1-3-82, 5-11-82, 6-22-83, 3-28-84, 1-31-85, 3-13-85, Joint Administrative Objection Filed – See FAR Vol. 12, No. 11, March 14, 1986, Formerly 6A-4.02, Amended 12-25-86, 10-18-88, 10-10-89, 4-15-91, 11-10-92, 5-30-94, 11-13-96, 10-15-01, 12-27-04, 7-27-06, Joint Administrative Procedures Committee objection resolved by Chapter 86-156, Laws of Florida, Florida Administrative Register Vol. 35, No. 27, July 10, 2009, Amended 1-1-14, 12-31-14.

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SBE Rule 6A-4.002 Educator Certification, & SBE Rule 6A-4.0021 Florida Teacher Certification Examinations (FTCE) Rule Changes

State Board of Education

September 21, 2015

1

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Statute 1012.56: Educator Certification Requirements Update

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(3) Mastery of General Knowledge:

 (e) Effective July 1, 2015, achievement of passing scores, identified in state board rule, on national or international examinations that test comparable content and relevant standards in verbal, analytical writing, and quantitative reasoning skills, including, but not limited to, the verbal, analytical writing, and quantitative reasoning portions of the Graduate Record Examination. Passing scores identified in state board rule must be at approximately the same level of rigor as is required to pass the general knowledge examinations.

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Certification Rule 6A-4.002 (4) Examinations

- Graduate Record Examination (GRE)
  - Law effective **July 1, 2015**, State Board of Education may adopt standardized examinations to meet General Knowledge (GK) requirement
  - Revised Rule proposes acceptance of GRE revised General Test for GK as follows:
    - GRE Analytical Writing as a substitute for GK Essay Subtest
    - GRE Quantitative Reasoning as a substitute for GK Mathematics Subtest
    - GRE Verbal Reasoning as a substitute for GK English Language Skills and GK Reading Subtests

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Certification Rule 6A-4.002 (3)
College Credit

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- Minimum grade of "C" or "Pass" to use credit for professional preparation coursework
  - Professional preparation coursework aligns with Educator Preparation Program competencies
  - Educator Preparation Program admission requires GPA of 2.5
  - Initial certification requires GPA of 2.5
  - Same minimum grade for renewal credit

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SBE Rule 6A-4.0021 Florida Teacher Certification Examinations (FTCE) September 2015 Updates

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- Adopt concordance scores for Graduate Record Examination that may be used to satisfy the requirements for the FTCE General Knowledge (GK) Test.

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General Knowledge (GK) Test vs. Graduate Record Examination (GRE) Revised General Test

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GK Test* (4 Subtests)	GRE revised General Test** (3 Subtests)
GK Essay: 1 Essay (50 minutes)	GRE Analytical Writing: 2 Writing Tasks (30 minutes each)
GK English Language Skills: 40 MC items (40 minutes)	GRE Verbal Reasoning: Two 20 MC items (30 minutes each)
GK Reading: 40 MC items (40 minutes*)	
GK Mathematics: 45 MC items (100 minutes)	GRE Quantitative Reasoning: Two 20 MC items (35 minutes each)

* GK latest edition began on May 1, 2014. GK Reading subtest testing time increased to 55 minutes on July 1, 2015.

** GRE latest edition began on August 1, 2011. Paper-based verbal and quantitative subtests include 5 additional MC items with additional 5 minutes of testing time.

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Alignment Meeting and Concordance Study

- A 2-Day Alignment Committee Meeting on December 3 and 4, 2014:
  - The Department selected 7 content experts of Florida educators (faculty and administrators)
  - Buros of University of Nebraska conducted the alignment meeting
- Buros completed concordance study and produced a report for the Department

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Concordance Study Outcomes

GK Subtest	Corresponding GRE Subtest	Concordance Scores on GRE revised General Test
GK Subtest 1:Essay	GRE Analytical Writing	4 of 6
GK Subtest 2: English Language Skills	GRE Verbal Reasoning	149
GK Subtest 3: Reading		
GK Subtest 4: Mathematics	GRE Quantitative Reasoning	143

Note 1: GRE Mean scores for (about 1.5 million) examinees testing from 8/1/2011 to 4/30/2014: Verbal: 151; Quantitative: 152; Writing: 4.

Note 2: State universities matched examinee (N=1,674: examinees who took both GK and GRE) median scores: Verbal: 150; Quantitative: 146; Writing: 4.

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Analysis of Alignment Committee Recommendations and Concordance Study Outcomes

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- The Office of Assessment analyzed the alignment committee review recommendations and the concordance study outcomes considering
  - matched examinee data and sample size,
  - level of alignment between corresponding subtests, and
  - potential impacts on educator quality.

- Using the appropriate measurement and psychometric guidelines, the following concordance score recommendations were made.

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Recommended GRE Concordance Scores for Meeting General Knowledge Test Requirement

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GK Subtest	Corresponding GRE Subtest	Concordance Scores on GRE revised General Test
GK Subtest 1: Essay	GRE Analytical Writing	4 out of 6
GK Subtest 2: English Language Skills	GRE Verbal Reasoning	151
GK Subtest 3: Reading		
GK Subtest 4: Mathematics	GRE Quantitative Reasoning	147

Note 1: GK passing scores: Subtest 1 – Essay: 8 out of 12; Subtests 2 – 4: A scale score of 200.

Note 2: GRE is a norm referenced test, so no passing scores are established.

GRE score scales: Quantitative: 130 - 170; Verbal: 130 - 170; Writing 1 - 6.

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STATE BOARD OF EDUCATION
Action Item
September 21, 2015

SUBJECT: Approval of Amendment to Rule 6A-4.0021, Florida Teacher Certification
Examinations

6

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1012.56(3)(e), Florida Statutes

EXECUTIVE SUMMARY

Section 1012.56(3)(e), F.S., requires the State Board of Education to specify, by rule, the examination scores required on national or international examinations that test content and relevant standards in verbal, analytical writing, and quantitative reasoning skills comparable to those assessed on the Florida Teacher Certification Examination (FTCE) General Knowledge (GK) Test as an acceptable means for demonstrating a mastery of general knowledge required for the issuance of professional educator certification in Florida. Such rules must define the concordance scores between the national or international examinations and the FTCE GK Test passing scores.

To comply with the statutory revisions to Section 1012.56(3)(e), Florida Statutes, the addition of Section 12 Florida State Board of Education Rule 6A-4.0021 defines provisions for alternative assessments for meeting the mastery of general knowledge requirements. This section defines the Graduate Record Examination (GRE) as an alternative assessment and the concordance scores required on each subtest that may satisfy the GK Test passing requirements for educator certification in Florida.

A description of the processes used to make these updates follows.

- *Alignment Meeting and Concordance Study.* In December 2014, committee members consisting of university/college professors and administrators met to evaluate the content alignment between the GRE and the FTCE GK Test as required by Section 1012.56(3)(e), F.S. Committee members were selected through a statewide recruiting effort and via recommendations from the Florida Colleges and Bureau of Educator Quality. Following the alignment meeting, an independent contractor conducted a concordance study between the GRE and GK tests and provided a full report, including concordance score recommendations to the Department. The Office of Assessment analyzed the committee recommendations and concordance study outcomes, and considering the findings in collaboration with the Bureau of Educator Certification, is recommending the GRE concordance scores detailed in Table 1 as an acceptable means of demonstrating a mastery of general knowledge.

Rule amendments are requested to adopt concordance scores for the GRE as an alternative assessment to FTCE GK Test that may be used to satisfy the requirement of demonstrating a mastery of general knowledge.

Table 1. Recommended Concordance Scores on GRE revised General Test for Meeting the GK Test Passing Requirements

GK Subtest	Corresponding GRE Subtest	Concordance Scores on GRE revised General Test
GK Subtest 1: Essay	GRE Analytical Writing	4 out of 6
GK Subtest 2: English Language Skills	GRE Verbal Reasoning	151
GK Subtest 3: Reading		
GK Subtest 4: Mathematics	GRE Quantitative Reasoning	147

Note 1: GK passing scores: Subtest 1 – Essay: 8 out of 12; Subtests 2 – 4: A scale score of 200.

Note 2: GRE is a norm-referenced test, so no passing scores are established. GRE score scales: Quantitative: 130 - 170; Verbal: 130 - 170; Writing 1 - 6.

Supporting Documentation Included: Proposed Rule 6A-4.0021, F.A.C. Florida Teacher Certification Examinations (FTCE) / Florida Educational Leadership Examination (FELE) Registration Form, PS 2015 (under separate cover)

Facilitator/Presenter: Juan Copa, Deputy Commissioner, Accountability, Research, and Measurement

6A-4.0021 Florida Teacher Certification Examinations.

(1) through (2)(b) No change.

