



Florida Department of Education Updates

Florida College System Joint Councils

November 5-8, 2024





FLORIDA DEPARTMENT OF
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Division of Florida Colleges

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Department of Education Updates

- Division of Florida Colleges (DFC or Division)
 - Academic Affairs
 - Student Affairs
 - Academic and Workforce Alignment
 - Research and Analytics
 - Florida Student Success Center
- Office of Articulation
- Student Success Center
- Division of Career and Adult Education



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Academic and Student Affairs



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2024 Baccalaureate Accountability Report Update

2024 Baccalaureate Accountability Report Update

- Section (s.) 1007.33, Florida Statutes (F.S.), requires Florida College System (FCS) institutions to submit annual accountability reports for approved baccalaureate programs.
- S. 1003.491(5), F.S., and Rule 6A-14.095, Florida Administrative Code (F.A.C.), require the Commissioner to assess postsecondary program offerings annually to identify if programs are linked to performance indicators.
- In February 2024, the Division sent out a memo with instructions regarding the accountability review and submission process.
- This year's deadline was April 29, 2024. The Division received and reviewed all submissions and on September 10, 2024, provided Letters of Findings with feedback on each program.
- For this year's review, there were no programs that required an action item to address deficiencies.



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Civic Literacy and FASTER

Civic Literacy Competency

- In May 2024, the State Board of Education (SBOE) approved revisions to Rule 6A-10.02413, F.A.C., to add additional options for students to meet the civic literacy competency course and assessment requirement and to make technical changes for purposes of clarity and consistency.
- The rule amendment adds the following options for students:
 - AMH X010 Introductory Survey to 1877; and
 - CLEP: History of the United States I (new assessment option).
- Effective Fall Term 2024, students may use the additional options to meet the requirement.
- A memorandum and an updated F.A.Q. document were sent out to the field to provide technical assistance.
- Additionally, AMS 2010 Civil Discourse and the American Political Order are expected to be considered at the November 2024 SBOE meeting as an additional option for students to meet the civic literacy competency course requirement.
- Once the SBOE takes action, we will notify the field of the outcome. The course will be available to teach starting with the 2025 Spring Term.

FASTER Updates Approved for 2024-2025

Florida Civic Literacy Examination (FCLE)

Field Characteristics: A = Alphabetic only A/N = Alphameric N = Numeric only Z = Zoned numeric P = Packed decimal R = Right justified with leading zeros L = Left justified				Format Characteristics: Name: Test Results Segment Format for Postsecondary Transcript Number: P06 Record Size: 1020			
				<u>Florida Civic Literacy Examination (FCLE) Format</u>			
	14-25	12	A/N/L	FCLE			
	26-31	6	N	Date of this test (formatted MMCCYY)			
	32-32	1	A/N	Filler			
	33-33	1	A/N	Type of Score			
	34-37	4	N/R	Score			
	38-272	235	A/N	Filler			

Florida Civic Literacy Exam (FCLE) Repository

- The Division of Accountability, Research, and Measurement (ARM) is currently leading the development of a repository for the FCLE.
- The FCLE repository will be modeled after the current PERT repository.
- Data fields are currently being identified and development is underway with the goal of providing verification of important FCLE testing data.
- The target date for rollout is late 2024. More details are forthcoming.



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College Affordability Report

Textbook Affordability Template Update

College Affordability – Textbook Affordability Template

- Pursuant to sections (ss.) 1004.084 and 1004.085, F.S., the Division annually requests data and information related to college affordability initiatives and textbook and instructional material affordability.
- The Textbook Affordability portion of the template was updated to include changes from the 2022 legislative session and subsequent revisions to Rule 6A-14.092, F.A.C., approved by the SBOE at its August 2022 meeting.
- Because of the timing of those changes, the template was modified to hold colleges harmless because full implementation was not feasible for the 2023 reporting year. As such, those changes were fully implemented for the 2024 reporting year.
- The report submission deadline was September 30, 2024. The Division received and is in the process of reviewing all submissions. Follow up information is forthcoming.

