



Florida Adult High School Program Technical Assistance Paper

Division of Career and Adult Education

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YOUR  WAY

Florida Adult Education

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I. Adult High School Program Overview

Program Purpose and Instructional Design

The Adult High School (AHS) program provides eligible adult students, as defined in section (s.)1004.02(5), Florida Statutes (F.S.), the opportunity to earn a standard high school diploma by completing required coursework and meeting the statewide assessment requirements through either passing scores or approved concordant/comparative alternatives.

Courses must be selected from Florida’s K–12 Course Code Directory (CCD) to ensure alignment with secondary education standards. Students who have completed their required credits but have not yet met assessment benchmarks may receive targeted instruction and remediation in the relevant subject areas.

Upon meeting all graduation requirements, a standard high school diploma is awarded by the school district or Florida College System (FCS) institution through which the student completes the program.

If you have any questions regarding this technical assistance paper, please contact the State Director of Adult Education Program Implementation, Ashley Olevitch, at 850-245-0450 or FloridaAdultEducation@fldoe.org.

Adult High School Enrollment Criteria

To enroll in an Adult High School (AHS) program—excluding co-enrollment—students must meet the following eligibility requirements:

- Is 16 years of age or older
- Does not possess a standard high school diploma or a high school equivalency diploma.
- Is withdrawn from their K–12 high school program; this restriction applies year-round, including during summer and holiday breaks.

The AHS program is intended for students who, at the time of enrollment, do not plan to return to the K–12 system to complete their standard high school diploma. Therefore, students currently enrolled in a K–12 program may not, per Rule 6A-6014, Florida Administrative Code (F.A.C.), be withdrawn during summer break to enroll in an AHS program. Students who wish to earn credits while remaining on track to graduate from their high school should enroll in the AHS co-enrolled program. Please refer to the co-enrolled section of this technical assistance paper for related guidance.

Certificates of Completion

As of July 1, 2025, Certificates of Completion are no longer issued. Students who earned a Certificate of Completion prior to this date remain eligible to enroll in an AHS program to prepare for assessments required to obtain their standard high school diploma as per [s. 1003.4282, F.S.](#) and [s. 1002.3105, F.S.](#) As a best practice, these students should be scheduled

into the K-12 course(s) aligned with the assessment(s) that the student needs to pass for diploma attainment.

II. Placement and Reporting Requirements for AHS

Placement Levels for AHS Students

In adult general education programs, educational functioning levels (EFLs) and measurable skill gains (MSGs) are used to evaluate learner progress and program effectiveness. An EFL must be assigned to determine placement, for reporting purposes and to calculate gains. For AHS program placement, EFLs are based on the student's academic status upon entry into the program and correspond to the number of high school credits earned, aligning with secondary-level grade ranges.

EFL placement for AHS students:

- Level 5: High Adult Secondary Education (Low) - Aligns with 9th–10th grade level coursework.
- Level 6: High Adult Secondary Education (High) - Aligns with 11th–12th grade level coursework.

Placement in the Adult High School Program Credit Thresholds by Diploma Type

Prior to enrollment in the AHS program, students must be counseled to determine which diploma pathway they plan to pursue: the 24-credit standard diploma, the 18-credit career and technical education (CTE) diploma or the 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) diploma. This decision should reflect the student's academic history, career goals and placement criteria. It is not advised that students change their diploma pathway after enrollment, as such changes can delay progress and affect appropriate EFL placement. Students can only move with forward progression through EFL; students who change their diploma pathway to a lower credit option cannot change their initial EFL to reflect the new pathway.

To determine the appropriate diploma pathway, students who have withdrawn from the K–12 system must provide their high school transcripts for evaluation prior to enrollment in an AHS program. If a student transfers into a Florida public high school from out of country, out of state, a private school or a home school, the student's transcript must be reviewed to determine if the student is required to take a Florida end-of-course (EOC) assessment in accordance with [Rule 6A-1.09941, F.A.C., State Uniform Transfer of Students in Middle Grades and High School](#). If no transcript is available, the student should be placed at zero credits and assigned to the appropriate diploma pathway and EFL accordingly.

Placement in AHS is based on the number of high school credits (Carnegie Units) a student earned prior to enrollment. The following thresholds must be used to determine placement into EFL Level 5 or Level 6, depending on the selected diploma option:

- 24-credit Standard High School Diploma
 - **Level 5:** Student has earned 0–12 high school credits

- **Level 6:** Student has earned 13–24 high school credits
- 18-credit Career and Technical Diploma
 - **Level 5:** Student has earned 0-9 high school credits
 - **Level 6:** Student has earned 10-18 high school credits
- 18-credit ACCEL High School Diploma
 - **Level 5:** Student has earned 0-9 high school credits
 - **Level 6:** Student has earned 10-18 high school credits

Table 1: Level of Placement in Adult High School

Diploma Option	# Credits at Entry	EFL
24-Credit	0-12	5
	13-24	6
18-Credit*	0-9	5
	10-18	6

*18-credit diploma option applies to the Career and Technical Diploma and the ACCEL High School Diploma types.