(c) The following competencies are to be demonstrated by means of the written examinations:

1. Before June 1, 2016October 1, 2015, the general knowledge competencies and skills contained in the publication "Competencies and Skills Required for Teacher Certification in Florida, Twenty-First Edition," (http://www.flrules.org/Gateway/reference.asp?No=Ref-04781), which is incorporated by reference and made part of this rule effective October 1, 2015. Beginning June 1, 2016, the general knowledge competencies and skills contained in the publication "Competencies and Skills Required for Teacher Certification in Florida, Twenty-Second Edition," (http://www.flrules.org/Gateway/reference.asp?No=Ref-05515), which is incorporated by reference and made part of this rule effective June 1, 2016. These publications may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

2. Before June 1, 2016October 1, 2015, the professional education competencies and skills contained in the publication "Competencies and Skills Required for Teacher Certification in Florida, Twenty-First Edition," (http://www.flrules.org/Gateway/reference.asp?No=Ref-04781), which is incorporated by reference and made part of this rule effective October 1, 2015. Beginning June 1, 2016, the professional education competencies and skills contained in the publication "Competencies and Skills Required for Teacher Certification in Florida, Twenty-Second Edition," (http://www.flrules.org/Gateway/reference.asp?No=Ref-05515), which is incorporated by reference and made part of this rule effective June 1, 2016. These publications may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

3. Before June 1, 2016October 1, 2015, the subject area competencies and skills contained in the publication "Competencies and Skills Required for Teacher Certification in Florida, Twenty-First Edition," (http://www.flrules.org/Gateway/reference.asp?No=Ref-04781), which is incorporated by reference and made part of this rule effective October 1, 2015. Beginning June 1, 2016, the subject area competencies and skills contained in the publication "Competencies and Skills Required for Teacher Certification in Florida, Twenty-Second Edition," (http://www.flrules.org/Gateway/reference.asp?No=Ref-05515), which is incorporated by reference and made part of this rule effective June 1, 2016. These publications may be obtained by contacting the Division of Accountability,

Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(3) No change.

(4) Registration, fees, and refunds.

(a) Registration for the examinations shall be for the initial examinations or for one (1) or more examinations not previously passed. To register to take the examinations, an applicant shall register online with ~~submit a completed application to~~ the test administration agency at:

http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/. The Florida Teacher Certification Examinations (FTCE) / Florida Educational Leadership Examination (FELE) Registration Form, PS 2015 (DOS link) (Effective October 2015) is incorporated by reference herein.

~~A completed application shall consist of the following:~~

~~A completed application Form CG-20-04, Registration Application: Certification Examinations for Florida Educators, which includes the applicant's signature. Form CG-20-04 is hereby incorporated by reference and made a part of this rule to become effective September 1, 2009. This form may be obtained without cost from the Bureau of Educator Certification, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399 or may be submitted online via the Florida Teacher Certification Examinations/Florida Educational Leadership Examination Program web site at http://www.fldoe.org/asp/ftce.~~

(b) through (6) No change.

(7) Scoring the general knowledge subtests.

(a) Effective January 1, 2004, the passing scores for the general knowledge subtests listed below shall be a scaled score of at least two hundred (200) for multiple-choice sections. The passing score for the Essay subtest shall be a total raw score of at least six (6). This scaled score shall be equivalent to the following raw scores on the July 2002 test administration:

SUBTEST	SCORE
General Knowledge Subtest 1: Essay	A total raw score of at least six (6)
General Knowledge Subtest 2: English Language Skills	29 correct items
General Knowledge Subtest 3: Reading	25 correct items
General Knowledge Subtest 4: Mathematics	26 correct items

1. General Knowledge Reading Subtest: 25 correct items.

2. General Knowledge English Language Skills Subtest: 29 correct items.

3. General Knowledge Mathematics Subtest: 26 correct items.

4. General Knowledge English Essay Subtest: A total raw score of six (6).

(b) Effective January 1, 2015, the passing scores for the general knowledge subtests listed below shall be a scaled score of at least two hundred (200) for multiple-choice sections. The passing score for the Essay subtest shall be a total raw score of at least eight (8). This scaled score shall be equivalent to the following raw scores on the test forms used for standard setting and administered in May 2014:

SUBTEST	SCORE
General Knowledge Subtest 1: Essay	A total raw score of at least eight (8)
General Knowledge Subtest 2: English Language Skills	27 correct items
General Knowledge Subtest 3: Reading	26 correct items
General Knowledge Subtest 4: Mathematics	31 correct items

1. General Knowledge Essay Subtest: A total raw score of at least eight (8).

2. General Knowledge English Language Skills Subtest: twenty-seven (27) correct items.

3. General Knowledge Reading Subtest: twenty-six (26) correct items.

4. General Knowledge Mathematics Subtest: thirty-one (31) correct items.

(8) Scoring the professional education test.

(a) Effective July 1, 2003, the passing score for the professional education test shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to an examination raw score that results in an examinee passing rate of ninety-one (91) percent, which was the passing rate of teacher candidates who took the professional education test for the first time during the 2001-2002 examination administration year. In the event that fewer than fifty (50) examinees are tested in the July 2003 administration, the passing score shall be sixty (60) percent of the items.

(b) through (c) No change.

(9) through (h) No change.

(i) For the subject area specialty examinations listed below, a score earned prior to October 1, 1996, shall be considered a passing score and shall be valid for certification in that subject area for a period of two (2) years from

the test administration date~~.~~:

Effective October 1, 1996, a passing score for these subject area examinations will be a scaled score of at least two hundred (200). This scaled passing score will be equivalent to the following scores on the April 1995 test administration:

SUBJECT	SCORE
Agriculture 6-12	83 correct items
Industrial Arts-Technology Education 6-12	83 correct items
	[OS5]
Marketing 6-12	72 correct items
Preschool Education Birth – Age 4	81 correct items
	[OS6]

(j) No change.

(k) Effective January 1, 2004, the passing scores for the subject area specialty examinations listed below shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the following raw scores on the July 2002 test administration:

SUBJECT	SCORE
Exceptional Student Education K-12	72 correct items
Kindergarten-Grade Six	138 correct items

(l) No change.

(m) Effective July 1, 2003, the passing scores for the subject area specialty examinations listed below shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the raw scores on the July 2003 test administration as defined below:

1. Middle Grades Integrated Curriculum 5-9 Examination. An examination raw score that results in an examinee passing rate of sixty-eight (68) percent, which was the average of the passing rates of teacher candidates who took the Middle Grades English 5-9, Middle Grades General Science 5-9, Middle Grades Mathematics 5-9, and Middle Grades Social Science 5-9 specialty examinations for the first time during the 2001-2002 examination administration year. In the event that fewer than fifty (50) examinees are tested in the July 2003 administration, the passing score shall be fifty-nine (59~~%~~) percent of the items.

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2. Physical Education K-12 Examination. An examination raw score that results in an examinee passing rate of seventy-five (75%) percent, which was the average of the passing rates of teacher candidates who took the Physical Education K-8 and Physical Education 6-12 specialty examinations for the first time during the 2001-2002 examination administration year. In the event fewer than fifty (50) examinees are tested in the July 2003 administration, the passing score shall be sixty (60%) percent of the items.

3.(n) After sufficient data have been collected, the Commissioner of Education shall review examinee performance levels for the Middle Grades Integrated Curriculum 5-9 Examination, and the Physical Education K-12 Examination and determine whether to recommend to the State Board of Education to maintain or change the existing passing scores.

(n) (o)1. Effective July 1, 2004, the passing score for the subject area specialty examination listed below shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the raw score on the July 2004 test administration as defined below.

1. 2. Computer Science K-12 Examination. An examination raw score that results in an examinee passing rate of eighty-three (83%) percent, which was the passing rate of teacher candidates who took the Computer Science K-12 specialty examination for the first time during the 2002-2003 examination administration year. In the event that fewer than fifty (50) examinees are tested in the July 2004 administration, the passing score shall be sixty-three (63) percent of the items.

2. (p) After sufficient data have been collected, the Commissioner of Education shall review examinee performance levels for the Computer Science K-12 Examination and determine whether to recommend to the State Board of Education to maintain or change the existing passing scores.

(o) (q) Effective July 1, 2005, the passing scores for the English 6-12 subject area specialty examination shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the composite score of seventy one (71) on a scale that weights the multiple choice section seventy (70%) percent and the essay section thirty (30) percent on the April 1989 test administration.

(p) (r) Effective January 1, 2012, the passing score for the subject area specialty examinations listed below shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the following raw scores on the test forms used for standard setting and administered between March and April 2011:

SUBJECT	SCORE

Educational Media Specialist PK-12	85 correct items
Exceptional Student Education K-12	81 correct items
Social Science 6-12	87 correct items

(q) (s) Effective September 1, 2012, the passing score for the subject area specialty examinations listed below shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the following raw scores on the test forms used for standard setting and administered between January 2011 and April 2012:

SUBJECT	SCORE
Biology 6-12	83 correct items
Chemistry 6-12	71 correct items
Earth-Space Science 6-12	83 correct items
Middle Grades General Science 5-9	84 correct items
Physics 6-12	60 correct items

(r) (t) Effective September 1, 2012, the passing score for the subject area specialty examinations listed below shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the following raw scores on the test forms used for standard setting and administered between January and March 2012:

SUBJECT	SCORE
Health K-12	83 correct items
Physical Education K-12	85 correct items

(s) (u) Effective March 1, 2014 2012, the passing score for the subject area specialty examinations listed below shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the following raw scores on the test forms used for standard setting and administered between May and August 2013:

SUBJECT	SCORE
English for Speakers of Other Languages K-12	81 correct items
Mathematics 6-12	48 correct items
Middle Grades Mathematics 5-9	52 correct items

(t) (v) Effective March 1, 2014, the passing score for the new Prekindergarten/Primary PK-3 subtests listed below shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the following raw scores on the test forms used for standard setting and administered in July and August 2013:

SUBTEST	SCORE
PK-3 Subtest 1: Developmental Knowledge	38 correct items
PK-3 Subtest 2: Language Arts and Reading	41 correct items
PK-3 Subtest 3: Mathematics	32 correct items
PK-3 Subtest 4: Science	30 correct items

1. Prekindergarten/Primary PK-3 Subtest 1: Developmental Knowledge: thirty-eight (38) correct items.

2. Prekindergarten/Primary PK-3 Subtest 2: Language Arts and Reading: forty-one (41) correct items.

3. Prekindergarten/Primary PK-3 Subtest 3: Mathematics: thirty-two (32) correct items.

4. Prekindergarten/Primary PK-3 Subtest 4: Science: thirty (30) correct items.

(u) (w) Effective January 1, 2015, the passing score for the new Elementary Education K-6 subtests listed below

shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the following raw

scores on the test forms used for standard setting and administered in May 2014:

SUBTEST	SCORE
K-6 Subtest 1: Language Arts and Reading	42 correct items
K-6 Subtest 2: Social Science	37 correct items
K-6 Subtest 3: Science	36 correct items
K-6 Subtest 4: Mathematics	35 correct items

1. Elementary Education K-6 Subtest 1: Language Arts and Reading: forty-two (42) correct items.

2. Elementary Education K-6 Subtest 2: Social Science: thirty-seven (37) correct items.

3. Elementary Education K-6 Subtest 3: Science: thirty-six (36) correct items.

4. Elementary Education K-6 Subtest 4: Mathematics: thirty-five (35) correct items.

(v) (x) Effective January 1, 2015, the passing score for the new English 6-12 and Middle Grades English 5-9

multiple-choice sections shall be a scaled score of at least two hundred (200). The passing score for the writing

sections shall be a total raw score of at least eight (8). This scaled score shall be equivalent to the following raw

scores on the test forms used for standard setting and administered between March and June 2014:

SUBJECT	SCORE
English 6-12	56 correct items on the multiple-choice section and a total

	raw score of at least eight (8) on the writing section
Middle Grades English 5-9	58 correct items on the multiple-choice section and a total raw score of at least eight (8) on the writing section

(w) (y) Effective January 1, 2015, the passing score for the subject area specialty examinations listed below shall be a scaled score of at least two hundred (200). This scaled score shall be equivalent to the following raw scores on the test forms used for standard setting and administered between April and June 2014:

SUBJECT	SCORE
Computer Science K-12	85 correct items
Technology Education 6-12	89 correct items

(x) (z) The Commissioner of Education shall review the passing score for each of the General Knowledge Subtests, each of the subject area specialty examinations, and the professional education test not less than once every five (5) years and determine whether to recommend to the State Board of Education to maintain or change the existing passing scores.

(10) Score reports for the general knowledge essay, english language skills, reading, and writing, mathematics subtests, professional education test skills, and subject area examinations.

(a) through (e) No change.

(11) Review.

(a) Requests for Verification. An examinee who fails one (1) or more examination(s) within ten (10) scale score points of the passing scale score (200) for failed examinations, including essays, short answer sections, and verbal responses, may file a written request with the test administration agency to verify that the examinations were scored accurately. An examinee may review their failed responses for performance only subtests (i.e., English 6-12 Writing Component, General Knowledge Essay, German K-12 oral interview, Middle Grades English 5-9 Writing Component, Speech 6-12 oral component). The request shall be filed within thirty (30) days of the date the score report was released by the test administration agency. The fee for verification shall be seventy-five ($75.00) dollars. The test administration agency shall notify the examinee of the results of the request within thirty (30) days of receipt of the request and fee.

(b) Score Verification Sessions. An examinee who fails one (1) or more examination(s) within ten (10) scale score points of the passing scale score (200) may review only those incorrect test items and/or performance

component(s) contained within each examination meeting these criteria and bring to the Florida Department of Education's attention, via the test administration agency, any scoring errors ~~which may result in a passing score~~. The procedures for test review are listed below:

1. through 7. No change.

(12) Alternative Assessments: Graduate Record Examinations (GRE) Revised General Test.

(a) GRE test administrations conducted on or after July 1, 2015, may be used as an acceptable means of demonstrating a mastery of general knowledge. The GRE scores listed below shall be considered the minimum passing scores that may be used to satisfy the demonstration of mastery of general knowledge requirements. Passing scores are required in each of the general knowledge content areas assessed on the General Knowledge Test, which include writing (essay), English language skills, reading, and mathematics. The table below defines the General Knowledge Test content area subtests and corresponding GRE subtest alternatives, followed by the minimum required passing scores for each of the GRE subtests indicated. A passing score on a GRE subtest in an applicable general knowledge content area, as defined in the table below, will satisfy the requirement of demonstrating a mastery of general knowledge for the applicable general knowledge content area.

GK SUBTEST/GRE SUBTEST	GRE SCORE
GK Writing (Essay) / GRE Analytical Writing	A combined score of 4 out of 6.
GK English Language Skills / GRE Verbal Reasoning	A scaled score of 151.
GK Reading / GRE Verbal Reasoning	A scaled score of 151.
GK Mathematics / GRE Quantitative Reasoning	A scaled score of 147.

Rulemaking Authority 1012.55(1), 1012.56, 1012.59 FS. Law Implemented 1012.55, 1012.56, 1012.59 FS. History–New 8-27-80, Amended 1-11-82, 1-6-83, 5-3-83, 10-5-83, 10-15-84, Formerly 6A-4.021, Amended 12-25-86, 4-26-89, 4-16-90, 7-10-90, 4-22-91, 10-3-91, 8-10-92, 11-28-93, 4-12-95, 7-1-96, 9-30-96, 10-1-99, 7-17-00, 7-16-01, 3-24-02, 7-16-02, 3-24-03, 7-21-03, 12-23-03, 7-13-04, 5-24-05, 5-23-06, 5-21-07, 5-19-08, 7-21-08, 7-9-09, 6-22-10, 6-21-11, 11-22-11, 8-23-12, 5-21-13, 10-22-13, 2-25-14, 12-23-14, 7-28-15.

STATE BOARD OF EDUCATION
Consent Item
September 21, 2015

SUBJECT: Approval of Repeal of Rule 6A-5.090, Content Area Reading Professional Development and Next Generation Content Area Professional Development

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PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(2), 1003.4156, 1003.4282, Florida Statutes

EXECUTIVE SUMMARY

Since House Bill 7069 removes the requirement that students scoring at Level 1 or Level 2 in grades 6-12 to be served in an intensive reading course or a content area course, the requirement for teachers to complete Next Generation Content Area Reading Professional Development (NGCAR-PD) to serve students in their content area course would be considered outside the scope of the law.

Districts may choose to continue to serve students who score at Level 1 and Level 2 in an intensive reading course or in a content area course, but the requirement is no longer mandated by Florida Statute.

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Supporting Documentation Included: Rule 6A-5.090, F.A.C.

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

6A-5.090 Content Area Reading Professional Development and Next Generation Content Area Professional Development.

(1) Pursuant to Section 1003.413(4)(b), F.S., the Department of Education must provide a professional development package designed to provide information that content area teachers in grades 6-12 need to become proficient in applying scientifically based reading strategies through their content areas. Content Area Reading Professional Development (CAR-PD) and Next Generation Content Area Reading Professional Development (NGCAR-PD) are designed to prepare content area teachers to effectively deliver reading intervention to students who score at Level 2 in reading on the Florida Comprehensive Assessment Test (FCAT) and do not need instruction in decoding and text reading efficiency. Districts may elect whether to offer CAR-PD or NGCAR-PD as options within a school or school district. If a district elects to offer CAR-PD or NGCAR-PD the district must transition solely to NGCAR-PD by August 2012.

(2) Personnel for whom CAR-PD or NGCAR-PD is appropriate.

(a) In accordance with Rule 6A-6.054, F.A.C., teachers who are not certified in Reading (Grades K-12) or endorsed in reading, or who do not meet the definition of "highly qualified" in reading under the federal No Child Left Behind Act, and who provide reading intervention to Level 2 students who do not need instruction in decoding and text reading efficiency in their content area class must complete the CAR-PD package or NGCAR-PD.

(b) Career and technical educators, both those who have a state-issued teaching certificate and those who do not, are candidates for the CAR-PD package or NGCAR-PD. In addition, those teachers may enroll in and complete the district add-on reading endorsement program if they wish to acquire advanced knowledge in teaching reading.

(3) The CAR-PD one hundred fifty (150) hour package consists of any state approved Competency 2 of the Reading Endorsement Competencies, as incorporated by reference in Rule 6A-4.0163, F.A.C., for sixty (60) inservice points, the CAR-PD Face to Face for sixty (60) inservice points and a thirty (30) hour practicum developed by the Department or developed by the district and approved by the Department. Districts must provide adequate content and materials for the practicum to address the needs of content area teachers serving students scoring Level 2 who do not have decoding and text reading deficiencies to receive approval.

(4) Content area teachers must take any state approved Competency 2 of the Reading Endorsement Competencies, as incorporated by reference in Rule 6A-4.0163, F.A.C., in its entirety before beginning the sixty (60) hour Face to Face CAR-PD. Once Competency 2 is completed, content area teachers may begin to provide

reading intervention through their content area classes to students who score Level 2 on FCAT and do not need instruction in decoding and text reading efficiency. These teachers may take the sixty (60) hour Face to Face CAR-PD, and the thirty (30) hour practicum simultaneously with providing reading intervention.