2024 Textbook Affordability Report Template Updates

Topic(s)	Changes from the 2023 Template to the 2024 Template
<ul style="list-style-type: none"> Open Educational Resources (OER) and No-Cost Sections and the Forty-Five (45) Day Posting Requirement Reasonable Exceptions to the Forty-Five (45) Day Posting Requirement 	<p>The format of question 12 regarding the forty-five (45) day requirement was modified. There were no changes to the content of the question.</p>
<ul style="list-style-type: none"> Searchable Textbooks and Instructional Materials List 	<p>The wording of question 13 regarding the requirement to be searchable was modified. There were no changes to the content of the question.</p>
<ul style="list-style-type: none"> Icon for No-Cost OER and No-Textbook Course Sections 	<p>The wording of question 15 regarding the requirement to be searchable was modified. There were no changes to the content of the question.</p>
<ul style="list-style-type: none"> General Education Core Course Forty-Five (45) Day Syllabi Posting Requirement 	<p>Questions 16-18 regarding the requirement to post general education core course syllabi were modified to explicitly indicate if your institution was in compliance with the specified requirements.</p>
<ul style="list-style-type: none"> Textbook and Instructional Materials List Five-Year (5) Posting Requirement 	<p>Question 19 regarding the requirement to post the historical five-year list of textbooks and instructional materials was modified to explicitly indicate if your institution was in compliance with the specified requirements.</p>



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Specialized Associate in Arts Transfer (SAAT) Degree and FASTER

Site Determined Specialized Associate in Arts Transfer (SAAT) Degree Access

- HB 1285 amended s. 1007.25, F.S., creating the SAAT degree to support students who need supplemental lower-division coursework for admission into a university baccalaureate degree program beyond the 60 semester hours required for the general associate in arts transfer degree.
 - New Rule 6A-14.094, F.A.C.
 - The State Board of Education approved the new rule at its July 2024 meeting.
- Other rules affected by HB 1285 amendment to s. 1007.25, F.S.:
 - 6A-10.024, F.A.C., Articulation Between and Among Universities, Florida Colleges, and School Districts;
 - 6A-14.030, F.A.C., Postsecondary Instructional Unit Definitions and Awards in Florida College System Institutions;
 - 6A-14.0303, F.A.C., General Education Course Options; and
 - 6A-10.02413, F.A.C. Civic Literacy Competency.

SAAT FASTER Updates for 2024-25

Specialized Associate in Arts Transfer (SAAT) Degree

Field Characteristics:

A = Alphabetic only

A/N
= Alphameric

N = Numeric only

Z = Zoned numeric

P = Packed decimal

R = Right justified with
leading zeros

L = Left justified

Format Characteristics:

Name: Degree Format for Postsecondary Transcript

Number: P07

Record Size: 1020

SAAT FASTER Updates for 2024-25 (Continued)

