

Dual Enrollment Articulation Agreement Submission Site

Submitter:

Agreement Effective Date: 8/1/2019

Representing:

Career and Technical Center: Erwin Technical College

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

Type of Dual Enrollment Articulation Agreement for Submission

Public Postsecondary Institution – School District

(A) Public Postsecondary Institution Agreement with Public School Districts

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

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

N/A

2. A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.

Dual Enrollment Articulation Agreement Submission Site

The information process will be facilitated through the HCPS, Department of Workforce Connections under the supervision of the Director of Career and Technical Education and the Director of Workforce and Continuing Education. This process includes the following steps:

One week prior to the start of school, an informative presentation will be electronically mailed to Leto's assistant principal for curriculum and the Automotive Service Technology teacher. The teacher will deliver the presentation to his/her class ensuring the students are made aware of the entrance criteria, course values, courses offered in the program area, the equivalency allocated from a high school credit to technical college clock hours, the application process, deadline for return of application and parent/guardian permission letter. This presentation will take place within the first six days of school. Concurrently students will receive the Adult Student Information Form (hereafter referred to as "ASIF") technical college application, the parent/guardian permission letter, authorizing the student's participation into CDE, and a brief, but informative Frequently Asked Questions (hereafter referred to as "FAQ") flyer, delineating details of the CDE program for which the student may apply. Included in the Parent Permission letter and FAQ flyer is the deadline to return the application and the signed permission letter (August 27, 2019), and to whom the student returns these documents. The CDE FAQ document and the entire presentation will also be uploaded to the school districts website for parental access should questions arise. This can be accessed through: <https://www.sdhc.k12.fl.us/doc/167/career-and-technical-education/about/cte-about/>. A district point of contact for the CDE program option is also listed on all distributed materials.

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

Specific to this CDE articulation agreement, the following courses and information apply.

Automotive Services Technology, Program # 1470608

Career Certificate course # Career Certificate course title Occupational Completion Point (OCP) Clock Hour Value/High School Credit Value Industry Certification

AER0014 Automobile Services Assistor* A300 clock hours = 2 credits ASE Auto Service Consultant (C1), NIASE013

AER0453 Auto Suspension & Steering Technician E 150 clock hours = 1 credit ASE Suspension & Steering (A4), NIASE014

AER0418 Auto Brake System Technician F 150 clock hours = 1 credit ASE Brakes (A5), NIASE007

*Auto Services Assistor (AER0014) must be doubled-blocked on a student's schedule for the entire school year for the student to receive all 300 clock hours of instruction needed to complete the course. Partial credit is not awarded.

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

In the first six days of school students view the CDE informational presentation presented by the CDE teacher. On the same day as this presentation the students will receive an (1) application, (2) the parent/guardian permission letter, and (3) a FAQ document that explains the CDE program that is being offered to their student. Students take these three documents home for parent approval or disapproval, and the student will only return the completed (or incomplete) ASIF and parent/guardian letter to his/her CDE teacher no later than August 27, 2019; parents are to retain the FAQ document for future reference. The completion and return of the ASIF and the signed and dated parent/guardian permission letter to his/her teacher completes the student's responsibility for the application process. The teacher will compile all of the returned documents (whether completed or not) and a designated Workforce Connections staff member will collect the documents from the teacher at their school site. Within the body of the FAQ document parents/guardians are informed of the details initial eligibility and the requirements of remaining in the course/program for the school year and continuing in the program for subsequent years for the full completion of the program. (Seniors who anticipate an early graduation date of December of their senior year are not allowed to enroll in CDE, as this does not allow for the 150 hours of classroom instruction necessary to complete the course.)

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

To enroll, students must..

- have an overall 2.0 unweighted GPA;
- be enrolled in an eligible articulated Career and Technical Education secondary course;
- take the Wonderlic Basic Skills Test (BST) within the first six (6) weeks of school to determine the student's educational level (not utilized as a source for eligibility approval or denial of participation): exemptions for this testing include students that were in CDE in the immediate previous school year, or student has a concordant college placement test score, and;
- be enrolled in the course for the entire 2019-2020 school year (anticipated December graduates may not enroll in CDE, but can take the equivalent secondary course).