(5) NGCAR-PD consists of a sixty (60) hour Face to Face Academy and a thirty (30) hour practicum developed by the Department or developed by the district and approved by the Department. Once teachers enroll and start the NGCAR-PD content area package, content area teachers may begin to provide reading intervention through their content area classes to students who score Level 2 on FCAT and do not need instruction in decoding and text reading efficiency.

(6) The district shall decide who will facilitate the district practicum. Additionally, the district shall decide the time configuration of the sixty (60) hour Face to Face Academy.

(7) NGCAR-PD is a train the trainer model facilitated by the Department's staff who are the designated professional developers for the district-based NGCAR-PD teacher trainers. Once trained by the Department, these district-based teacher trainers may return to their districts and deliver the sixty (60) hour Face to Face NGCAR-PD to content area teachers.

(8) Educators who have Reading Endorsement or Reading Certification K-12 are qualified to train content area teachers on the sixty (60) hour Face to Face CAR-PD or sixty (60) hour Face to Face NGCAR-PD. Other educators with reading expertise, and at the discretion of and selection by the district, may also qualify to teach the sixty (60) hour Face to Face CAR-PD or the sixty (60) hour Face to Face NGCAR-PD. Educators providing CAR-PD to content area teachers must complete the entire one hundred fifty (150) hour CAR-PD package prior to teaching the sixty (60) hour Face to Face CAR-PD. Educators providing NGCAR-PD to content area teachers must complete the entire ninety (90) hour NGCAR-PD package prior to teaching the sixty (60) hour Face to Face NGCAR-PD.

(9) CAR-PD and NGCAR-PD do not fulfill the requirements for the Reading Endorsement.

(10) Inservice hours earned through CAR-PD or NGCAR-PD may be used for renewal of certificates in all subject areas.

Rulemaking Authority 1001.02(2), 1003.4156, 1003.428 FS. Law Implemented 1001.215, 1003.413(4)(b), 1003.4156, 1003.428 FS. History–New 5-19-08, Amended 4-21-11.

STATE BOARD OF EDUCATION
Consent Item
September 21, 2015

SUBJECT: Approval of Repeal of Rule 6A-6.054, K-12 Student Reading Intervention
Requirements

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PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(2), 1003.4156, 1003.428, 1008.25, Florida Statutes

EXECUTIVE SUMMARY

This rule addresses the requirement for school districts to ensure students scoring Level 1
or Level 2 on the end of year Florida English Language Arts assessment receive remedial
reading instruction which was removed by House Bill 7069 and therefore eliminated the
necessity for this rule.

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Supporting Documentation Included: Rule: 6A-6.054, F.A.C.

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

6A-6.054 K-12 Student Reading Intervention Requirements.

(1) Elementary Assessment, Curriculum, and Instruction.

(a) Pursuant to Section 1008.25, F.S., any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. For elementary students not participating in the statewide reading assessment, substantial deficiency in reading must be defined by the district school board. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a reading deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

(b) Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

(2) Middle School Assessment, Curriculum, and Instruction.

(a) Pursuant to Section 1003.4156, F.S., middle school students who score at Level 1 on FCAT 2.0 Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

(b) Middle school students who score at Level 1 or Level 2 on FCAT 2.0 Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and afterschool with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). Teachers of sixth grade students may be certified in Elementary Education. In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size,

materials, etc.) must be adequate to implement the intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;

2. Small group differentiated instruction;

3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;

4. Integration of Next Generation Sunshine State Standard (NGSSS) benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);

5. A focus on informational text at a ratio matching FCAT 2.0 Reading; and,

6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

(c) Districts must establish criteria beyond FCAT 2.0 Reading for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Districts must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and must identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT 2.0 Reading.

(d) Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the one hundred fifty (150) hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;

2. Small group differentiated instruction;

3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;

4. Integration of NGSSS benchmarks specific to the subject area (biology, world history, etc.);

5. A focus on informational text at a ratio matching FCAT 2.0 Reading; and,

6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

(e) Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

(f) End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

(g) One of the following courses as listed in the Course Code Directory incorporated in Rule 6A-1.09441, F.A.C., must be used to provide reading intervention to all middle school Level 1 students and those Level 2 students not being served through a content area reading intervention course (all courses require Reading Endorsement or Certification in Reading (Grades K-12):

1. 1000000 M/J INTENSIVE LANGUAGE ARTS;

2. 1000010 M/J INTENSIVE READING;

3. 1000020 M/J INTENSIVE READING & CAREER PLANNING;

4. 1002181 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading);

5. 7810020 READING: 6-8;

(3) High School Assessment, Curriculum, and Instruction.

(a) Pursuant to Section 1003.428, F.S., high school students who score at Level 1 on FCAT 2.0 Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

(b) High school students who score at Level 1 or Level 2 on FCAT 2.0 Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and afterschool with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This reading intervention course should include on a daily basis:

1. Whole group explicit instruction;

2. Small group differentiated instruction;

3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;

4. Integration of NGSSS benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);

5. A focus on informational text at a ratio matching FCAT 2.0 Reading; and,

6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

(c) Districts must establish criteria beyond FCAT 2.0 Reading for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Districts must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT 2.0 Reading.

(d) Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;

2. Small group differentiated instruction;

3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;

4. Integration of NGSSS benchmarks specific to the subject area (biology, world history, etc.);

5. A focus on informational text at a ratio matching FCAT 2.0 Reading; and,

6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

(e) Passing scores on FCAT 2.0 Reading and concordant scores on other assessments may not be used to exempt students from required intervention. In lieu of the provisions listed above, students in grades 11 and 12 who have met the graduation requirement with a Level 2 score on FCAT 2.0 Reading may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.

(f) Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

(g) End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

(h) One of the following courses as listed in the Course Code Directory incorporated in Rule 6A-1.09441, F.A.C., must be used to provide reading intervention to all high school Level 1 students and those Level 2 students not being served through a content area reading intervention course (all courses require Reading Endorsement or Certification in Reading (Grades K-12) with the exception of 1001405 ENGLISH 4: FLORIDA COLLEGE PREP:

1. 1000400 INTENSIVE LANGUAGE ARTS;

2. 1000410 INTENSIVE READING;

3. 7910100 READING: 9-12;

4. 1002381 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading);

5. 7910400 LIFE SKILLS READING: 9-12;

6. 1008350 READING FOR COLLEGE SUCCESS (For 11th and 12th grade students only);

7. 1001405 ENGLISH 4: FLORIDA COLLEGE PREP (For 12th grade students scoring at Level 2 on FCAT 2.0 Reading only).

Rulemaking Authority 1001.02(2), 1003.4156, 1003.428, 1008.25 FS. Law Implemented 1001.215, 1008.25, 1003.4156, 1003.428 FS. History–New 5-19-08, Amended 4-21-11, 5-21-13.

STATE BOARD OF EDUCATION
Consent Item
September 21, 2015

SUBJECT: Approval of Amendment to Rule 6A-6.09091, Accommodations of the Statewide
Assessment Program Instruments and Procedures for English Language Learners

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.22, Florida Statutes

EXECUTIVE SUMMARY

The proposed rule updates references to the statewide standardized assessments,
specifically on accommodations provided to English language learners (ELLs) in Florida's
public schools. It updates the listing of allowable accommodations for ELLs on statewide
assessments to align with the current standardized test administration manuals.
Accommodations for ELLs continue to be available and expanded to include use of electronic
translation dictionaries and assistance in heritage language for Florida Standards
Assessments (FSA) English Language Arts (ELA) Reading items and answer choices. In
addition, a proposed provision clarifies that provided accommodations be implemented in a
manner that tests the independent work of the student and cannot assist a student in
determining the answer to a test question. A further clarification is proposed that ELLs that
are not currently enrolled in public schools or receiving services through public school
programs are entitled to receive accommodations.

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Supporting Documentation Included: Proposed Rule 6A-6.09091, F.A.C.

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

6A-6.09091 Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.

(1) The Department of Education shall provide accommodations for English Language Learners (ELLs) to enable them to fully participate in the statewide standardized assessment program as defined in Sections 1008.22, 1008.34 and 1001.11, F.S.

(2) Each school board shall utilize appropriate and allowable accommodations for statewide standardized assessments within the limits prescribed herein. Accommodations are defined as adjustments to settings for administration of statewide standardized assessments, adjustments to scheduling for the administration of statewide standardized assessments to include amount of time for administration, assistance in heritage language during the administration of statewide standardized assessments, and the use of an approved translation dictionary to facilitate the student's participation in statewide standardized assessments. Accommodations that negate the validity of statewide standardized assessments are not allowable.

Accommodations shall include:

(a) Flexible Setting. ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

(b) Flexible Scheduling. ELLs may take a test session during several brief periods within one (1) school day; however, each test session must be completed within one (1) school day. ELLs may be provided additional time to complete a test session; however, each test session must be completed within one (1) school day.

(c) Assistance in the Heritage Language. ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may not be provided for passages in Reading and Writing tests. Assistance in the heritage language shall be limited to the following:

1. The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification

from individual students must be answered on an individual basis without disturbing other students.

2. The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may NOT be provided for words or phrases in Reading and Writing passages.