Measuring Student Progress

In accordance with [Rule 6A-6.014, F.A.C.](#), student progress in the AHS program is measured by the attainment of MSGs. An MSG is an annual, documented demonstration of student progress toward a recognized secondary or postsecondary credential or employment outcome. AHS students may demonstrate an MSG through one or more of the following methods:

1. MSG Type 1: EFL Gain
 - a. MSG Type 1b: Earning enough credits to advance from Adult Basic Education (ABE) Level 5 to ASE Level 6 based on the student’s selected diploma pathway.
 - b. MSG Type 1c: Enrollment in a postsecondary educational or training program during the program year.
2. MSG Type 2: Attainment of Standard High School Diploma.
3. MSG Type 3: Earning at least 360 clock hours or 12 credit hours in an approved CTE post-secondary program of enrollment within the program year.
4. MSG Type 4: Demonstration of progress toward milestones as follows:
 - a. Full program completion of a registered preapprenticeship program, as defined in [Rule 6A-23.010, F.A.C.](#); or
 - b. Earning an occupational completion point.
5. MSG Type 5: Passage of an industry certification credential examination on the Master Credentials List, adopted in Rule 6A-6.0576, F.A.C., or on the Perkins V Industry Recognized Credential List, available at <https://www.fldoe.org/academics/career-adult-edu/research-evaluation/perkins.stml>.

Note: MSG Types 3, 4 and 5 can only be earned by AHS students enrolled in an Integrated Education and Training (IET) Program.

III. Graduation Requirements

AHS students must meet graduation requirements outlined in [s. 1003.4282, F.S.](#) and [s. 1002.3105, F.S.](#), depending on the students’ chosen diploma pathway, to earn a standard high school diploma. These requirements include the completion of specific coursework, achievement of a cumulative grade point average (GPA) of 2.0 or higher and passage of statewide assessments or concordant/comparative alternatives.

While AHS students are held to the same academic standards as their K–12 counterparts, certain exceptions do apply due to them being adult students. These exceptions are provided to support student completion while maintaining the integrity of the high school diploma. The following section outlines the standard graduation requirements as well as allowable exceptions specific to adult learners enrolled in an AHS program.

New and Continuous AHS Enrollment Graduation Requirements

Definitions and guidelines on enrolling new and continuous students are found below.

New Enrollment Students Graduation Requirements

[Rule 6A-6.020, F.A.C.](#), provides for the award of high school credits and diplomas to adults. To determine graduation requirements for AHS students who are not enrolled in the K-12 educational system, the following shall apply:

1. Students entering AHS whose 9th grade cohort has not graduated must meet the graduation requirements based on the year that the student entered the 9th grade.
2. Students entering AHS after their 9th grade cohort has graduated or who are not a part of a 9th grade cohort must meet the 12th grade cohort graduation requirements that are in effect for the year they enter AHS. A chart follows listing current graduation requirements for these students.

Continuous Enrollment Students Graduation Requirements

Continuous AHS students are those who have enrolled at the same adult education agency during the current reporting year or the year immediately prior to the current reporting year.

Table 2: Example of New or Continuous Student

Student	Enrollment Reported 2022-2023	Enrollment Reported 2023-2024	New or Continuous 2024-2025
A	No	No	New
B	Yes	No	New
C	No	Yes	Continuous
D	Yes	Yes	Continuous

Note: Students continuously enrolled in the AHS program will follow the graduation requirements of the cohort assigned at the initial entry into the program. This remains in effect regardless of whether their cohort has already graduated. Students who re-enroll in AHS after a

break in enrollment that spans an entire program year or more are considered new students and must meet the graduation requirements for new AHS students.

Credit Exceptions for Adult Learners

For AHS programs, some exemptions to the requirements are present under [s. 1003.4282\(5\)\(b\), F.S.](#):

- The one credit in physical education may be substituted with an elective credit.
- The requirement that two of the science credits include a laboratory component may be waived by the school district.
- One elective credit may be substituted for the one-credit requirement in fine or performing arts, speech and debate or practical arts.

Graduation Pathway Requirements

AHS students should follow the same course and state assessments as those required in the K-12 system as per [s. 1003.4282, F.S.](#), ([24 credit option](#) and [CTE Pathway Diploma option](#)) and [s. 1002.3105, F.S. \(ACCEL option\)](#).

