



DOE Emergency Order 2020-EO-02 Updates

Postsecondary Dual Enrollment, Developmental Education,
Finance and CTE

May 13, 2020



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Today's Agenda Topics: Items Included in EO 2020-02

- Dual Enrollment
- Developmental Education
- Textbook Affordability
- Finance
- Career and Technical Education



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Placement Testing for Dual Enrollment and Developmental Education

Dual Enrollment Initial Eligibility

- For initial placement through December 31, 2020, the common placement testing requirement is suspended.
- The student eligibility requirement for initial enrollment in college credit dual enrollment courses is a 3.0 unweighted high school grade point average.
- Pursuant to s. 1007.271, F.S., FCS institution boards of trustees may establish additional initial student eligibility requirements to ensure student readiness for postsecondary instruction; these requirements should be reflected in the dual enrollment articulation agreement.

Dual Enrollment Initial Eligibility Continued

- When identifying local eligibility requirements to place students in dual enrollment, institutions should consider utilizing methods that are accessible and widely available. Examples of alternative methods include, but are not limited to:
 - **PSAT** or another type of **test or assessment** of college readiness, if previously taken test scores are readily available or access to testing is widely available.
 - A minimum **grade level** can be determined to assess preparation for college-level work.
 - **Grades** earned by the student in prior high school coursework.
 - **Approval**, such as a **letter(s) of recommendation**, to indicate student possesses the level of communication and computation skills necessary for college-level coursework.
- As institutions consider using alternative methods for initial eligibility, be mindful the initial and continued eligibility requirements for home education student participation should not exceed those required of other dually enrolled students.

Dual Enrollment Initial Eligibility Continued

- Institutions that establish initial eligibility criteria will need to create and submit an addendum that may be applied to their current agreement for school year 2019-20 and their school year 2020-21 agreement. The addendum should include:
 - Any specific additional requirements they may be using;
 - The semester(s) of enrollment the addendum will be in effect;
 - A statement regarding how students will be notified of the eligibility requirement changes; and
 - An acknowledgement of receipt by both the secondary and postsecondary institutions.
- Because the availability of testing sites is unpredictable and out of fairness to students, institutions that adopt a policy allowing alternative methods are encouraged to follow that policy for all students for the term(s) in which the policy is in effect.

Dual Enrollment Continued Eligibility

- For continued enrollment in college credit dual enrollment courses, students must statutorily maintain a 3.0 unweighted high school grade point average (GPA) and the minimum postsecondary GPA established by the postsecondary institution.
- Students who enrolled in dual enrollment without the common placement test score who maintain the minimum GPA requirements should not be required to complete a common placement test for continued enrollment.

Note: For questions regarding dual enrollment eligibility, please contact the Office of Articulation at articulation@fldoe.org

Developmental Education Placement Testing

- Through fall 2020, the provision in s. 1007.263(1), F.S., that requires that admissions counseling “must use tests to measure achievement of college-level communication and computation competencies by students entering college credit programs” (emphasis added) is suspended.
- Colleges must still assess college-level communication and computation skills for non-exempt students and exempt students who opt to be assessed.
- Effective immediately through December 31, 2020, students may demonstrate readiness for college-level work (RCW) in communication or computation via a test or an alternative method.

Alternative Methods of Developmental Education Placement

- Examples of alternative methods include, but are not limited, to any combination of the following:
 - **Grade point averages** earned by the student in high school or previous postsecondary coursework, including dual enrollment coursework.
 - A student's **work history** that indicates a demonstration of learning equivalent to RCW.
 - **Military experience**, including military coursework and occupations validated by the American Council on Education as having appropriate content, scope and rigor for college credit recommendations.
 - **Participation in juried competitions**, such as artistic, literary or media competitions, where the student's work is assessed by one or more experts and demonstrates RCW.
 - The student's **career interests** and/or **degree major declaration** and the level of communication and computation skills necessary for success in that career or degree program.

Alternative Methods of Developmental Education Placement Continued

- Each FCS institution is responsible for designing its own policy governing alternative methods for placement purposes. Institutions are encouraged to build on existing policies for documenting student achievements initially established in their 2014 developmental education implementation plans. Minimally, institutions should consider:
 - The measure or measures students may use to demonstrate RCW.
 - Minimum standards for students to demonstrate college readiness.
 - Acceptable documentation and the method in which the documentation is captured and maintained.
 - How fairness will be ensured for all students, including those with disabilities or who are learning English.
 - The methods for students to appeal institutional determinations.
 - How advisors/assessment coordinators will be trained.
 - Cost to students, if any, with consideration given to minimizing costs.
 - How students will be informed.