5	21-21	1	A/N	<p>Degree Level*</p> <p>This indicates the level of the degree or certificate awarded to the student by the sending institution.</p> <table border="0"> <thead> <tr> <th><u>Academic Level</u></th> <th><u>Code</u></th> <th><u>Definition</u></th> </tr> </thead> <tbody> <tr> <td rowspan="3">High School</td> <td>G</td> <td>GED</td> </tr> <tr> <td>H</td> <td>High School Diploma</td> </tr> <tr> <td>U</td> <td>College Ready Diploma</td> </tr> <tr> <td rowspan="10">Postsecondary Undergraduate</td> <td>6</td> <td>Apprenticeship</td> </tr> <tr> <td>A</td> <td>Associate in Arts, AA</td> </tr> <tr> <td>B</td> <td>Baccalaureate</td> </tr> <tr> <td>C</td> <td>Associate in Science, AS</td> </tr> <tr> <td>J</td> <td>Associate Degree, AA/AS unknown</td> </tr> <tr> <td>Y</td> <td>Associate in Applied Science</td> </tr> <tr> <td>I</td> <td>Advanced Technical Certificate</td> </tr> <tr> <td>K</td> <td>Certificate, AS</td> </tr> <tr> <td>1</td> <td>Associate in Science, Statewide Articulated AS</td> </tr> <tr> <td>2</td> <td>Applied Technology Diploma</td> </tr> <tr> <td>3</td> <td>Postsecondary certificate or diploma (less than one year)</td> </tr> <tr> <td>4</td> <td>Postsecondary certificate or diploma (one year or more but less than two years)</td> </tr> <tr> <td>5</td> <td>Educator Preparation Institute</td> </tr> <tr> <td>8</td> <td>Specialized Associate in Arts Transfer</td> </tr> <tr> <td>Q</td> <td>Other</td> </tr> </tbody> </table>	<u>Academic Level</u>	<u>Code</u>	<u>Definition</u>	High School	G	GED	H	High School Diploma	U	College Ready Diploma	Postsecondary Undergraduate	6	Apprenticeship	A	Associate in Arts, AA	B	Baccalaureate	C	Associate in Science, AS	J	Associate Degree, AA/AS unknown	Y	Associate in Applied Science	I	Advanced Technical Certificate	K	Certificate, AS	1	Associate in Science, Statewide Articulated AS	2	Applied Technology Diploma	3	Postsecondary certificate or diploma (less than one year)	4	Postsecondary certificate or diploma (one year or more but less than two years)	5	Educator Preparation Institute	8	Specialized Associate in Arts Transfer	Q	Other
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SAAT Data Element Changes for 2024-25

Admissions Data Base

DE 1020 – Highest Level Held [new value for SAAT]

Student Database

DE 1053 – Highest Level of Education Completed – Parent One or Guardian One [new note on reporting SAAT]

DE 1054 – Highest Level of Education Completed – Parent Two or Guardian Two [new note on reporting SAAT]

DE 2001 – Program of Study – Award Type [new value for SAAT; also updated statute references due to changes]

DE 2002 – Program of Study – CIP [new note on reporting SAAT]

DE 2005 – Program of Study – Level [new value for SAAT; also updated statute references due to changes]

DE 2101 – Completion – CIP [new note on reporting SAAT]

DE 2103 – Completion Degree Granted [new value for SAAT; also updated statute references due to changes]

DE 2123 – General Education Digital Badge [new note on reporting SAAT]

DE 3301 – Program of Industry – CIP [new note on reporting SAAT; also update to show that all valid CIPs may be reported]



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Demonstration of College Readiness Alternative Methods and Data Element Implications

Demonstration of College Readiness – End-of-Course Data Element 1101 Updates

- Beginning with the 2022-23 school year, Florida’s statewide, standardized end-of-course (EOC) assessments in Algebra 1 and Geometry are aligned to the B.E.S.T Standards.
- Previously, the assessments were aligned to the Florida Standards Assessments (FSA).
- The FSA EOC assessments were sunset, and the current score range for the B.E.S.T. EOC assessment is different than the FSA EOC assessment score range.
- Data Element (DE) 1101 currently only allows for the reporting of EOC assessment scores with the B.E.S.T. EOC score range. However, students are still presenting with the FSA EOC assessment score range.
- Edits were made to DE 1101 to add the FSA EOC assessment score range to allow for the reporting of students entering with both sets of score ranges.

