



Florida Department of Education Updates

Articulation Coordinating Committee, November 19, 2020



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Agenda

- Opening Chancellor Henry Mack – SBOE Strategic Plan
- Update on Library and Distance Learning/Student Services
- NCES Updates to 6-digit CIP Codes
- Statewide Workgroup on CIP to SOC Alignment
- Associate in Science (AS) General Education Workgroups
- AS to BS Articulation Agreements Review and Updates
- Alternative Methods for Dual Enrollment Eligibility and Developmental Education Placement
- Statewide Course Numbering System Clean-Up



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Opening – SBOE Strategic Plan

Henry Mack

Chancellor

Division of Career and Adult Education

Goal 2 Seamless Articulation and Maximum Access

Measure 4 (Choice) – Access to Choice – Number of students exercising choice options, by option

Measure	2014-15	2015-16	2016-17	2017-18	2018-19
District Choice and Magnet Programs					
Open Enrollment	246,357	252,579	251,216	262,633	273,377
Charter Schools	251,736	270,870	283,694	295,748	313,532
Private Schools	331,013	345,796	368,321	370,166	380,295
Career and Professional Education Academies	75,026	88,981	97,364	92,256	
Private School/Center VPK Enrollment	135,473	136,350	135,903	134,910	134,521
Tax Credit Scholarships	69,950	78,664	98,936	108,098	104,091
Home Education	84,096	83,359	87,462	89,817	97,261
AICE Programs	26,900	32,917	41,402	49,183	55,119
McKay Scholarships (Private)	28,263	29,220	29,916	29,120	29,072
McKay Scholarships (Public)	3,467	3,922	4,322	5,134	5,636
Full-Time Virtual Instruction	11,790	13,346	12,984	12,286	11,175
IB Programs	12,746	13,335	13,603	13,670	13,575
Gardiner Scholarships	1,570	4,933	8,047	10,258	11,917
Lab Schools (1 FAU school, UF, and FAMU)	2,667	2,730	2,797	2,886	2,935
Charter Lab Schools (FSUS and 1 FAU school)	3,799	3,832	3,835	3,813	3,856
Lab Schools and Charter Lab Schools	6,466	6,562	6,632	6,699	6,791
School Transfers Related to Low-Performing Schools	5,638	2,662	3,503	3,709	3,944
AP	188,260	195,703	203,984	211,057	208,772
Dual Enrollment	53,286	56,005	63,402	69,934	76,292
Collegiate Charter HS	2,695	2,701	2,822	2,867	2,936
Special Education (Gifted enrollment)			169,297	172,276	176,457
Family Empowerment Scholarship					

Goal 2 Seamless Articulation and Maximum Access

Measure 5 (Postsecondary) – Florida Postsecondary Continuation Rate – Percent of high school graduates who enroll in postsecondary education

Note: Approximately 4-7% of students go out of state which is not captured by this data

	Baseline 2014-15 (2013-14 HS graduates)	Year 1 2015-16 (2014-15 HS graduates)	Year 2 2016-17 (2015-16 HS graduates)	Year 3 2017-18 (2016-17 HS graduates)	Year 4 2018-19 (2017-18 HS graduates)	Current Plan 2020 Target (2018-19 HS graduates)	New Plan - Using 2018-19 as Baseline		
							2024 Target 1	2024 Target 2	2024 Target 3
Postsecondary Continuation Rate	61.5%	62.2%	61.3%	60.8%		66.5%	67%	73%	90%
Postsecondary Enrollment	91,947	96,823	97,925	102,086					
Number of HS Graduates	149,397	155,714	159,672	168,042					

Goal 2 Seamless Articulation and Maximum Access

Measure 6 (Postsecondary) – Associate Degree Articulation Rate in Florida – Percent of students earning an Associate of Arts (AA) degree who transfer to the next postsecondary level in Florida

Note: Does not include articulation to out-of-state postsecondary institutions.