Alternative Methods of Developmental Education Placement Continued

- Colleges should implement policies as soon as practicable. Because admission and registration for the summer and fall terms are occurring now or in the very near future, colleges should communicate any policy changes to students as early as possible.
- Because the availability of testing sites is unpredictable and out of fairness to students, institutions that adopt a policy allowing alternative methods are encouraged to follow that policy for all students for the term(s) in which the policy is in effect.
- A student who demonstrates readiness for college-level reading, writing and mathematics courses by alternative method(s) and enrolls in a Florida College System institution within two years after the college's appraisal shall not be required to test or complete developmental education when admitted to any Florida College System institution.

Developmental Education – Additional Information Webinar

- The Division of Florida Colleges is hosting a webinar on *Developmental Education Placement and Use of Alternative Methods* on Thursday, May 14, from 1:00 – 2:00 PM EDT.
- You may register for the webinar at <https://attendee.gotowebinar.com/register/2195547006650405646>.
- After registering, you will receive a confirmation email containing information about joining the webinar.



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FCS Academic and Student Affairs

Instructional Delivery Modality for Summer 2020

- For summer 2020, institutions should modify delivery modality to reflect how the course is intended to be delivered the first day of classes of the summer term in which the section is offered.
 - For example, if your college encoded a summer course section as face-to-face or hybrid, and subsequently decided to modify the modality to online only prior to the start of the summer term, then you must modify the modality to online only.
- We do not recommend modifying modality unless your college has made a final decision regarding modality.
 - For example, if your college currently intends to offer a course as hybrid or face-to-face, and you are “waiting and seeing” before making a final decision regarding modality, then we recommend no action at this time.

Instructional Delivery Modality for Summer 2020

- There are two relevant existing data elements in the [2019-20 Personnel Database](#), Data Element 4065 and Data Element 4070.
- *Data Element 4065 - Instructional Delivery Method* allows institutions to report course sections in one of three categories:
 - On-Campus Instruction. Face-to-face instruction where students are expected to attend classes regularly. Classroom instruction represents less than 30% of the course is facilitated and delivered using technology where the student and instructor are separated by time, space or both.
 - Hybrid Blend. 30-79% of the direct instruction of the course is facilitated and delivered using technology, where the student and instructor are separated by time, space, or both.
 - Distance Learning. 80% or more of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both.

Instructional Delivery Modality for Summer 2020

- Additionally, *Data Element 4070 - Technology Delivery Indicator* indicates the type of technology that is being used by the instructor instead of face-to-face contact. See definitions on page 96 of the [2019-20 Personnel Database](#) Data Dictionary.
 - Materials/Correspondence
 - Internet-based
 - Lecture Capture
 - Web conferencing, videoconferencing, compressed video
 - Video
 - Mixed Delivery
 - None

Textbook Affordability

- For Florida College System institutions, the 45-day posting requirement is suspended for course sections that were modified to virtual or remote delivery modalities for 2020 summer terms that result in changes to textbooks or instructional materials.

Withdrawal and Forgiveness

- Institutions seeking to extend the withdrawal deadline to the end of the spring 2020 term may elect to extend withdrawal deadlines past the 70% window established in Rule 6A-14.0301(1)(a), F.A.C., if doing so is in accordance with institutional policies and procedures.
- For students who are on their third attempt and may be seeking a fourth attempt, Rule 6A-14.0301(3), F.A.C., permits institutions to grant students a fourth attempt through an academic appeals process based on extenuating circumstances.
- Section 6 indicates: "Exceptions to [Rule 6A-14.0301 provisions] may be granted through an academic appeals process in accordance with the policies of the local board of trustees. The academic appeals process shall be published in the catalog or student handbook."



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FCS Finance and Facilities

Fee Exemptions

- The emergency order authorizes colleges to grant student fee exemptions beyond the 54 full-time equivalent students or 1 percent of the institution's total full-time equivalent enrollment limits established in s. 1009.25(2), F.S.
- Continue to report this type of fee waiver as Z

Transfer of Unexpended Plant Funds

- For colleges that have shifted operational dollars from fund one (current funds – unrestricted) into fund seven (unexpended plant and renewals/replacement funds) to save for capital projects, the emergency order authorizes those colleges to move those same funds back to fund one for use to respond to the emergency.
- Colleges must document the original fund shift amounts and returned funds.
- Rule requirements are not suspended for the transfer of PECO and debt service funds from fund seven to fund one.

Spending Plans

- The emergency order suspends the s. 1013.841, F.S., requirement for colleges to submit spending plans for all fund balances over the five or seven percent targets.
- If a college's fund balance goes below five or seven percent, colleges will continue to notify the Department under the statute.