Data Element 1101

Entry Level Test - Score

Data Element 1101

Entry Level Test – Score

Characteristics

Length:	6
Data Type:	Numeric
Physical Description:	9 (4) V99
Record Type(s):	2
Last Modified:	7/1/20248/30/2024

Data Element is used in the Following Reports:

- Accountability Outcome Measures

Description:

Numeric score assigned to the student based on their performance on the associated examination. Use this element in conjunction with Entry Level Test-Subtest (DE 1103), Entry Level Test-Type (DE 1104), and College Prep Completion Indicator (DE 1106). Report only those test scores used for placement purposes. Test scores should be reported as follows:

ACCUPLACER	All scores are standard.
ACCUPLACER ESL (Formerly ESL)	Only report failures. Report as zeroes.
ACCUPLACER, Next-Generation	All scores are standard.
ACT	All scores are standard.
ALEKS® PPL	Scores represent the percentage of mathematical topics that have been mastered.
ASSET	All scores are raw.
Classic Learning Test	All scores are scaled.
Digital PSAT/NMSQT® and PSAT10	All scores are scaled.
Digital SAT®	All scores are scaled.
End-of-Course Assessments	All scores are scaled. Report only those scores used for Alternative Method.
ENHANCED ACT	All scores are standard.
ENHANCED ASSET	All scores are scaled.
FSA	
GED®	All scores are scaled.
HiSET® (High School Equivalency Test)	All scores are scaled.
PERT	All scores are scaled.
PreACT®	All scores are scaled and then composite.
PSAT/NMSQT® and PSAT10	All scores are scaled.
SAT2016	All scores are scaled.
TABE (non-adult)	Report Failures as zeroes. Report passes as 99.00. (DE 1104 - Z.)
TASC™ (Test Assessing Secondary Completion)	All scores are scaled.

Data Element 1101

Entry Level Test – Score (continued)

TABLE VALUES	
ACCUPLACER Reading Comprehension	20 – 120
ACCUPLACER Sentence Skills	20 – 120
ACCUPLACER Elementary Algebra	20 – 120
ACCUPLACER, Next-Generation Reading	200 – 300
ACCUPLACER, Next-Generation Writing	200 – 300
ACCUPLACER, Next-Generation Quantitative Reasoning, Algebra, and Statistics (QAS)	200 – 300
ACT or Enhanced ACT Reading	1 – 36
ACT or Enhanced ACT Writing	1 – 36
ACT or Enhanced ACT Math	1 – 36
ALEKS® PPL Mathematics	0 – 100
ASSET Reading	0 – 55
ASSET Writing	0 – 64
ASSET Math	0 – 55
Classic Learning Test Verbal Reasoning and Grammar/Writing	0–80
Classic Learning Test Quantitative Reasoning	0–40
Digital PSAT/NMSQT® and PSAT10 Math	160–760
Digital PSAT/NMSQT® and PSAT10 Evidence-Based Reading and Writing	160–760
Digital SAT® Math	200 – 800
Digital SAT® Evidence-Based Reading and Writing	200 – 800
<u>End-of-Course Assessment Algebra I (FSA)(on or before 10/17/2023)</u>	<u>518 – 575</u>
<u>End-of-Course Assessment Geometry (FSA)(on or before 10/17/2023)</u>	<u>521 – 575</u>
End-of-Course Assessment Algebra I (B.E.S.T.)(on 10/18/2023 or after)	418 – 475
End-of-Course Assessment Geometry (B.E.S.T.)(on 10/18/2023 or after)	423 – 475
Enhanced ASSET Reading	23 – 54
Enhanced ASSET Writing	23 – 54
Enhanced ASSET Math	23 – 55
GED® Mathematical Reasoning	100 – 200
GED® Reasoning through Language Arts	100 – 200
HiSET® Language Arts Reading	1 – 20
HiSET® Language Arts Writing	1 – 20
HiSET® Mathematics	1 – 20
PERT Reading	50 – 150
PERT Writing	50 – 150
PERT Math (algebra)	50 – 150
PreACT® Reading	1 – 35
PreACT® English	1 – 35
PreACT® Math	1 – 35



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Reporting

Past and Future Reporting Deadlines

September 2024

- Current Employee Count Sept. 26
- College Affordability Sept. 30
- Programmatic Accreditation Sept. 30