Twenty-Four Credit Standard High School Diploma Option

Receipt of a standard high school diploma requires the student’s successful completion of at least 24 credits. A student completing the 24-credit option must earn at least a cumulative GPA of 2.0 on a 4.0 scale.

Twenty-Four Credit Course Requirements

The chart below outlines the 2024-25 graduation requirements for the 24-credit option outlined in [s. 1003.4282, F.S.](#) The notes in red denote the credit exemptions for AHS students.

Twenty-Four Credit Standard High School Diploma
4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 <ul style="list-style-type: none"> ○ <i>A student must pass the statewide, standardized grade 10 ELA assessment or earn a concordant score.</i> • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • 1 credit in Algebra • 1 credit in Geometry <ul style="list-style-type: none"> ○ <i>A student’s performance on the statewide, standardized Algebra I and Geometry end-of-course (EOC) assessment constitutes 30 percent of the student’s final course grade.</i> ○ <i>A student must pass the statewide, standardized Algebra I EOC assessment or earn a comparative score.</i> • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics

credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • 1 credit in Biology <ul style="list-style-type: none"> ○ <i>The statewide, standardized Biology I EOC assessment constitutes 30 percent of the student’s final course grade.</i> • Two additional credits of in equally rigorous science courses. • Two of the three required course credits must have a laboratory component <ul style="list-style-type: none"> ○ <i>NOTE: s. 1003.4282(5)(b)2, F.S., states that for AHS students, the requirement that two of the science credits include a laboratory component may be waived by the district school board.</i> • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History <ul style="list-style-type: none"> ○ <i>The U.S. History EOC assessment constitutes 30 percent of the student’s final course grade.</i> • 0.5 credit in U.S. Government <ul style="list-style-type: none"> ○ <i>Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(5), F.S. Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(5), F.S.</i> • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education or Practical Arts*
<ul style="list-style-type: none"> • <i>NOTE: s. 1003.4282(5)(b)1, F.S., states that for AHS students, one elective credit may be substituted for the one-credit requirement in fine or performing arts, speech and debate or practical arts.</i>
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health • <i>NOTE: s. 1003.4282(5)(b)3, F.S., states that for AHS students, the one credit in physical education may be substituted with an elective credit.</i>
7.5 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.

**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

***A computer science credit may not be used to substitute for both a mathematics and science credit.

****This requirement was added for students entering grade nine in 2023-2024 and thereafter.

Career and Technical Education Graduation Pathway Diploma

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earning a standard high school diploma through the CTE pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires the student’s successful completion of at least 18 credits. A student completing the CTE pathway option must earn at least a cumulative GPA of 2.0 on a 4.0 scale.

The chart below outlines the 2024-2025 graduation requirements for the 18-credit option outlined in [s. 1003.4282, F.S.](#) The notes in red denote the credit exemptions for AHS students.

CTE Pathway Diploma
4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 <ul style="list-style-type: none"> ○ A student must pass the statewide, standardized grade 10 ELA assessment or earn a concordant score. • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement.
4 Credits Mathematics*
<ul style="list-style-type: none"> • 1 credit in Algebra • 1 credit in Geometry <ul style="list-style-type: none"> ○ A student’s performance on the statewide, standardized Algebra I and Geometry end-of-course (EOC) assessments constitutes 30 percent of the student’s final course grade. ○ A student must pass the statewide, standardized Algebra I EOC assessment or earn a comparative score. • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • 1 credit in Biology <ul style="list-style-type: none"> ○ The statewide, standardized Biology I EOC assessment constitutes 30 percent of the student’s final course grade. • Two additional credits in equally rigorous science courses • Two of the three required course credits must have a laboratory component <ul style="list-style-type: none"> ○ <i>NOTE: s. 1003.4282(5)(b)2, F.S., states that for AHS students, the requirement that two of the science credits include a laboratory component may be waived by the district school board.</i> • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**

<ul style="list-style-type: none"> • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History <ul style="list-style-type: none"> ○ <i>The U.S. History EOC assessment constitutes 30 percent of the student’s final course grade.</i> • 0.5 credit in U.S. Government <ul style="list-style-type: none"> ○ <i>Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(5), F.S. Students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25(5), F.S.</i> • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
<ul style="list-style-type: none"> • Beginning with students entering grade 9 in the 2023-2024 school year, each student must earn one-half credit in personal financial literacy and money management.
3.5 Elective Credits
<ul style="list-style-type: none"> • 2 credits in CTE courses, which must result in a program completion and industry certification • 1.5 credits in electives or work-based learning programs <ul style="list-style-type: none"> ○ <i>For a student who enters grade 9 before the 2023-2024 school year, complete two credits in electives or work-based learning programs. A one-half credit in financial literacy may be included in the two credits of electives.</i> ○ <i>For a student who enters grade 9 in the 2023-2024 school year and thereafter, complete one and one-half credits in electives or work-based learning programs.</i>
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