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CTE Curriculum Framework Requirements

State CTE Curriculum Framework Requirements

- Rule 6A-6.0571, F.A.C., incorporates the state curriculum frameworks by reference. The state inventory of career and technical education program frameworks specify program length and instructional standards (student learning outcomes)
- Currently subsection 2 of the rule allows the Commissioner of Education to approve a school's waiver request submitted by a district school board or the Florida College System Institution's board of trustees to allow the school or institution to substitute locally approved intended outcomes for State Board approved outcomes provided the program is unregulated.
- Subsection 2 of this rule is waived to allow local flexibility to locally waive certain instructional requirements in the frameworks such a required work/field experience for unregulated programs. (List of unregulated programs requiring field experiences is forthcoming.)

State CTE Curriculum Framework Requirements

- This provision does not apply to regulated programs and the remaining provisions (standard program length, teacher certification requirements, basic skills requirements (if applicable)) of the rule remain in place.
- The following is an example of how the waiver may be used:
 - Medical Assisting career certificate program requires the completion of 40 field hours in a clinical setting. This waiver allows districts and FCS institutions the authority to locally waive this requirement and substitute other locally developed outcomes without Commissioner approval.
 - Postsecondary agriculture-related standard: *transport, groom and show selected livestock animals in exhibition setting* state standard is locally modified to *Demonstrate proper grooming techniques on selected companion or livestock animals via electronic synchronous or asynchronous means.*

For questions or additional information please contact Kathleen Taylor at Kathleen.taylor@fldoe.org



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Resources and Contacts

FCS Contact Information

Student Affairs: Shanna Autry (shanna.autry@fldoe.org)

Equity and Compliance: Tashi Williams (tashi.williams@fldoe.org)

Academic Affairs: Mike Sfiropoulos (mike.sfiropoulos@fldoe.org)

Data and Analytics: Keith Richard (keith.richard@fldoe.org)

Fiscal Policy: Jon Manalo (jonathon.manalo@fldoe.org)

Facilities: Lisa Cook (lisa.cook@fldoe.org)

Emergency Management: Alex Jordan (alexander.jordan@fldoe.org)

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Communications: Pam Forrester (pam.forrester@fldoe.org)

Additional Leadership:

Carrie Henderson, Executive Vice Chancellor (carrie.henderson@fldoe.org)

Kathy Hebda, Chancellor (kathy.hebda@fldoe.org)

Division of Career and Adult Education: Contacts

TOPIC	CONTACT NAME(S)	CONTACT EMAIL OR PHONE
Budget Amendments to Grants	Gloria Spradley-Brown or Marcy Sieg	Gloria.Spradley@fldoe.org Elsa.Sieg@fldoe.org
Apprenticeship	Richard "Ted" Norman	Richard.Norman@fldoe.org or 850-245-9039
CAPE/Industry Certifications	Kathryn Wheeler	Kathryn.Wheeler@fldoe.org or industrycertification@fldoe.org 850-245-9030
Adult Education Reporting Questions	Tara McLarnon	Tara.McLarnon@fldoe.org 850-245-9005
Regulated Programs/Postsecondary CTE Programs Issues	Kathleen Taylor or Eric Owens	Kathleen.Taylor@fldoe.org Eric.Owens@fldoe.org
Adult General Education Program Questions	Carol Bailey or Kathleen Taylor	Carol.Bailey@fldoe.org Kathleen.taylor@fldoe.org
CTE Audit	Tara Goodman	Tara.goodman@fldoe.org 850-245-9002
General Perkins V Implementation Questions	Bruce Harrington or Kathleen Taylor	Bruce.harrington@fldoe.org Kathleen.taylor@fldoe.org or perkins@fldoe.org

Resource Summary

- FACTE Google Drive
 - K-12 Secondary CTE Information:
<https://drive.google.com/open?id=1ZvWC8vCwPkuo1Wu5sGJcNDfhchJ5Vn7M>
 - District Postsecondary and FCS CTE Information: <https://drive.google.com/open?id=1nMp6vozvHDka59NmTRRehvhYw4xZ-XU2>
- Adult General Education Resources
 - <http://FDOEAdultEd.news/resources>

- Link to Recordings

- <https://gotostage.com/channel/d9d503843cc346b3b0ff8bb54ccc70da>

- Website location for PowerPoints (posted by date of event)

- <http://www.fldoe.org/em-response/documents.shtml>

NOTE: Documents and recording are usually available within 24 to 48 hours of the event.



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Questions & Answers

For the latest COVID-19 Updates

www.floridahealthcovid19.gov

<http://www.fldoe.org/em-response/index.shtml>



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