October 2024

- Nursing Report Oct. 1
- Athletics Report Oct. 15

January 2025

- Concurrent & Joint-use Report Jan. 30



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New Team Member

Rashad Crawford

Student Affairs and Federal Programs Compliance Officer



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Academic & Workforce Alignment

Linking Industry to Nursing Education (LINE) Fund

- SB 2524 (2022) created the LINE Fund to incentivize collaboration between nursing education programs and health care partners to address the nursing shortage in Florida.
- The 2024 General Appropriations Act provided \$29 million for the 2024-25 fiscal year.
- During the May 2024 meeting, the SBOE approved an amendment to the LINE Fund rule (6A-10.0352, F.A.C.). These amendments included:
 - Changing the criteria for qualifying LPN, A.S. and B.S. in nursing programs
 - Making eligible postsecondary institutions licensed by the Commission for Independent Education

Linking Industry to Nursing Education (LINE) Fund

- The LINE Fund provides matching funds, on a dollar-to-dollar basis, subject to the availability of funds. Funds may be used to award scholarships to students, recruit additional faculty, purchase equipment and support simulation centers to advance high-quality nursing education programs throughout Florida.
- Completed applications for the 2024-2025 LINE Fund had to be submitted by October 10, 2024.
- The Department is in the process of receiving and scoring applications for the LINE Fund. This is a competitive grant. We hope to notify award-winning institutions by the end of the calendar year.
- Before grant funds can be dispersed to awarded institutions, proof of receipt of health care partner's contribution must be provided.



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Florida Student Success Center

Florida Pathways Institute

The FPI: Workforce Education Pathways cohort will launch this fall with a kick-off call and several regional roundtables held in-person between January and March. Applications will become available soon! Participating institutions will:

- Review data practices to better inform credential production based on forecasted regional industry needs.
- Share best practices to engage students in career and educational pathway selection and work-based learning opportunities.
- Work collaboratively to continue to strengthen career and transfer pathways to improve completion and job placement rates.



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General Education Reform

Background

Governor DeSantis signed Senate Bill 266 on May 15, 2023 (Ch. 2023-82, Laws of Florida):

- Created s. 1007.55, F.S., which establishes principles and standards for general education, and requires institutions to annually review and adopt their general education course offerings;
- Modified s. 1007.25, F.S., which requires a review of the statewide general education core course options every four years based on the requirements in the new law and recommendations by faculty committees appointed by the SBOE and the Board of Governors (BOG).

Section 1007.55, F.S., General education course principles, standards, and content

The Legislature finds it necessary to ensure that every undergraduate student of a Florida public postsecondary educational institution graduates as an informed citizen through participation in rigorous general education courses that promote and preserve the constitutional republic through traditional, historically accurate and high-quality coursework.

General education courses should provide broad foundational knowledge to help students develop intellectual skills and habits that enable them to become more effective and lifelong learners. Courses with a curriculum based on unproven, speculative or exploratory content are best suited as elective or specific program prerequisite credit, not general education credit.

Whenever applicable, [general education courses] must provide instruction on the historical background and philosophical foundation of Western civilization and this nation's historical documents, such as the Declaration of Independence, the United States Constitution, the Bill of Rights and subsequent amendments and the Federalist Papers.

Section 1007.25, F.S., General education courses; common prerequisites; other degree requirements

The bill establishes principles and standards for the content and identification of courses as general education core, which relate to the standards for all general education courses:

- General education core courses may not distort significant historical events or include a curriculum that teaches identity politics that violates s. 1000.05, F.S., or that are based on theories that systemic racism, sexism, oppression and privilege are inherent in the institutions of the United States and were created to maintain social, political and economic inequities.