**Eligible courses are specified in the Florida Course Code Directory.*

***Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.*

****A computer science credit may not be used to substitute for both a mathematics and science credit.*

*****This requirement was added for students entering grade nine 2023-2024 and thereafter.*

Academically Challenging Curriculum to Enhance Learning graduation Option

The ACCEL diploma is an educational option that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12.

The chart below outlines the 2024-25 graduation requirements for the 18-credit ACCEL option outlined in [s. 1003.4282, F.S.](#) The notes in red denote the credit exemptions for AHS students.

ACCEL Diploma
4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 <ul style="list-style-type: none"> ○ <i>A student must pass the statewide, standardized grade 10 ELA assessment or earn a concordant score.</i> • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement.
4 Credits Mathematics*
<ul style="list-style-type: none"> • 1 credit in Algebra • 1 credit in Geometry <ul style="list-style-type: none"> ○ <i>A student's performance on the statewide, standardized Algebra I and Geometry end-of-course (EOC) assessments constitutes 30 percent of the student's final course grade.</i> ○ <i>A student must pass the statewide, standardized Algebra I EOC assessment or earn a comparative score.</i> • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • 1 credit in Biology <ul style="list-style-type: none"> ○ <i>The statewide, standardized Biology I EOC assessment constitutes 30 percent of the student's final course grade.</i> • Two additional credits in equally rigorous science courses • Two of the three required course credits must have a laboratory component <ul style="list-style-type: none"> ○ <i>NOTE: s. 1003.4282(5)(b)2, F.S., states that for AHS students, the requirement that two of the science credits include a laboratory component may be waived by the district school board.</i> • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History <ul style="list-style-type: none"> ○ <i>The U.S. History EOC assessment constitutes 30 percent of the student's final course grade.</i> • 0.5 credit in U.S. Government <ul style="list-style-type: none"> ○ <i>Beginning with the 2021-2022 school year, students taking the United States Government course are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25(5), F.S. Students earning a passing score on the assessment are</i>

<p><i>exempt from the postsecondary civic literacy assessment required by s. 1007.25(5), F.S.</i></p> <ul style="list-style-type: none"> • 0.5 credit in Economics
<p>0.5 Credit in Personal Financial Literacy****</p>
<p>1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education or Practical Arts*</p>
<ul style="list-style-type: none"> • <i>NOTE: s. 1003.4282(5)(b)1, F.S., states that for AHS students, one elective credit may be substituted for the one-credit requirement in fine or performing arts, speech and debate or practical arts.</i>
<p>2.5 Elective Credits</p>
<ul style="list-style-type: none"> • For a student who enters grade 9 before the 2023-2024 school year, they must earn three credits in electives. • For a student who enters grade 9 in the 2023-2024 school year and thereafter, they must earn two and one-half credits in electives and one-half credit in financial literacy.
<p>Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.</p>

**Eligible courses are specified in the Florida Course Code Directory.*

***Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.*

****A computer science credit may not be used to substitute for both a mathematics and science credit.*

*****This requirement was added for students entering grade nine in 2023-2024 and thereafter.*

IV. Statewide Assessment Requirements for Graduation

According to [s. 1003.4282, F.S.](#), students must meet certain academic requirements to earn a standard high school diploma from a public school, including passing certain required statewide assessments. Passing scores for the statewide assessments are determined by the State Board of Education (SBOE) and defined in [Rule 6A-1.09422, F.A.C.](#)

The Florida Statewide Assessment Testing Schedules are available at Florida Statewide Assessment Schedules.

FAST Progress Monitoring

The Florida Assessment of Student Thinking (FAST) is the statewide progress monitoring system used to measure student performance in English Language Arts (ELA). Aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, the FAST assessment is administered three times per year to track student growth and guide instruction:

- First Administration: Progress Monitoring FAST PM1-fall
- Second Administration: Progress Monitoring FAST PM2-winter
- Third Administration: Progress Monitoring FAST PM3-spring

Only the third administration (PM3-spring) serves as the official statewide standardized assessment and fulfills the state requirement for ELA testing under Florida law. For AHS students, this specifically applies to the grade 10 ELA assessment graduation requirement. Performance on PM1-fall and PM2-winter does not count toward meeting this graduation requirement.