(d) Approved Dictionary. ELLs should must have access to English-to-heritage language/heritage language-to-English dictionaries, such as those made available to ELLs in an instructional setting. The dictionary must provide word-to-word translations only and may not contain definitions or other information. A dictionary writtten exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries that meet the same requirements without accessing the Internet may be used. ~~test accommodations within the limits prescribed herein. School district personnel are required to implement the accommodations in a manner that ensures the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response.~~

(3) The accommodations described in subsection (2) of this rule shall be offered to any student who has been identified as limited English proficient pursuant to Section 1003.56(2)(a), F.S., and is ~~School districts shall offer test accommodations to ELLs students who~~ currently ~~are~~ receiving services in a program operated in accordance with an approved ELL district plan. The statewide standardized assessments ~~tests~~ may be administered with any one (1) or a combination of the accommodations authorized herein that are determined to be appropriate for the individual student. ~~Accommodations for statewide assessment tests shall include:~~

~~Florida Comprehensive Assessment Test.~~

(4) District personnel are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. In no case shall the accommodations authorized herein be interpreted or construed as an authorization to provide a student with assistance in determining the answer to any test item.

~~(a) ELLs may be given additional time to complete each test section, and the entire test may be administered over one or more days. Students who begin any individual section of the test shall complete it in the same school day.~~

(b) ELLs may be given access to English-to-heritage language/heritage language-to-English dictionaries such as those made available to ELLs in an instructional setting. A dictionary written exclusively in the heritage language or in English shall not be provided.

(c) ELLs may be given the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator. If the ELL is not of legal age, the parents of said student shall be informed of this particular accommodation and shall be given the opportunity to select the preferred method of test administration.

(d) ELLs taking the mathematics test section may be provided limited assistance by the ESOL or heritage language teacher using the student's heritage language. This assistance shall be as follows:

1. The teacher may answer student inquiries related to any of the test directions.

2. The teacher may answer specific inquiries concerning a word or phrase in a particular test question that is confusing the student because of limited English proficiency. In no case shall assistance be given the student in actually solving the mathematics questions.

3. Questions for clarification posed by individual students must be answered on an individual basis by the test administrator to prevent interference with another student's ability to concentrate.

(e) ELLs taking the communications or reading test sections may be provided limited assistance by the ESOL or heritage language teacher using the student's heritage language. This assistance shall be as follows:

1. The teacher may answer student inquiries related to any of the general test directions as long as the ELL is not unmistakably led to infer the correct answer to any of the questions.

2. The teacher shall not answer ELLs' inquiries about the reading passages, the question stems, or answer alternatives.

3. ELLs may have access to the dictionary specified in subparagraph (3)(a)2., F.A.C., of this rule, but the student is expected to read the reading passage, the question stems, and the answer alternatives in English.

(f) ELLs taking the writing test may be provided limited assistance by the ESOL heritage language teacher using the student's heritage language. This assistance shall be as follows:

1. Flexible setting. ELLs may be given the opportunity to be tested in a separate room with the ESOL or heritage language teacher serving as test administrator. If the ELL is not of legal age, the parents of said student shall be informed of this particular accommodation and shall be given the opportunity to select the preferred method

of test administration.

2. Assistance in the heritage language. The ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language, but the teacher is prohibited from answering questions about the writing prompt.

3. Flexible scheduling. ELLs may take the test during several brief sessions within one school day. All testing must be completed within the prescribed testing period shown in the test administration manual.

4. Flexible timing. ELLs may be provided additional time beyond the time limit specified in the test administration manual for administration of the test to English proficient students.

5. Dictionary. ELLs may have access to English-to-heritage language/heritage language-to-English dictionaries, such as those made available to ELLs in an instructional setting. A dictionary written exclusively in the heritage language or in English shall not be provided.

(5) (4) Each school board shall establish procedures whereby training shall be provided to the ESOL or heritage language teacher who is administering any of the statewide standardized assessments tests. The training shall be designed to train teach the teacher how to administer the statewide standardized assessments tests within the limits prescribed in this rule.

(6) (5) ELLs who otherwise are classified as students with disabilities as defined by Section 1003.01(3)(a), F.S., or who have been determined eligible and have a plan developed in accordance with Section 504 of the Rehabilitation Act exceptional education or handicapped students shall be afforded the additional test accommodations specified in Rule 6A-1.0943, F.A.C.

(7) Students who are not currently enrolled in public schools or receiving services through public school programs and require accommodations in order to participate in the statewide standardized assessment program shall have access to accommodations identified in subsection (2) of this rule if the student was classified as limited English proficient pursuant to Section 1003.56(2)(a), F.S., at the time of exit from the public school or public school program.

Rulemaking Authority 1001.02, 1008.22 FS. Law Implemented 1003.43(8), 1008.22, 1003.56 FS. History–New 10-17-00, Amended 5-5-09.

STATE BOARD OF EDUCATION
Consent Item
September 21, 2015

SUBJECT: Approval of Amendment to the Contract between the State Board of Education and SEED School of Miami, Inc.
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PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1002.3305(4), Florida Statutes

EXECUTIVE SUMMARY

This amendment is made pursuant to Section V.C. of the contract, which governs the parties in the event that the actual appropriation is less than the requested appropriation. The annual State Appropriation for Year 2 is $2,000,000.00, which is 35% less than the $3,060,000.00 appropriation contemplated in the contract. The actual appropriation of $2,000,000.00 equates to funding for 78.43 students for the FY2015-16 rather than the funding for the 120 students in the original agreement. However, in an effort to serve as many students as possible, SEED School has modified its budget by deferring one-time expenditures in order serve up to 95 students for the FY2015-16 School Year.

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Supporting Documentation Included: Proposed Amendment #1 and Revised Exhibit 1

Facilitator: Adam Miller, Executive Director, Office of Independent Education and Parental Choice

This AMENDMENT to Contract Number **14-821** ("Contract") is entered into by and between **The Miami Boarding School, Inc., d/b/a The Seed School of Miami.**, (the "Operator") and the State Board of Education of Florida, the agency head of the Florida Department of Education ("Department"), an agency of the State of Florida ("State Board"). Defined terms used herein shall have the meanings set forth in the Contract.

WHEREAS, on **July 1, 2014**, the Department entered into the Contract with the Operator to provide the service; and

WHEREAS, the Department desires to amend this Contract to **reduce the total students funded for FY 2015-16.**

NOW, THEREFORE, in consideration of the mutual covenants and conditions hereinafter stated, the Department and the Contractor covenant and agree as follows:

1. The recitals are true and correct and are incorporated herein by reference.

2. This Amendment is made pursuant to Section V.C. of the Contract, which governs the parties in the event that actual appropriations are less than contracted appropriations. The total annual funding amount for FY 2015-16 is $2,000,000.00, which is 35% less than the funding for students to be served in FY 2015-16 as set forth in the Contract.

3. The Contract, Exhibit 1, "Payment and Deliverable Schedule," is hereby amended and replaced in its entirety with the attached "Revised Exhibit 1: Payments and Deliverable Schedule"

The effective date of the Amendment shall be July 1, 2015.

All provisions in the Contract and any attachments thereto in conflict with this Amendment shall be and are hereby changed to conform to this Amendment.

All provisions not in conflict with this Amendment are still in full force and effect and are to be performed at the level specified in the Contract.

IN WITNESS WHEREOF, the parties hereto have caused this one (1) page Amendment to be executed by their proper and duly authorized representatives.

State of Florida **State Board of Education**	**The Miami Boarding School, Inc.** **d/b/a The SEED School of Miami**
By: _____ Authorized Signature	By: _____ Authorized Signature
Name: **Marva Johnson** Typed	Name: _____ Typed
Title: **Chair, State Board of Education** Typed	Title: _____ Typed
Date: _____	Date: ____9.8.15____

Revised Exhibit 1: Payments and Deliverable Schedule
The SEED School of Miami ("SEED Miami")
Years 1-7 (Reflecting Changes to Deliverables for Year 2)

Table 1: Quarterly Payment Per Student By Year

Contract Year	Quarterly Payment	# of Students Served
Year 1	$6,250.00	60
Year 2	$6,375.00	~~120~~ 78.43*
Year 3	$6,502.50	180
Year 4	$6,632.55	240
Year 5	$6,765.20	300
Year 6 (Renewal)	$6,900.50	360
Year 7 (Renewal)	$7,038.51	400
Year 8 (Renewal)	$7,179.28	400
Year 9 (Renewal)	$7,322.87	400
Year 10 (Renewal)	$7,469.33	400

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* The annual State Appropriation for Year 2 is $2,000,000.00, which is 35% less than the $3,060,000.00 appropriation contemplated in the contract. The actual appropriation of $2,000,000.00 equates to funding for 78.43 students for the FY2015-16 rather than the funding for the 120 students in the original agreement. However, in an effort to serve as many students as possible, SEED School has modified its budget by deferring one-time expenditures in order serve up to 95 students for the FY2015-16 School Year.