Section 1007.25, F.S., General education courses; common prerequisites; other degree requirements

General education core courses must meet the following standards:

- Communication courses must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking.
- Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music and philosophy, and must include selections from the Western canon.
- Social science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political and economic issues.
- Natural science courses must afford students the ability to critically examine and evaluate the principles of the scientific method, model construction and use the scientific method to explain natural experiences and phenomena.
- Mathematics courses must afford students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving. (s. 1007.25(3)(d)5, F.S.).

Section 1007.55, F.S., General education course principles, standards, and content

- Each public postsecondary institution board of trustees and president are responsible for annually reviewing and approving, at a public meeting, general education course requirements, as authorized and approved in accordance with ss. 1007.24, 1007.25 and 1007.55, F.S., at their respective institutions.
- By December 1, 2024, and each December 1 thereafter, the Articulation Coordinating Committee (ACC) shall submit to the SBOE and the BOG courses that have been approved by public postsecondary institutions as meeting general education requirements.
- The State Board of Education and the Board of Governors must approve or reject the list of general education courses for each Florida College System institution and state university, respectively.

General Education Reform Process

- Department of Education (Office of Articulation and Division of Florida Colleges) and Office of the Board of Governors staff worked together on development of the companion rule and regulation.
- Convened faculty committees for each discipline met summer through fall 2023 to recommend general education core courses and revised statewide course descriptions.
- Faculty core course recommendations were received by the ACC in October 2023 and submitted to the BOG and SBOE for final approval.
- Colleges are now updating course descriptions for institutional general education courses in the Statewide Course Numbering System (SCNS) to conform to statutes and will submit their final general education list to the ACC for transmission to the SBOE and BOG for approval by **December 1, 2024**.

General Education Reform Process

- All institution course lists were submitted by the September 1 deadline.
- Reviews conducted by FCS and BOG staff.
- The ACC will receive reports regarding the lists.
- The ACC will transmit the lists to the SBOE and the BOG by December 1.



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Office of Articulation

2024-2025 FASTER Proposed Changes

- In preparation for the 2024-2025 academic year, the following changes are being implemented within FASTER:
 - Secondary electronic and printed transcripts will include a Fine Arts Seal Designation for K-12 students who earn a standard high school diploma and satisfy the requirements of Section 1003.4321, Florida Statutes.
 - The P01 Demographic Record Format will be updated in the FASTER User Manual to correct typographical errors (Civic Literacy Course Completion and Civic Literacy Assessment Requirement).
 - The P06 Tests Record Format will be updated in the FASTER User Manual and FASTER Program to update examination names, render certain exams obsolete, and include new examinations (International Baccalaureate and Florida Civic Literacy Examination).
 - The P07 Degrees Record Format in the FASTER User Manual and FASTER Program will be updated to include an indicator for the new SAAT degree.
 - Additional changes include rolling over the school year to 2024-2025 and updating website links throughout the User Manual.

2024-2025 FASTER Implementation Timeline

Institutions will be notified via listserv message from FSTR@fldoe.org when changes to the FASTER User Manual and FASTER Program become available.

Implementation is tentatively scheduled for October/November 2024.

- October - Institutions will have one month to access the changes in the Test environment to update local systems.
- November – Changes for the 2024-2025 academic year will be moved out of the Test environment into Production.

To subscribe to the FASTER-L list, click the following link:
<http://lserv.fldoe.org/wa.exe?SUBED1=FASTER-L&A=1>

Dual Enrollment

Students	90,024
Course completions	344,065
Passage rate	93.4%
Cost savings for students and families	\$89,000,000

Source: 2023-24 Data | PERA 3803r

Dual Enrollment Agreements

- S. 1007.271, F.S.
 - This is the governing statute for all Dual Enrollment policies and agreement requirements
- Specific sections for agreements: 7, 13, 21, and 24
 - These sections consist of the requirements for all Dual Enrollment agreements
- Students with Disabilities
 - All Dual Enrollment agreements must contain information regarding the institution's policy for enrolling students with disabilities, including identifying services that will be available.