Retaking the Statewide Assessments

Students can retake state assessments each time they are administered until a passing score is achieved. [S. 1008.22, F.S.](#), does not impose any requirements regarding the number of attempts, if any, on the statewide assessment, before a concordant score may be applied. AHS programs should work with their local school districts to ensure eligible students are scheduled to take state assessments as needed for graduation.

Concordant and Comparative Scores

Passing scores for statewide assessments and acceptable concordant and comparative scores as required to meet the statewide assessment requirements, can be found in [Rule 6A-1.09422, F.A.C.](#), and at [Graduation Requirements for Florida's Statewide Assessments](#).

Credit Acceleration Program

The Credit Acceleration Program (CAP) allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. Students in AHS programs seeking to obtain course credits through CAP must adhere to guidelines set forth by [s. 1003.4295, F.S.](#)

Assessment Waivers

Students with disabilities who have withdrawn from the K-12 system and possess a statewide, standardized assessment waiver, may transfer this waiver to the AHS program upon enrollment. The extension of the waiver to the AHS program only applies to students who received waivers as part of [s. 1008.22\(3\)\(d\)\(2\), F.S.](#)

Additional information can be found in [Rule 6A-1.09430, F.A.C.](#), and on the [Bureau of Exceptional Student Education \(BEES\)](#) website. For further guidance, see the Waiver of Statewide, Standardized Assessment Results for Students with Disabilities TA Paper.

Note: Statutory authority prohibits adult education programs from issuing assessment waivers.

More information on graduation requirements for Florida Statewide Assessments can be found at [Graduation Requirements for Florida's Statewide Assessments](#).

V. Accommodations for Adult Education Students with Disabilities and Other Special Needs

Accommodations refer to the adjustments, supports and services provided to students with disabilities to ensure they have opportunities to demonstrate their knowledge and participate fully in educational activities. Accommodations must be determined on an individual basis and carefully considered to ensure they meet the specific needs of the student without altering the

fundamental intent of the academic standard.

Procedures to Identify Adult Education Students with Disabilities

Adult education students with disabilities are responsible for self-identifying and requesting any accommodations they may need. Adult education students are also responsible for submitting documentation of their disability, consistent with federal law. A documented disability means that the individual can present a formal record of disability, such as a doctor's report or Individual Education Plan (IEP), which includes:

- A diagnosis of the disability;
- An evaluation of the impact of the disability on areas of functioning; and
- Recommendations for specific strategies and accommodations in education required by the disability.

Once students self-identify their disability, documentation of the disability is essential to obtain for staff to determine accommodations. Documentation may include a variety of records, including a diagnostic assessment conducted by a licensed medical professional; records from the Division of Vocational Rehabilitation; records from the Division of Blind Services; or other relevant records that confirm the diagnosis. It is recommended that staff work closely with students with disabilities to develop and maintain current education plans while monitoring their progress, in accordance with Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Part 104).

Procedures to Administer Assessments to Students with Disabilities

Accommodations during the assessment process must provide a framework that allows the student with a disability to demonstrate the skills and knowledge the test is designed to measure. Upon receiving a request for specific types of accommodations from a student with a documented disability, the program should consider the accommodations requested by the student. Many test accommodations are based on those used by the student during actual instruction. It is important to note that test publishers may allow only certain accommodations and often have specific criteria students must meet to receive them. Adult Education programs should review these requirements to ensure that the accommodations provided during instruction align with those permitted during the assessment. Accommodations should be documented in the student's career plan, 504 or another educational plan.

Records Retention on Adult Education Students with Disabilities

Documentation for specific testing accommodations must be maintained in the student's confidential records and be discussed only with individuals with authorization, as required by the [Family Educational Rights and Privacy Act, 20 U.S.C. 1232g and 34 CFR Part 99.](#)

VI. Tuition

All adult education programs (excluding AHS co-enrolled) are required to charge the following tuition rates per [s. 1009.22, F.S.](#) to non-fee exempt students:

- \$45.00 block tuition rate for each half year in a program year
- \$30.00 block tuition rate for each term in a program year

Institutions may vary these rates by 5% either above or below the tuition rate per [s.1009.22\(3\)\(d\), F.S.](#) Florida.