Table 2: Deliverables, Evidence of Completion, Due Dates, and Payments by Quarter

Contract 14-821 Amendment #1   1

Year	Quarter	Deliverable Description and Minimum Performance Standards	Evidence of Completion	Due Date	Payment Amount	Payment Date
1	1	• SEED Miami Board of Trustees will adopt a budget for the FY 2014-2015 school year. • SEED Miami will hire faculty and staff to offer program services under the contract to serve the scheduled enrollment capacity. • SEED Miami will enroll eligible students within it scheduled enrollment capacity.	1. Adopted program budget 2. Faculty and staff roster by position and department 3. Students FTE ("Full-Time Enrollment") as of July 1, 2014	July 8, 2014	Quarterly payment per student from Table 1 enrolled as of July 1, 2014	July 15, 2014
1	2	• SEED Miami will enroll eligible students within it scheduled enrollment capacity. • SEED Miami will perform a home visit for each student prior to the student's first day of school. • SEED Miami Student Life faculty will work a minimum of 1,836 hours in quarter 1. • SEED Miami will initiate a student incentive program that fosters and rewards positive behavior and promotes the school's Core Values (respect, responsibility, integrity, gratitude, self-discipline, compassion) that includes one SEED Note per student per day. • Students collectively will complete in a minimum of 648 HALLS lessons. • SEED Miami Student Support Services Faculty will work a minimum of 816 hours in quarter 1. • SEED Miami will achieve a participate rate of 80 percent in initial family-engagement workshop • SEED Miami Academic faculty will provide a minimum of 612 work-hours in quarter 1 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students. • SEED Miami Administration staff will work a minimum of 1,632 work-hours in quarter 1.	1. Student FTE as of second week of student attendance 2. List of students including date of home visit 3. Report of Student Life faculty work-hours 4. Compilation registering a minimum of 1,620 Daily Social Skills Reports 5. Copies of HALLS lesson plan template and completion report 6. Report of Student Support Services faculty work-hours 7. Family workshop participation report 8. Report of Supplemental Academic faculty work-hours 9. Report of Administrative staff work hours	October 8, 2014	Quarterly payment per student from Table 1 enrolled as of end of second week of student attendance	October 15, 2014

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1	3	- SEED Miami will enroll eligible students within it scheduled enrollment capacity. - Student Life faculty will work a minimum of 3,672 hours in quarter 2. - SEED Miami will continue student incentive program that includes one SEED Note per student per day. - Students collectively will complete in a minimum of 1,296 HALLS lessons. - Student Support Services Faculty will work a minimum of 1,632 hours in quarter 2. - Academic faculty will provide a minimum of 1,224 work-hours in quarter 2 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students. - Administration staff will work a minimum of 1,632 work-hours in quarter 2.	1. Student FTE as of Survey 2 (October) FTE Count 2. Report of Student Life faculty work-hours 3. Compilation registering a minimum of 2,970 Daily Social Skills Reports 4. Copies of HALLS lesson plan template and completion report 5. Report of Student Support Services faculty work-hours 6. Report of Supplemental Academic faculty work-hours 7. Report of Administrative staff work hours	January 8, 2015	Quarterly payment per student from Table 1 enrolled as of Survey 2 (October) FTE Count	January 15, 2015
1	4	- SEED Miami will enroll eligible students within it scheduled enrollment capacity. - Student Life faculty will work a minimum of 3,672 hours in quarter 3. - SEED Miami will continue student incentive program that includes one SEED Note per student per day. - Students collectively will complete in a minimum of 1,296 HALLS lessons. - Student Support Services Faculty will work a minimum of 1,632 hours in quarter 3. - Academic faculty will provide a minimum of 1,224 work-hours in quarter 3 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students. - Administration staff will work a minimum of 1,632 work-hours in quarter 3.	- Student FTE as of Survey 3 (February) FTE Count - Report of Student Life faculty work-hours - Compilation registering a minimum of 3,240 Daily Social Skills Reports - Copies of HALLS lesson plan template and completion report - Report of Student Support Services faculty work-hours - Report of Supplemental Academic faculty work-hours - Report of Administrative staff work hours	April 8, 2015	Quarterly payment per student from Table 1 enrolled as of Survey 3 (February) FTE Count	April 15, 2015

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Contract 14-821 Amendment #1   3

2	1	• SEED Miami Board of Trustees will adopt a budget for the FY 2015-2016 school year. • SEED Miami will enroll eligible students within it scheduled enrollment capacity. • SEED Miami will enroll eligible students within it scheduled enrollment capacity. • Student Life faculty will work a minimum of 2,142 hours in quarter 4. • SEED Miami will continue student incentive program that includes one SEED Note per student per day. • Students will complete in a minimum of 756 HALLS lessons. • Student Support Services Faculty will work a minimum of 952 hours in quarter 4. • Academic faculty will provide a minimum of 714 work-hours in quarter 4 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students. • Administration staff will work a minimum of 1,632 work-hours in quarter 4.	1. Adopted program budget 2. Students FTE as of July 1, 2015 3. Report of Student Life faculty work-hours 4. Compilation registering a minimum of 1,890 Daily Social Skills Reports 5. Copies of HALLS lesson plan template and completion report 6. Report of Student Support Services faculty work-hours 7. Report of Supplemental Academic faculty work-hours 8. Report of Administrative staff work hours	July 8, 2015	Quarterly payment per student from Table 1 enrolled as of July 1, 2015	July 15, 2015
2	2	• SEED Miami will enroll eligible students within it scheduled enrollment capacity. • Student Life faculty will work a minimum of 3,360 hours in quarter 1. • SEED Miami will continue student incentive program that includes one Daily Social Skills Report per student per day. • Students will complete a minimum of 840 minutes of HALLS lessons. • Student Support Services Faculty will work a minimum of 1,120 hours in quarter 1. • Academic faculty will provide a minimum of 2,688 work-hours in quarter 1 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students. • Administration staff will work a minimum of 2,352 work-hours in quarter 1.	1. Student FTE as of second week of student attendance 2. Report of Student Life faculty work-hours 3. Compilation registering a minimum of 3,040 Daily Social Skills Reports 4. Copies of HALLS lesson plan template and completion report 5. Report of Student Support Services faculty work-hours 6. Report of Supplemental Academic faculty work-hours 7. Report of Administrative staff work hours	October 8, 2015	Quarterly payment per student from Table 1 enrolled as of end of second week of student attendance	October 15, 2015

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Contract 14-821 Amendment #1   4

| 2 | 3 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 5,880 hours in quarter 2.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per student per day.
• Students will complete in a minimum of 1,440 minutes of HALLS lessons.
• Student Support Services Faculty will work a minimum of 1,960 hours in quarter 2.
• Academic faculty will provide a minimum of 4704 work-hours in quarter 2 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 2,744 work-hours in quarter 2. | 1. Student FTE as of Survey 2 (October) FTE Count
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 7,695 Daily Social Skills Reports
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | January 8, 2016 | Quarterly payment per student from Table 1 enrolled as of Survey 2 (October) FTE Count | January 15, 2016 |
| 2 | 4 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 6,600 hours in quarter 3.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per student per day.
• Students will complete in a minimum of 1,200 minutes of HALLS lessons.
• Student Support Services Faculty will work a minimum of 2,200 hours in quarter 3.
• Academic faculty will provide a minimum of 5,280 work-hours in quarter 3 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,080 work-hours in quarter 3. | 1. Student FTE as of Survey 3 (February) FTE Count
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 12,920 Daily Social Skills Reports
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | April 8, 2016 | Quarterly payment per student from Table 1 enrolled as Survey 3 (February) FTE Count | April 15, 2016 |

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Contract 14-821 Amendment #1   5

| 3 | 1 | • SEED Miami Board of Trustees will adopt a budget for the FY 2016-2017 school year.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 5,760 hours in quarter 4.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per student per day.
• Students will complete in a minimum of 960 minutes of HALLS lessons.
• Student Support Services Faculty will work a minimum of 1,920 hours in quarter 4.
• Academic faculty will provide a minimum of 4608 work-hours in quarter 4 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,416 work-hours in quarter 4. | 1. Adopted program budget
2. Students FTE as of July 1, 2016
3. Report of Student Life faculty work-hours
4. Compilation registering a minimum of 17,480 Daily Social Skills Reports
5. Copies of HALLS lesson plan template and completion report
6. Report of Student Support Services faculty work-hours
7. Report of Supplemental Academic faculty work-hours
8. Report of Administrative staff work hours | July 8, 2016 | Quarterly payment per student from Table 1 or number of students enrolled as of July 1, 2016, whichever is lower | July 15, 2016 |
| 3 | 2 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 5,100 hours in quarter 1.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per student per day.
• Students collectively will complete in a minimum of 1,944 HALLS lessons.
• Student Support Services Faculty will work a minimum of 1,428 hours in quarter 1.
• Academic faculty will provide a minimum of 1,224 work-hours in quarter 1 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 2,856 work-hours in quarter 1. | 1. Student FTE as of second week of student attendance
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 4,860 Daily Social Skills Reports
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | October 8, 2016 | Quarterly payment per student from Table 1 or number of students enrolled, whichever is lower | October 15, 2016 |

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Contract 14-821 Amendment #1   6

| 3 | 3 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 9,350 hours in quarter 2.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per student per day.
• Students collectively will complete in a minimum of 3,564 HALLS lessons.
• Student Support Services Faculty will work a minimum of 2,618 hours in quarter 2.
• Academic faculty will provide a minimum of 2,244 work-hours in quarter 2 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 2,618 work-hours in quarter 2. | 1. Student FTE as of Survey 2 (October) FTE Count
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 8,910 Daily Social Skills Reports
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | January 8, 2017 | Quarterly payment per student from Table 1 or number of students enrolled as of Survey 2 (October) FTE Count, whichever is lower | January 15, 2017 |
| 3 | 4 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 10,200 hours in quarter 3.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per student per day.
• Students collectively will complete in a minimum of 3,888 HALLS lessons.
• Student Support Services Faculty will work a minimum of 2,856 hours in quarter 3.
• Academic faculty will provide a minimum of 2,448 work-hours in quarter 3 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 2,856 work-hours in quarter 3. | 1. Student FTE as of Survey 3 (February) FTE Count
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 9,720 Daily Social Skills Reports
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | April 8, 2017 | Quarterly payment per student from Table 1 or number of students enrolled as Survey 3 (February) FTE Count, whichever is lower | April 15, 2017 |

