

Dual Enrollment Articulation Agreement Submission Site

Submitter:

Agreement Effective Date: 7/20/2021

Representing:

Career and Technical Center: Fred K. Marchman Technical College

District(s) the Agreement(s) include
Pasco 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.

The 2021-22 Dual Enrollment Articulation Agreement was approved by the School Board of Pasco County on July 20, 2021.

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

Students and families are informed about the opportunities for Career Dual Enrollment starting in October/November of each year to coincide with the district timeline of course selection for secondary students. The college website has a page about career dual enrollment. The school counselor visits high schools and provides information about opportunities to students and staff. Information nights are held annually to provide information as well. The district also publishes information on the district website. The college and district post information about dual enrollment opportunities and timelines on social media.

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

The articulation agreement contains a delineation of courses and programs available to students. The articulation agreement is provided on the college website. Dual enrollment programs are also listed on the college website. Program catalog pages with delineation of courses are available on the college website and in the Program Catalog. Hard copies of the Program Catalog are available to students and families.

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

The articulation agreement describes the process by which students and parents can exercise options to participate in the dual enrollment program. Students must complete an online application in order to formally apply to a dual enrollment program. The timeline by which the application opens annually is posted on the college website dual enrollment webpage and coincides with course selection for the school district. The link to the application is located on the college website.

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

In order to participate in dual enrollment programs, students must have a 2.0 GPA and be on track for high school graduation according to their cohort year. Students must be enrolled in 11th or 12th grade by the start of the academic year for the program in which they are enrolled. Home education and private school students must demonstrate grade level appropriate scores on Math and Reading/Language Arts as measured by the assessments described in Appendix A of the articulation agreement.

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

The articulation agreement contains the delineation of high school credits earned via passage of each dual enrollment course. This section was developed based standard FLDOE awarding of credit for hours completed. 150 hours = 1 high school credit

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

Each student will be provided a syllabus to review with their parents regarding the college-level course expectations for their program of study. These expectations are reviewed with students and families prior to starting class through parent nights to inform them about dual enrollment opportunities. These expectations are also available on the college website. Expectations include information about attendance, behavior and maintaining Satisfactory Academic Progress. Students attend a mandatory orientation for dual enrollment during the first two weeks of school.

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

If an applicant has below a 2.0 GPA, the Director will review the student's cumulative record to make the admissions decision based on the whole child.

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

Students who are accepted into their program of study will be registered for three 50-minute blocks of class. This allows them to complete 450 hours of the program of study each year. Students are registered into dual enrollment courses based on cohorts in order to provide a cohesive instructional pathway to prepare them for the workforce. This is completed by the college in collaboration with college administration, school counselors, and students and families. Communication is maintained with the student's high school to ensure that the student is on track for high school graduation. Students are provided an annual update regarding their progress toward program completion.

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

There are no exceptions to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution. Instructors at the college follow the Pasco County Schools Faculty Handbook.

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

There are no exceptions to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members. The Student Handbook is posted on the college website and review with students during the mandatory dual enrollment orientation.

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.

The school district provides an accurate reflection of the student's GPA and statement of the student's progress toward being on track for high school graduation. The student data system, Focus myStudent is a shared system by which the college can see all data about the student to determine eligibility for dual enrollment.

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

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The college uses the student data management system of Pasco County Schools, Focus myStudent. Student grades are available to high schools and the district at all times. College instructors enter weekly grades into the grade system so that students, parents, the high school, and the district can monitor the student's progress. The student receives grades for the dual enrollment courses on their report card once an Occupational Completion Point is finished and a grade is assigned. Students are also provided progress reports. Grades for dual enrollment courses appear on the student's high school transcript.

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

The school district provides funding to support dual enrollment students. Costs of textbooks and instructional materials are provided. The school district covers all building and facility costs, as well as costs for all personnel.

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

The college does not provide transportation. Students are responsible for their own transportation. A magnet high school is located next to the college.

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.

The college employs an Accessibility Services Coordinator to support students with an IEP or 504 Plan. The Accessibility Services Coordinator ensures that instructors have a copy of the student's IEP or 504 plan with necessary accommodations. This position is also responsible for coordinating accommodations for students on industry certification exams. Monthly consultations are conducted with instructors to ensure accommodations are implemented. The Accessibility Services Coordinator also coordinates with the student's high school to communicate progress and individually works with students to reduce barriers to learning.