	Baseline 2014-15 (2013-14 AA graduates)	Year 1 2015-16 (2014-15 AA graduates)	Year 2 2016-17 (2015-16 AA graduates)	Year 3 2017-18 (2016-17 AA graduates)	Year 4 2018-19 (2017-18 AA graduates)	2020 Target (2018-19 AA graduates)	2024 Target 1	2024 Target 2	2024 Target 3
AA Articulation Rate	61.7%	61.3%	60.8%	61.4%		66.7%	67%	73%	90%
Number of Transferring Students	34,009	34,276	35,116	34,986					
Number of AA Graduates	55,132	55,888	57,799	56,939					



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Update on Library and Distance Learning/Student Services

Kathy Hebda

Chancellor

Division of Florida Colleges

Integrated Library, Distance Learning and Student Services

- The Board of Governors (BOG) and the Florida Department of Education (FDOE) sought Statements of Interest from State University System and/or Florida College System institutions to provide essential and centralized services for libraries, distance learning and student services, which were compiled based on input from both systems.
- Using a competitive process, Florida State University was selected as the new host to provide the services.
- The smooth transition of the services from the University of West Florida to the new host is anticipated to be completed in early December with no interruption to services.



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NCES Updates to 6-digit CIP Codes

Kathleen Taylor

Chief of Standards, Benchmarks and Frameworks

Division of Career and Adult Education

2020 Lower Division CIP Transition and Deployment

- NCES released the 2020 Classification of Instructional Programs (CIP) last year, which reflects the various programs of study being offered at postsecondary institutions around the country.
- The Division of Career and Adult Education maintained the existing 2010 CIPs (Florida's 10-digit CIPs, which includes the 6-digit federal CIP) in the 2020-2021 curriculum frameworks and announced to school districts and FCS institutions that deployment of 2020 CIPs would be reflected in the 2021-2022 curriculum frameworks.
- On the upper division side, the Division of Florida Colleges has already engaged the Florida College System (FCS) on the 2020 CIP assignments for workforce baccalaureate degrees.
- This fall (October-November timeframe) school districts and FCS institutions can review and provide feedback on recommended lower division 2020 CIP code assignments for all program types (career certificate, ATD, CCC, AAS, and AS).



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Statewide Workgroup on CIP to SOC Alignment

Dr. Carrie Henderson
Executive Vice Chancellor
Division of Florida Colleges

CIP to SOC Workgroup

- The Florida Talent Development Council has identified the need for improved alignment across the workforce and education systems in how we translate industry demand to education and training needs.
- One of the strategies developed by the data workgroup to meet this need is to “modify the national Classification of Instructional Programs (CIP) to Standard Occupational Classification (SOC) crosswalk to align with Florida secondary and postsecondary credentials and implement as statewide standard.”
- The CIP to SOC crosswalk is important because it links programs to specific occupations, allowing for a better understanding of how the state's education systems are meeting our local and state workforce needs.

CIP to SOC Workgroup

- The Department of Economic Opportunity has organized a workgroup composed of staff representing district postsecondary, ICUF, CIE, FCS and SUS institutions.
- Using the NCES CIP 2020 to SOC 2018 crosswalk as the foundation, the intention of the workgroup is to adopt a State of Florida CIP to SOC crosswalk.
- We anticipate supplementing the federal crosswalk to include:
 - Linking occupations that do not appear on the federal crosswalk to programs based on institutional program learning outcomes.
 - Identification of primary SOC codes.
 - Clarification of education level required for occupations (e.g., certificate, associate, baccalaureate, etc.)



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Associate in Science (AS) General Education Workgroups

Kathleen Taylor

Chief of Standards, Benchmarks and Frameworks

Division of Career and Adult Education

AS General Education Workgroup Update

- **Workgroup Charge:** Explore issues surrounding general education coursework in the AS degree— one that considers the role it should play within the degree itself and the role it plays in facilitating transfer to the baccalaureate degree level in both FCS institutions and universities.
- **Deliverables:** A set of recommendations for statewide AS general education requirements to be presented to the FCS Councils during the June meeting and then sent to FDOE senior leadership and Commissioner Corcoran for further consideration and action.

AS General Education Workgroup Update

- **Status:** After pausing the work in the wake of the COVID-19 crisis, the workgroup re-engaged over the summer. After exploring the related issues, the group is currently considering potential recommendations to be shared with the FCS Councils.



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AS to BS Articulation Agreements Review and Updates

Dr. Carrie Henderson
Executive Vice Chancellor
Division of Florida Colleges

AS to BS Articulation Agreements

- Florida currently has 11 career ladder agreements that provide for transfer for associate in science (AS) graduates into university baccalaureate degree programs.
 - Radiography, Nursing, Hospitality & Tourism Mgmt., Electronics Engineering Tech., Business Administration, Criminal Justice Tech., Computer Engineering Tech., Construction Tech., Graphics Communication Tech., Drafting and Design Tech., Transportation Tech.
- The current agreements have not been revisited in several years, and there are not data regarding the usage of these articulation agreements.
- We are in the process of determining which articulation agreements need to be updated and would like to explore if there is a need to create new statewide agreements.