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

N/A

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

Dual Enrollment Articulation Agreement Submission Site

To enroll, students must...

- have an overall 2.0 unweighted GPA;
- be enrolled in an eligible articulated Career and Technical Education secondary course;
- take the Wonderlic Basic Skills Test (BST) within the first six (6) weeks of school to determine the student's educational level (not utilized as a source for eligibility approval or denial of participation): exemptions for this testing include students that were in CDE in the immediate previous school year, or student has a concordant college placement test score, and;
- be enrolled in the course for the entire 2019-2020 school year (anticipated December graduates may not enroll in CDE, but can take the equivalent secondary course).

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

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

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

This document also provides information on: no cost to the student or his/her family for books, tuition, or lab fee supplies, the commitment of completing the entire course, weighting impact on the student's grade, industry certifications that the student is expected to earn while in their program, and be identified as already enrolled in the equivalent Career and Technical Education program/course at the beginning of the 2019-2020 school year. In addition to the information regarding the unweighted GPA of 2.0 for eligibility, the FAQ includes information on GPA requirements for incoming 9th grade students that may not have already earned high school credit. This allowance provides the 9th grade level student the opportunity to utilize his/her 8th grade Florida Standards Assessment (FSA) level of scores of a 3, 4 or 5 on the English Language Arts assessment and Mathematics assessment to qualify for CDE.

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

N/A

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

N/A

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

Dual Enrollment Articulation Agreement Submission Site

Eligibility status is pre-determined by the Department of Workforce Connections via the HCPS district's Information Services division; this is accomplished with a programming system designed to gather specific data needed to determine student eligibility. This program also gathers the majority of the data needed for the students' ASIF paperwork. This data allows the CDE coordinator to pre-populate student applications with most of the students' demographic information in a legible format; students and their parents must complete only specifically identified data for completion of the application. In addition to providing the individual high schools and their programs' teachers the pre-populated applications, blank applications are also provided if the teacher feels other students may also be eligible. Once all applications are collected by the CDE coordinator, all ASIFs are reviewed for completeness and the additional applications submitted by the teacher are individually reviewed for determining eligibility.

Once all applications are processed and lists created for each schools' programs, a color-coded comparison list of CDE students from the prior school year is merged with the new list. This allows the district's CDE coordinator to determine if students within the new applications need to take the Wonderlic BST. (Continuing students from the prior school year do not take readiness tests again.) In addition to the Information Services division collecting the ASIF data and determining eligibility status, this report also produces the results of concordant SAT, ACT, or PERT test scores to show college readiness. Students that meet the concordant test scores will also be exempt from the Wonderlic assessment. In the 2019-2020 school year, the testing window is from September 3-20, 2019. At the high schools, assistant principals for curriculum are notified of the testing window and they arrange for an appropriate testing location and provide suitable proctors for the tests. Since Wonderlic is a web-based test, individual cardboard carrels are used to encourage valid testing results for the students. The responsibility of identifying students with IEPs indicating the student is to receive extended time on standardized tests is facilitated by the ESE specialist of the school. He/she notifies the CDE coordinator of this, who in turn notifies Wonderlic of the need to allow a particular student double time to take the assessments. If the student is to test in a room with only the proctor present, this also must be arranged by ESE specialist. Along with monitoring of student status for enrollment (withdrawals, schedule changes) through error reports, student behavior is addressed by the direct communication between the CDE teacher at the high school, the high school's administrative staff, and the CDE coordinator in the Workforce Connections office. Appropriate actions are taken at the high school level between the CDE teacher and the high school's administrative staff, as the CDE student remains on the high school campus for their training, not on the college campus. The CDE coordinator is notified of the final judgement status for the student.

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

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

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

As the high school/CDE students remain on their high school campus, no additional costs are incurred by the school or the technical colleges. All courses are supported through regular FTE funding.

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

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

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

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