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Contract 14-821 Amendment #1   7

| 4 | 1 | • SEED Miami Board of Trustees will adopt a budget for the FY 2017-2018 school year.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 5,950 hours in quarter 4.
• SEED Miami will continue student incentive program that includes Daily Social Skills Report per student per day.
• Students collectively will complete in a minimum of 2,268 HALLS lessons.
• Student Support Services Faculty will work a minimum of 1,666 hours in quarter 4.
• Academic faculty will provide a minimum of 1,428 work-hours in quarter 4 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 2,268 work-hours in quarter 4. | 1. Adopted program budget
2. Students FTE as of July 1, 2017
3. Report of Student Life faculty work-hours
4. Compilation registering a minimum of 5,670 Daily Social Skills Reports
5. Copies of HALLS lesson plan template and completion report
6. Report of Student Support Services faculty work-hours
7. Report of Supplemental Academic faculty work-hours
8. Report of Administrative staff work hours | July 8, 2017 | Quarterly payment per student from Table 1 enrolled as of July 1, 2017 | July 15, 2017 |

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4	2	• SEED Miami will enroll eligible students within it scheduled enrollment capacity. • Student Life faculty will work a minimum of 6,120 hours in quarter 1. • SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day. • Students collectively will complete in a minimum of 2,592 HALLS lessons. • Student Support Services Faculty will work a minimum of 1,632 hours in quarter 1. • Academic faculty will provide a minimum of 1,836 work-hours in quarter 1 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students. • Administration staff will work a minimum of 3,264 work-hours in quarter 1.	1. Student FTE as of second week of student attendance 2. Report of Student Life faculty work-hours 3. Compilation registering a minimum of 30 Daily Social Skills Reports and 30 Core Value Cards for each grade 9 student 4. Copies of HALLS lesson plan template and completion report 5. Report of Student Support Services faculty work-hours 6. Report of Supplemental Academic faculty work-hours 7. Report of Administrative staff work hours	October 8, 2017	Quarterly payment per student from Table 1 enrolled as of end of second week of student attendance	October 15, 2017
4	3	• SEED Miami will enroll eligible students within it scheduled enrollment capacity. • Student Life faculty will work a minimum of 11,220 hours in quarter 2. • SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day. • Students collectively will complete in a minimum of 4,752 HALLS lessons. • Student Support Services Faculty will work a minimum of 2,992 hours in quarter 2. • Academic faculty will provide a minimum of 3,366 work-hours in quarter 2 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students. • Administration staff will work a minimum of 2,992 work-hours in quarter 2.	1. Student FTE as of Survey 2 (October) FTE Count 2. Report of Student Life faculty work-hours 3. Compilation registering a minimum of 55 Daily Social Skills Reports for each middle school student and 55 Core Value Cards for each grade 9 student 4. Copies of HALLS lesson plan template and completion report 5. Report of Student Support Services faculty work-hours 6. Report of Supplemental Academic faculty work-hours 7. Report of Administrative staff work hours	January 8, 2018	Quarterly payment per student from Table 1 enrolled as of Survey 2 (October) FTE Count	January 15, 2018

Contract 14-821 Amendment #1   9

| 4 | 4 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 12,240 hours in quarter 3.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 5,184 HALLS lessons.
• Student Support Services Faculty will work a minimum of 2,992 hours in quarter 3.
• Academic faculty will provide a minimum of 3,366 work-hours in quarter 3 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,264 work-hours in quarter 3. | 1. Student FTE as of Survey 3 (February) FTE Count
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 60 Daily Social Skills Reports for each middle school student and 60 Core Value Cards for each grade 9 student
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | April 8, 2018 | Quarterly payment per student from Table 1 enrolled as Survey 3 (February) FTE Count | April 15, 2018 |

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Contract 14-821 Amendment #1   10

| 5 | 1 | • SEED Miami Board of Trustees will adopt a budget for the FY 2018-2019 school year.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 7,140 hours in quarter 4.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 3,024 HALLS lessons.
• Student Support Services Faculty will work a minimum of 1,904 hours in quarter 4.
• Academic faculty will provide a minimum of 2,142 work-hours in quarter 4 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,264 work-hours in quarter 4. | 1. Adopted program budget
2. Students FTE as of July 1, 2018
3. Report of Student Life faculty work-hours
4. Compilation registering a minimum of 35 Daily Social Skills Reports for each middle school student and 35 Core Value Cards for each grade 9 student
5. Copies of HALLS lesson plan template and completion report
6. Report of Student Support Services faculty work-hours
7. Report of Supplemental Academic faculty work-hours
8. Report of Administrative staff work hours | July 8, 2018 | Quarterly payment per student from Table 1 enrolled as of July 1, 2018 | July 15, 2018 |

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| 5 | 2 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 6,528 hours in quarter 1.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 3,240 HALLS lessons.
• Student Support Services Faculty will work a minimum of 2,040 hours in quarter 1.
• Academic faculty will provide a minimum of 2,244 work-hours in quarter 1 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,672 work-hours in quarter 1. | 1. Student FTE as of second week of student attendance
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 30 Daily Social Skills Reports for each middle school student and 30 Core Value Cards for each grade 9 student
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | October 8, 2018 | Quarterly payment per student from Table 1 enrolled as of end of second week of student attendance | October 15, 2018 |
| 5 | 3 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 11,968 hours in quarter 2.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 5,940 HALLS lessons.
• Student Support Services Faculty will work a minimum of 3,740 hours in quarter 2.
• Academic faculty will provide a minimum of 4,114 work-hours in quarter 2 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,366 work-hours in quarter 2. | 1. Student FTE as of Survey 2 (October) FTE Count
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 55 Daily Social Skills Reports for each middle school student and 55 Core Value Cards for each grade 9 student
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | January 8, 2019 | Quarterly payment per student from Table 1 enrolled as of Survey 2 (October) FTE Count | January 15, 2019 |

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Contract 14-821 Amendment #1   12

| 5 | 4 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 13,056 hours in quarter 3.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 6,480 HALLS lessons.
• Student Support Services Faculty will work a minimum of 4,080 hours in quarter 3.
• Academic faculty will provide a minimum of 4,488 work-hours in quarter 3 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,672 work-hours in quarter 3. | 1. Student FTE as of Survey 3 (February) FTE Count
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 60 Daily Social Skills Reports for each middle school student and 60 Core Value Cards for each grade 9 student
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | April 8, 2019 | Quarterly payment per student from Table 1 enrolled as Survey 3 (February) FTE Count | April 15, 2019 |

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Contract 14-821 Amendment #1   13

| 6 | 1 | • SEED Miami Board of Trustees will adopt a budget for the FY 2019-2020 school year.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 7,616 hours in quarter 4.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 3,780 HALLS lessons.
• Student Support Services Faculty will work a minimum of 2,380 hours in quarter 4.
• Academic faculty will provide a minimum of 2,618 work-hours in quarter 4 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,672 work-hours in quarter 4. | 1. Adopted program budget
2. Students FTE as of July 1, 2019
3. Report of Student Life faculty work-hours
4. Compilation registering a minimum of 35 Daily Social Skills Reports for each middle school student and 35 Core Value Cards for each grade 9 student
5. Copies of HALLS lesson plan template and completion report
6. Report of Student Support Services faculty work-hours
7. Report of Supplemental Academic faculty work-hours
8. Report of Administrative staff work hours | July 8, 2019 | Quarterly payment per student from Table 1 enrolled as of July 1, 2019 | July 15, 2019 |

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| 6 | 2 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 7,140 hours in quarter 1.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 3,888 HALLS lessons.
• Student Support Services Faculty will work a minimum of 2,244 hours in quarter 1.
• Academic faculty will provide a minimum of 2,856 work-hours in quarter 1 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,672 work-hours in quarter 1. | 1. Student FTE as of second week of student attendance
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 55 Daily Social Skills Reports for each middle school student and 55 Core Value Cards for each grade 9 student
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | October 8, 2019 | Quarterly payment per student from Table 1 enrolled as of end of second week of student attendance | October 15, 2019 |
| 6 | 3 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 13,090 hours in quarter 2.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 7,128 HALLS lessons.
• Student Support Services Faculty will work a minimum of 4,114 hours in quarter 2.
• Academic faculty will provide a minimum of 5,236 work-hours in quarter 2 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 2,376 work-hours in quarter 2. | 1. Student FTE as of Survey 2 (October) FTE Count
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 55 Daily Social Skills Reports for each middle school student and 55 Core Value Cards for each grade 9 student
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | January 8, 2020 | Quarterly payment per student from Table 1 enrolled as of Survey 2 (October) FTE Count | January 15, 2020 |