AS to BS Articulation Agreements

- The Division of Florida Colleges recently conducted an environmental scan of local agreements between state colleges and state universities via a survey of the 28 FCS institutions.
 - Twenty-six (26) of the 28 colleges responded.
 - Twelve (12) colleges reported having at least one established AS-to-baccalaureate articulation agreement with a state university.
 - Between those 12 colleges, there are a total of 28 articulation agreements.
 - Of those colleges who do **not** have established agreements, three colleges are currently developing an agreement with a state university.

AS to BS Articulation Agreements

- The most common AS-to-baccalaureate program articulation agreements included:
 - AS in Paralegal Studies to a BS in Legal Studies.
 - AS in Hospitality and Tourism to a BS in Hospitality Administration.
- FCS institutions noted several barriers in establishing AS to BS/BAS agreements.
 - Difficulties with creating agreements that do not exceed 60 transfer credit hours.
 - General education transfer requirements do not always align with AS degree requirements.
 - The focus of AS graduates has been on finding employment, not on transferring to continue their education.

AS to BS Articulation Agreements

- Based on the survey responses, the FDOE will collaborate with the BOG to evaluate possible statewide agreements with the assistance of FCS and SUS faculty.
- These agreements would be presented to the Articulation Coordinating Committee for review and approval.



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Alternative Methods for Dual Enrollment Eligibility and Developmental Education Placement

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Temporary Waiver of Common Placement Test Requirements

- For dual enrollment initial placement through December 31, 2020, the common placement testing requirement was suspended. In addition to the 3.0 GPA requirement, FCS institution boards of trustees could establish additional eligibility requirements to ensure student readiness for postsecondary instruction.
- For developmental education placement, through fall 2020, the requirement that colleges must use tests was suspended. FCS institutions could use common placement tests or alternative methods, such as GPA, work history, military experience, etc.

Sample of Alternative Methods and Minimum Standards for Course Placement

Assessment Method	Minimum Placement Standard					
	MATX033	MGFX107	MACX105	MACX105C	MGFX106	STAX023
PSAT Mathematics	450+ 480+	480+ 530+	530+	480+	480+ 530+	530+
Florida Standards Assessment - Mathematics	Level 4-5	Level 4-5		Level 4-5	Level 4-5	
End-of-Course Exam score – Algebra 1 or Geometry	Level 4-5	Level 4-5		Level 4-5	Level 4-5	
High school Algebra I course grade	B or better	B or better				
High school Algebra I Honors	B or better	B or better				
High school Algebra II	B or better	B or better	A or better B or better		B or better	B or better
High school Algebra II Honors		B or better	A or better B or better		B or better	B or better

Ad Hoc Data Collection

- The FCS, in partnership with participating institutions, intends to explore the effect removing the common placement testing requirement has on student access and student success in postsecondary coursework.
 - Are there defining characteristics of students placed using alternative methods?
 - How do students placed using alternative methods perform in first term coursework?
- Several colleges have opted into a voluntary ad hoc data collection.
 - Six colleges are participating in dual enrollment.
 - Four colleges are participating in developmental education.
- Spring 2021 is the target date for dissemination of findings.

Ad Hoc Data Collection – Preliminary Insights

Benefits

- Flexibility to choose a variety of options
- Increase in access
- No incurred test cost
- Removed element of test anxiety

Challenges

- Difficulty pivoting to alternative methods
- Ensuring consistency college-wide
- More time-consuming process



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Statewide Course Numbering System Clean-Up

Elizabeth Moya

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Division of Career and Adult Education

Statewide Course Numbering System (SCNS) Clean-Up

- Pursuant to Florida Statute 1007.24(8), the FDOE is asking all institution contacts at **all SCNS-participating institutions to discontinue courses that they are no longer offering in the SCNS Database.**
- The FDOE, BOG, and ICUF are working on a process to assist institutions.
- Please keep in mind that even when the last college discontinues a course in SCNS, that course will stay in the SCNS taxonomy for five years. Colleges, at any time in that five-year window, can reinstate the course number that was discontinued.
- A course number will not be lost during the five-year period.
- This may be a large task in the first year. However, once this process is undertaken, institutions should continue to revisit this process throughout the year, to keep the SCNS and institution course catalogs current.

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