VII. Transfer of Credit Guidelines

[Rule 6A-1.09941\(2\)\(a\), F.A.C.](#), establishes uniform procedures relating to the acceptance of transfer work and credit for students entering Florida’s public schools effective August 20, 2017. The rule increases consistency in the credit transfer process and fulfills the State Board’s responsibility to prescribe “procedures relating to the acceptance of transfer work and credit for students” as required by [s. 1003.25, F.S.](#) The rule cited above specifies that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving_school’s accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. Assessment requirements for transfer students under [s. 1003.4282\(6\), F.S.](#), must be satisfied.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, the student does not possess an official transcript or the student is a home education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level; to receive credit, a student should have a minimum grade point average of 2.0 at the end of the student’s first grading period

VIII. Course Code Directory

The Course Code Directory (CCD) is a comprehensive information resource consisting of a narrative section that provides general and in-depth information on applicable laws and SBOE rules; explanations of requirements and policies pertaining to multiple topics and details on the PreK-12 course numbering system. Additionally, all programs and courses funded through the Florida Education Finance Program and courses or programs for which students may earn credit toward high school graduation are included in the CCD published for each academic year.

Published CCD’s can be found on the FDOE website at [Course Code Directory \(CCD\) & Instructional Personnel Assignments](#).

CCD Sections for AHS Students

- Section 3 – Grades 9-12 and Adult Education Courses: identifies the grades K-12 courses that an AHS student may take to meet graduation requirements.
- Section 5 – Career Technical Education (CTE) Programs and Courses: identifies the grades K-12 courses that an AHS student may take to meet graduation requirements.

- Section 5 courses are limited to, the grades 9-12 CTE credit courses to be used as electives only.
- Section 6 – Adult General Education Course of the CCD: identifies the program numbers for Adult High School.

AHS programs select or develop curriculum for each of these courses based on standards included in the state’s official standards site, CPalms.

IX. Accountability and Reporting

For a student who enrolled in adult high school in 2024-2025 and who is continuing their enrollment in the 2025-2026 reporting year, the AHS credits at entry data element should reflect the number of credits which were being applied to the AHS diploma attainment of the 2024-2025 reporting year when the student was first enrolled. These credits will be used to establish the EFL of the student for the 2025-2026 reporting year. After an initial assignment, the value reported on this data element should not change. Adult credits earned in a course will be added to this number to determine if there is an EFL change.

Table 3: AHS EFL Placement and Gain

Diploma Option	# Credits at Entry	EFL	Calculation to Determine EFL after Entry	Measurable Skills Gains based on Credits
24-Credit	0-12	5	# of Credits at Entry plus # of Earned Credits in Courses	If calculation shows a value of 13 or higher, EFL Gain occurs
	13-24	6	N/A	N/A
18-Credit	0-9	5	# of Credits at Entry plus # of Earned Credits in Courses	If calculation shows a value of 10 or higher, EFL Gain occurs
	10-18	6	N/A	N/A

Reporting Program Numbers for Adult High School

As part of the registration for students in the AHS program, school districts and FCS institutions are required to collect and maintain documentation of student enrollment information in their local management information system. [Rule 6A-10.0381, F.A.C.](#), lists the minimum required information to be collected which includes the program of enrollment, course title and course number. When reporting AHS student data, it is important to distinguish between program numbers and course numbers:

- **Program numbers** identify the type of adult educational program the student is enrolled in (e.g., Adult High School).
- **Course numbers**, on the other hand, refer to the specific courses the student is taking and are aligned with sections 3 and 5 of the CCD.

Both school districts and FCS institutions must use the correct combination of program and course numbers to ensure accurate reporting in accordance with state data collection requirements.

School Districts

Students enrolled in a district AHS Program must be reported under the adult education program number **9900010** and the secondary course number for each course as found in the CCD.

Florida College System Institutions

FCS adult education programs reporting AHS students should use the Classification of Instructional Program number **1532010500** and the corresponding high school or CTE course number as well.

The instruction should be consistent with the course descriptions found at CPALMS. The course descriptions define content standards for all subject areas for grades 9-12 and CTE.

Table 4: Adult High School Course and Program Numbers

High School Credit Program	Course/Program Number
Adult High School (School Districts (SD))	Adult Education AHS program number 9900010 and the appropriate secondary course number
Adult High School (FCS)	CIP program number 1532010500 and the appropriate secondary course number

Reporting codes for all diploma types eligible for AHS graduation requirements can be found at [Graduation Requirements](#).

X. Adult Education Instructor Certification Requirements

The purpose of Florida educator certification is to support the academic achievement of our students by assuring that our educators are professionally qualified for highly effective instruction. Florida educators must be certified to teach in our public schools and in many of our private schools. Please see the Educator Certification website for more information.

As per s. 1012.39(1)(b), F.S., each school district shall establish the minimum qualifications for part-time and full-time teachers in adult education programs.

*Note: In order to meet most secondary accrediting agency requirements, please refer to the certification requirements listed in Sections 3 and 5 of the CCD as appropriate for each specific course being offered as part of the AHS program.