Gold Standard

- Gold Standard Career Pathways Articulation Agreements are created in accordance with ss. 1007.23 and 1008.44, F.S., and provide for the articulation of postsecondary credit toward related AS and AAS degrees for earned industry certifications.
- For the 2024-25 academic year, recommendations for industry certification to associate degree alignments were provided by the Division of Career and Adult Education team and were then sent to Florida College System workforce administrators for review and approval. Recommendations for the award of credit were also provided by FCS institutions during the review process.
- In an effort to streamline and better define processes related to articulation agreements, updated rule language has been drafted. The proposed language and the proposed 2024-2025 Gold Standard agreements are expected to be presented to the Articulation Coordination Committee (ACC) on November 18, 2024. The anticipated date for submission to the State Board of Education is January 15, 2025.



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Division of Career and Adult Education

Program Updates

New Programs

- Financial Technology, AS (1530710400) - a new 60 credit hour program focusing on financial big data modeling from algorithms to cloud-based data-driven financial technologies.
- Financial Technology Specialist, CCC (0530710401) - a subcomponent of Financial Technology, AS.

Noteworthy Upcoming Updates

- The Florida Board of Massage is in the process of updating the required number of training hours in Rule 64B7-32.003, Minimum Requirements for Board Approved Massage Therapy Schools. [Massage Therapy \(H120406\)](#) will subsequently be updated to conform with these changes. To be eligible for Title IV student financial aid, the massage license and the program requirements must match.

Program Maintenance

- New programs, substantive changes and program deletions have been logged in the [Curriculum Frameworks Change Document - CTE 2024-25](#) on the Florida Department of Education (FDOE) [CTE Program Resources page](#).

Perkins Roll Forward

- 2024-25 Perkins Roll-Forward Funds
 - Awarded agencies must submit an amendment (DOE 150 and DOE 151) **ADDING** the roll-forward increase to their current budgets.
 - Be sure to include sufficient details to the Budget Narrative section. If sufficient details are lacking, the amendments will be returned for additional editing thereby delaying the roll forward funds.
 - Amendments **MUST** be uploaded to the ShareFile System, same as any other amendment.
 - **DO NOT** submit your increase amendments until the roll-forward is finalized and your agency has been notified.

2024-25 Master Credentials List (MCL)

- The 2024-25 MCL was updated by the Credentials Review Committee (CRC) on August 14, 2024.
- The MCL is available on the CareerSource Florida website at the following link:
<https://careersourceflorida.com/boardroom/florida-credentials-review-committee/master-credentials-list/>
- The deadline for submission of new credentials for possible inclusion on the 2025-26 MCL for consideration for the 2025-26 CAPE funding list was October 7, 2024.

Credentials Flagged for Removal on the 2024-25 MCL

- The Credential Review Committee (CRC) met on August 14, 2024, and made changes to the charter and framework of quality for the MCL.
- The agenda and presentation for the action is available here:
<https://careersourceflorida.com/event/2024-aug-crc/>
- The charter was updated to require credentials flagged for removal to remain on the MCL for two years.
- This change to the charter allows credentials currently flagged for removal to remain on the list until June 30, 2026.

Credentials Flagged for Removal on the 2024-25 MCL (continued)

- What does this mean?
 - Districts and Florida College System institutions now have another year to resolve wage and demand deficiencies for the flagged credentials.
 - We encourage districts not to submit local demand until after the release of the 2025-26 MCL.
 - The department is continuing to work on sequencing of credentials that do not meet wages.

Revision to the Framework of Quality

- The CRC also voted on a revision to the framework of quality to include the Florida Commerce's most recent Regional Demand Occupation Lists (RDOL) available at the time of the annual review of the MCL.
- What does this mean?
 - Credentials included on the most recent RDOL list will meet demand for inclusion on the MCL.
 - This process will bypass the local demand submission through a CareerSource Board and will be conducted automatically when a new RDOL is released.



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