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Contract 14-821 Amendment #1　　　　　　　　　　　　　　　　　　　15

| 6 | 4 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 14,280 hours in quarter 3.
• SEED Miami will continue student incentive program that includes Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 7,776 HALLS lessons.
• Student Support Services Faculty will work a minimum of 4,488 hours in quarter 3.
• Academic faculty will provide a minimum of 5,712 work-hours in quarter 3 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,672 work-hours in quarter 3. | 1. Student FTE as of Survey 3 (February) FTE Count
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 60 Daily Social Skills Reports for each middle school student and 60 Core Value Cards for each grade 9 student
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | April 8, 2020 | Quarterly payment per student from Table 1 enrolled as Survey 3 (February) FTE Count | April 15, 2020 |

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Contract 14-821 Amendment #1   16

| 7 | 1 | • SEED Miami Board of Trustees will adopt a budget for the FY 2020-2021 school year.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 8,330 hours in quarter 4.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 4,536 HALLS lessons.
• Student Support Services Faculty will work a minimum of 2,618 hours in quarter 4.
• Academic faculty will provide a minimum of 3,332 work-hours in quarter 4 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,672 work-hours in quarter 4. | 1. Adopted program budget
2. Students FTE as of July 1, 2020
3. Report of Student Life faculty work-hours
4. Compilation registering a minimum of 35 Daily Social Skills Reports for each middle school student and 35 Core Value Cards for each grade 9 student
5. Copies of HALLS lesson plan template and completion report
6. Report of Student Support Services faculty work-hours
7. Report of Supplemental Academic faculty work-hours
8. Report of Administrative staff work hours | July 8, 2020 | Quarterly payment per student from Table 1 enrolled as of July 1, 2020 | July 15, 2020 |

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Contract 14-821 Amendment #1   17

| 7 | 2 | • SEED Miami Board of Trustees will adopt a budget for the FY 2015-2016 school year.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 8,160 hours in quarter 4.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 4,320 HALLS lessons.
• Student Support Services Faculty will work a minimum of 2,448 hours in quarter 4.
• Academic faculty will provide a minimum of 3,264 work-hours in quarter 4 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 4,080 work-hours in quarter 4. | 1. Adopted program budget
2. Students FTE as of July 1, 2015
3. Report of Student Life faculty work-hours
4. Compilation registering a minimum of 30 Daily Social Skills Reports for each middle school student and 30 Core Value Cards for each grade 9 student
5. Copies of HALLS lesson plan template and completion report
6. Report of Student Support Services faculty work-hours
7. Report of Supplemental Academic faculty work-hours
8. Report of Administrative staff work hours | October 8, 2020 | Quarterly payment per student from Table 1 enrolled as of end of second week of student attendance | October 15, 2020 |

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Contract 14-821 Amendment #1   18

| 7 | 3 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 14,960 hours in quarter 1.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 7,920 HALLS lessons.
• Student Support Services Faculty will work a minimum of 4,488 hours in quarter 1.
• Academic faculty will provide a minimum of 3,740 work-hours in quarter 1 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 3,740 work-hours in quarter 1. | 1. Student FTE as of second week of student attendance
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 55 Daily Social Skills Reports for each middle school student and 55 Core Value Cards for each grade 9 student
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | January 8, 2021 | Quarterly payment per student from Table 1 enrolled as of Survey 2 (October) FTE Count | January 15, 2021 |
| 7 | 4 | • SEED Miami will enroll eligible students within it scheduled enrollment capacity.
• Student Life faculty will work a minimum of 16,320 hours in quarter 2.
• SEED Miami will continue student incentive program that includes one Daily Social Skills Report per middle school student and one Core Value Card per grade nine student per day.
• Students collectively will complete in a minimum of 8,640 HALLS lessons.
• Student Support Services Faculty will work a minimum of 4,896 hours in quarter 2.
• Academic faculty will provide a minimum of 6,528 work-hours in quarter 2 to supplement charter-supported academic services and ensure small class sizes and adequate teacher planning for at-risk students.
• Administration staff will work a minimum of 4,080 work-hours in quarter 2. | 1. Student FTE as of Survey 2 (October) FTE Count
2. Report of Student Life faculty work-hours
3. Compilation registering a minimum of 60 Daily Social Skills Reports for each middle school student and 60 Core Value Cards for each grade 9 student
4. Copies of HALLS lesson plan template and completion report
5. Report of Student Support Services faculty work-hours
6. Report of Supplemental Academic faculty work-hours
7. Report of Administrative staff work hours | April 8, 2021 | Quarterly payment per student from Table 1 enrolled as Survey 3 (February) FTE Count | April 15, 2021 |

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Defined Terms

- **Academic Faculty:** Academic faculty provide the academic instructional program focused on a rigorous college preparatory curriculum for all students. Positions may include teachers, academic affairs coordinator, and a library/media specialist. *More information regarding SEED Miami's Academic faculty can be found in pages 27-34 of SEED's response to DOE's RFP 2012-11,* College-Preparatory Boarding Academy Pilot Program.
- **Student Life Faculty:**   Student Life faculty work with students after school in the dormitories and in other after-school settings. The Student Life faculty is responsible for ensuring the safety and security of the boarding program while providing instruction in life skills and character development. Positions may include the student affairs coordinator, resident assistants, night boarding manager, and life skills counselors. *More information regarding SEED Miami's Student Life faculty can be found in pages 34-38 of SEED's response to DOE's RFP 2012-11,* College-Preparatory Boarding Academy Pilot Program.
- **Student Support Services Faculty:** Student Support Services faculty deliver preventative and intervention services related to physical and mental health, academic enrichment, and special needs to students in a personalized and seamless manner. Positions may include nurses, psychologists, counselors/therapists, social worker, speech and language therapist, external opportunities coordinator, athletics coordinator, ELL specialists, and exceptional student education specialists. *More information regarding SEED Miami's Student Support Services can be found in pages 39-49 of SEED's response to DOE's RFP 2012-11,* College-Preparatory Boarding Academy Pilot Program.
- **Administrative Faculty:** Administrative faculty oversee and assume responsibility for the implementation of a rigorous and successful SEED program and its operations. Positions include the head of school/principal, executive assistant, president, director of admissions, director of student support services, operations director, finance director, and director of college and career services. *More information regarding SEED Miami's Administrative faculty can be found in pages 10-12 of SEED's response to DOE's RFP 2012-11,* College-Preparatory Boarding Academy Pilot Program.
- **Supplemental Academic Faculty:** Supplemental Academic Faculty are members of the academic faculty whose salaries are not funded with per-pupil dollars from Miami-Dade County Public Schools. These positions may include teachers, and a dean of students.
- **Home Visit:** Home visits are designed as the first step in cultivating the SEED- student and family relationship. As part of the admissions process, SEED staff conduct home visits with each prospective SEED student and the student's family. Home visits are informal in nature and are designed to give prospective families the "home court advantage" allowing them to ask questions about the SEED program, mission, and staff. Home visits also allow SEED staff to verify a student's eligibility for the program, to assist the family with the admissions application, and to learn about the prospective student's interests, strengths, growth areas, and other family dynamics. Home visits continue throughout the school year as needed.
- **Daily Social Skills Reports ~~SEED Note~~:** The Daily Social Skills Report tracks student social skill development through daily online behavior reports (previously called the SEED Note). Daily Social Skills Reports ~~SEED Notes~~ are a component of SEED's motivation system that is designed to complement the Model of Care teaching process by encouraging youth to be accountable for their behavior and by enhancing skill acquisition. The ultimate goal is to move from extrinsic to intrinsic motivation as students mature. In grades 6-8, students will receive a SEED Note each day and the SEED Note will allow students to earn points (both positive and negative) throughout the course of a 24-hour day. Positive consequences (positive points) for appropriate behavior and negative consequences (negative points) for inappropriate behavior are awarded. Points can be exchanged for privileges (e.g. purchases at the SEED store, or participation in off-campus outings).
- **Core Value Card:** Ninth grade students receive Core Value Cards, which is another component of SEED's motivation system that is designed to complement the Model of Care teaching process by encouraging youth to be accountable for their behavior and by enhancing skill acquisition. Similar to ~~SEED Notes~~ Daily Social Skills Reports, accumulation of a designated number of Cards is exchanged in the same manner for privileges and purchases as during the middle school years.

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▪ **HALLS Curriculum:** Each day after school, the Student Life program takes the lead in implementing the HALLS (Habits for Achieving Life Long Success) curriculum to students and in providing guidance on how to develop these vital habits. Students' development of HALLS is an integral part of the SEED experience, instilling in students characteristics that prepare them both academically and socially for success in college. HALLS is represented by four habits ("Social Intelligence", "Endurance", "Exploration", and "Deliberation") that are practiced both explicitly and implicitly across the 24-hour program. These four broad categories incorporate a series of actions (outlined in the table below) that guide SEED students toward success in attaining college, career, and life goals while providing the SEED schools with a common vocabulary for this important part of the school culture. *More information regarding SEED's HALLS curriculum can be found in pages 74-77 and in Appendix F of SEED's response to DOE's RFP 2012-11,* College-Preparatory Boarding Academy Pilot Program.

HALLS Habits and Corresponding Actions

Social Intelligence	Endurance	Exploration	Deliberation
• cooperation • association • group dynamics • teamwork • communication • collaboration • compassion • empathy • respect • tolerance	• persistence • tenacity • grit • perseverance • responsibility • effort	• intellectual curiosity • critical and creative thinking • problem solving • intellectual integrity • inquisitiveness • symphony (big picture thinking) • design	• mindfulness • metacognition • reflection • mindset • self-discipline • self-determination • courage • integrity

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