CTE Diploma Pathway

Adjunct educators certified pursuant to [s. 1012.57, F.S.](#), may teach courses in the CTE pathway option.

XI. Adult High School Co-Enrolled Program

Definition and Purpose of AHS Co-Enrolled Programs

A co-enrolled student is one who is currently enrolled in a high school program as a K-12 student (has not withdrawn from K-12), is simultaneously taking high school courses in an AHS program per s. 1011.80(10), F.S., and is at risk of not graduating with their 9th grade cohort. In accordance with [Rule 6A-10.0381\(9\)\(a\), F.A.C.](#), agencies may only report AHS co-enrollment course enrollments when there is enrollment of adult students in an Adult High School program in the same reporting term.

This program functions primarily as a dropout prevention strategy, offering students an alternative path to recover credits and remain on track for graduation.

Program Requirements and Compliance Guidelines

The SBOE, in accordance with [Rule 6A-6.014, F.A.C.](#), and [s. 1004.93, F.S.](#), require that school districts and FCS institutions offering the AHS co-enrolled program adhere to the following policies:

- Courses offered through co-enrollment must also be offered for traditional AHS students.
- Students may be enrolled in an AHS co-enrolled program for the purpose of credit recovery or dropout prevention.
- Students must not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior.
- Agencies must maintain documentation of student eligibility to participate.
- Agencies must submit policies of enrollment to the Department of Education by July 1 of each academic year via email to FloridaAdultEducation@fldoe.org.

Collaboration and Student Eligibility Procedures

Collaboration between the high school counselor, parent(s) or guardian(s) and the adult high school representative will serve as a primary factor in recruitment and retention of eligible students in both programs and ensure credits earned are properly recorded in the students' permanent records at their home schools. For students of compulsory school attendance age, it is recommended that a co-enrolled form signed by the host school counselor, the principal, the student and the student's parent(s) or guardian(s) be presented at the time of registration.

Reporting Procedures

Documentation of the courses needed for graduation, as specified by the school district or college, shall be obtained prior to placement and throughout enrollment. For students of compulsory school attendance age, it is recommended that the local AHS program create a registration form to be signed by the AHS program administrator, high school counselor, principal, student and the student's parent(s) or guardian(s). When reporting AHS co-enrolled student data, it is important to distinguish between program numbers and course numbers:

- **Program numbers** identify the type of adult educational program the student is enrolled in (e.g., AHS co-enrolled).
- **Course numbers** refer to the specific courses the student is taking for credit recovery and dropout prevention.

Both school districts and FCS institutions must use the correct combination of program and course numbers to ensure accurate reporting in accordance with state data collection requirements.

School Districts

Students enrolled in a district AHS program must be reported under the adult education program number **9900010** and the secondary course number for each course as found in the CCD.

Florida College System Institutions

FCS adult education programs reporting AHS students should use the Classification of Instructional Program number **1532010500** and the corresponding high school or CTE course number as well.

The instruction should be consistent with the course descriptions found at CPALMS. The course descriptions define content standards for all subject areas for grades 9-12 and CTE.

Table 5: Adult High School Course and Program Numbers

High School Credit Program	Course/Program Number
Adult High School co-enrolled (SD)	Adult Education co-enrolled program number 9900099 and the appropriate secondary course number
Adult High School co-enrolled (FCS)	CIP program number 1532019900 and the appropriate secondary course number

Funding, Assessment and Reporting Considerations

Co-enrollment programs are funded solely through state appropriations as designated by the Florida Legislature. For information on the state appropriations funding, visit state funding for districts on the FDOE webpage. Federal funds may not be used to support instruction or any related activities, supplies or resources associated with these courses. As such, co-enrollment student data (enrollments or completions) may not be included in reporting or federal grant performance targets. Instructional hours reporting requirements for AHS and AHS co-enrolled programs are outlined in [Rule 6A-10.0381, F.A.C.](#)

It is important to note that:

1. Co-enrolled students are not required to take state-approved assessments before enrolling in academic classes in adult education.
2. Co-enrolled students are exempt from paying block tuition for adult education programs.
3. Co-enrolled students are not eligible for federal reporting due to the restriction on the use of AEFLA funds.
4. While programs are not limited by the number of courses in which a student can enroll, only the instructional hours for up to four courses per year are fundable pursuant to [s. 1011.80\(10\), F.S.](#)
5. AHS co-enrollment course enrollments can only be reported for students when an agency has enrollment of adult students in an AHS program in a given reporting term.

For more details, refer to the [Course Code Directory](#).

Students with Disabilities in Co-Enrolled Programs

It is important to note that K-12 students with disabilities who participate in AHS co-enrolled programs must continue to actively receive and meet the goals of their IEP or 504 Plan, as required by [s. 1003.4282, F.S.](#) Additional information can be found at [Student Support Services](#).

Appendix A: Acronyms and Definitions

Acronym	Definition
ACCEL	Academically Challenging Curriculum to Enhance Learning: An 18-credit graduation option available to Adult High School Students. (Defined in this document and s. 1002.3105, F.S.).
AEFLA	Adult Education and Family Literacy Act of 2014: Federal Workforce Innovation and Opportunity Act of 2014 guides the administration and reporting of federal adult education funds. These funds are allocated to the State Department of Education, which in turn is responsible for the administration of funds to local providers and statewide initiatives under the provisions of the act.
ASE	Adult Secondary Education: Adult education courses offered at the 9-12 grade equivalent levels. It includes AHS and GED® Preparation courses.
BEES	Bureau of Exceptional Student Education and Student Services administers programs for students with disabilities.
B.E.S.T.	Benchmarks for Excellent Student Thinking: Florida’s academic standards for English Language Arts (ELA) and Mathematics, used to guide instruction and align statewide assessments.
Blind Services	The Division of Blind Services serves the blind and visually impaired. They offer Employer Services, the Braille and Talking Books Library and the Business Enterprise Program.
CCD	Florida Course Code Directory: Programs and courses funded by the state and courses or programs for which students earn credits toward high school graduation are listed in the Course Code Directory. (Rule 6A-109441, F.A.C.)
Co-enrolled Student	A co-enrolled student is defined as one who is currently enrolled in a K-12 secondary school program and is taking additional credit courses through adult education to earn a standard High School diploma and graduate with his or her cohort group.
CPALMS	Collaborate, Plan, Align, Learn, Motivate, Share: Florida’s official standards database that includes course descriptions, standards and resources for educators.
EFL	Educational Functioning Level: Measure used to assess progress from one student literacy level to the next utilizing an approved standardized test.
ELA Assessment	English Language Arts Assessment that replaces the 10th grade Reading Assessment beginning in 2015.
EOC	End-of-Course Assessment.
F.A.C.	Florida Administrative Code (Florida Department of Education rules found at https://www.flrules.org/gateway/Department.asp?DeptID=6).
FAST	Florida Assessment of Student Thinking: Replaced the Florida Standard Assessment (FSA) in 2022 as a graduation requirement.
GPA	Grade Point Average.
IEP	Individual Education Plan.

Acronym	Definition
NRS	National Reporting System: The accountability system for the federally funded, state administered adult education program.
SBOE	State Board of Education
Vocational Rehabilitation (VR)	The Division of Vocational Rehabilitation serves as an employment resource for businesses and people with disabilities. It is designed to enable individuals with disabilities to obtain and keep employment.

Appendix B: Resources

Florida Department of Education (FDOE) Resources

- [Division of Career and Adult Education \(Adult Ed Main Page\)](#)
- [Adult Education Curriculum Frameworks](#)
- [Course Code Directory \(CCD\)](#)
- [Statewide Assessment Schedules](#)
- [Educator Certification](#)
- [Office of School Choice](#)
- [Bureau of Exceptional Education and Student Services \(BEES\)](#)
- [Student Support Services](#)

State Rules, Laws and Standards

- [Florida Administrative Register and Florida Administrative Code \(F.A.C.\)](#)
- [Online Sunshine – Official Site of the Florida Legislature](#)
- [Florida’s Benchmarks for Excellent Student Thinking \(B.E.S.T.\) Standards](#)

Assessment and Graduation

- [Florida Standards Assessments \(FSA\) Portal](#)
- [Graduation Requirements](#)
- [Graduation Requirements for Florida’s Statewide Assessments](#)
- [End-of-Course \(EOC\) Assessments](#)
- [Demonstration of College Readiness](#)

Federal Programs and Legal Guidance

- [Adult Education and Family Literacy Act \(AEFLA\)](#)
- [Section 504, Rehabilitation Act of 1973](#)

Florida Data Systems

- [National Reporting System \(NRS\)](#)
- [Workforce Development Information System \(WDIS\) Data Handbook](#)
- [Bureau of Community College and Technical Center Management Information Systems \(CCTCMIS\)](#)
- [Statewide Course Numbering System \(SCNS\)](#)

Career and Literacy Resources

- [ACE of Florida](#)
- [Florida Literacy Coalition](#)
- [IPDAE – Florida’s Professional Development Resource](#)
- [Florida Shines – Career Planning System](#)

Support Services for Students with Disabilities

- [Florida Division of Blind Services](#)
- [Florida Division of Vocational Rehabilitation](#)