



Application to Implement the GED Exit Option Model in 2004-2005

Directions for Completing the Application to Implement the GED Exit Option Model in 2004-2005

1. Please complete part A, District Application for Implementing the GED Exit Option, and part B, Annual School Report, and submit to

Michael Lisle, Program Director
Title I Programs and Academic Intervention Services
Florida Department of Education
325 W. Gaines Street, Suite 352
Tallahassee, FL 32399-0400

To simplify the process for completing the application, directions with key or specific elements can be found on the pages preceding the guidelines. These directions were developed to clarify and provide assistance for submitting the appropriate information required on the application to ensure approval.

Part A may be completed in hard copy and returned to the address above or submitted on CD ROM or disk or electronically via e-mail to Michael.Lisle@fldoe.org. Part B must be completed in hard copy with a #2 pencil and mailed to the above address. Please note that poor quality, faxed, or non-white paper copies will not be accepted and will delay the approval process.

2. Each implementing site must complete part C, Site Self-Evaluation Checklist, and maintain copies at the district office.
3. Each implementing site must complete part D, Student Self-Evaluation Checklist, for each participating student and maintain copies at each site.

If you have questions regarding the application process, please contact Michael Lisle at (850) 245-0481 or by email. Applications must be submitted and approved prior to implementation for the 2004-2005 school year.

**Florida Department of Education
District Application to Implement
the GED Exit Option Model
2004-2005 School Year
Part A**

School District:

Submission Date:

District GED Exit Option Model Contact:

Name:

Title:

Address:

Telephone Number:

Fax Number:

E-Mail Address:

Signature:

(District Dropout Prevention Coordinator)

Signature:

(District Adult Education Coordinator)

Signature:

(School District Superintendent)

**Florida Department of Education
GED Exit Option Model
2004-2005
Sites Implementing the GED Exit Option Model**

(Copy the page as needed)

Site/Program Name	Contact Name and Address	School ID Number

Note: For each school listed on this page, an Annual School Report (part B) must be submitted to the Department of Education.

Technical Assistance Notes for Guideline 1

Student Eligibility Criteria

Students utilizing the General Educational Development (GED) Exit Option Model must meet all of the following eligibility criteria:

- The student is at least 16 years old and is currently enrolled in a PK-12 program;
- The student is enrolled in courses that meet high school graduation requirement;
- The student is overage for grade, behind in credits, has a low grade point average, and is in jeopardy of not graduating with his or her cohort group;
- The cohort group with which the student entered kindergarten is graduating or has graduated;
- The student's reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of GED testing), as documented by the Test of Adult Basic Education (TABE) reading component or other test to determine grade level proficiency; and
- The student has acceptable scores on official GED Practice Tests administered under student testing conditions.

Admission Procedures

- After initial eligibility is determined, a comprehensive review of student records by the child study team, including grades, credits, and educational plans, must be completed to determine if the GED Exit Option Model is the most appropriate educational strategy.
- Parents must be informed and give consent to the student's participation in this option.
- Student's record must include notification and eligibility, parents' right to administrative review of proposed placement, and parent consent for student participation prior to placement.
- Parents must be provided clarification that the student transcript will indicate an alternative graduation route.

Guideline 1: Selection procedures must ensure that students who enroll in the GED Exit Option Model are those who will not graduate with their class because of credit deficiency or low GPA and are otherwise capable of completing graduation requirements.

The appropriate selection of students is crucial to ensure students' success and the success of the GED Exit Option Model. This model is not a vehicle for early exit of students and may only be exercised for students whose class or peer group with whom they entered kindergarten is graduating or has graduated. This is a voluntary program for students and requires parental notification and consent.

Describe procedures for selecting students to participate in the GED Exit Option Model. Indicate how these procedures will ensure that the following elements are addressed:

- age of the student;
 - degree of credit deficiency or low GPA;
 - evidence of academic ability;
 - procedures for involving teachers, administrators, and counselors in the decision;
 - procedures for explaining the GED Exit Option Model and expectations for student performance to the student and parent or guardian; and
 - procedures for obtaining written agreement from the student and parent or guardian to voluntary participation in the program.
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Technical Assistance Notes for Guideline 2

Parents and students must receive appropriate counseling regarding the GED Exit Option Model and other graduation options prior to participation so that they can make an informed decision regarding placement.

Describe the counseling and advisement services that are provided to students and parents. Please describe the procedures that shall be implemented to assure compliance with all of the following:

- Students utilizing the GED Exit Option Model are enrolled in courses that meet high school graduation requirements.
- Students are provided equal access to counseling and support services provided through the school district's PK-12 program, including certified counselors.
- Students receive academic, personal, and career counseling, including information relative to military recruiters and college and university admissions.
- Student participation in the GED Exit Option Model is voluntary, and parents or guardians are informed of and agree with the student's participation in this model. The student's records must include written notification of the student's eligibility, parents' right to an administrative review of the proposed placement, and parental consent for the student's participation.
- The parent must also receive a *written* description of the district GED Exit Option Model design and the GED Tests content areas and score requirements described in Rule 6A-6.021, FAC¹. The GED Tests consist of five sub-tests: Social Studies, Science, Interpreting Literature and the Arts, Mathematics, and Writing Skills.
- The parent or guardian and the student are informed of the results of the records review and informed that the student's transcript will indicate an alternative graduation route. The transcript will identify only the actual credits earned. Students who are enrolled in the GED Exit Option Model are exempt from the minimum graduation requirements prescribed for the standard high school diploma, including the 2.0 GPA requirements.
- If the parents and student fully understand all of the graduation options available and opt for graduation via the GED Exit Option Model, the student is placed in the program with parental consent.
- In addition to the above requirements, students served in special programs must comply with statutes and rules governing their specific program areas. For example, a student served in exceptional student education (ESE) must have an individual educational plan (IEP) review. If the GED Exit Option Model were deemed an appropriate graduation avenue, then a notation that the student is seeking a high school diploma through an alternative graduation route should be indicated on the IEP.
- To ensure that students meet with success, continued counseling, and student support services are provided while they are enrolled in the GED Exit Option Model.
- Parents and students are informed of all other graduation options including:
 - ⇒ course modification;
 - ⇒ competency-based curriculum;
 - ⇒ credits earned in summer school or adult high school; and
 - ⇒ Florida Virtual High School or other virtual high schools.

1. Rule 6A-6.021 – pending revisions.

Guideline 2: Counseling is required prior to enrollment and must be available throughout participation in the GED Exit Option Model.

Competent counseling is required before program entry and during participation in the program. Parents and students must receive appropriate counseling regarding the GED Exit Option Model and other graduation options prior to participation so that they may make an informed decision regarding placement.

Describe the counseling and advisement services that are provided to parents and students.

Please describe the procedures and how the district will ensure all of the following are provided:

- access to certified counselors
 - access to pre-entry counseling
 - follow-up counseling services
 - maintenance of counseling records
 - access other high school graduation options.
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Technical Assistance Notes for Guideline 3

The content of the GED Exit Option Model must be academic and may include workforce education instruction or activities. This exit option must offer a full range of instruction that aligns with the Sunshine State Standards and the core content measured by GED Tests (high school mathematics, writing, social studies, reading, and science). Workforce education instruction and activities should be directed at the knowledge, skills, and abilities required for securing and maintaining employment.

Describe the curricula and materials that students will receive. Please address all of the following:

- Students must be enrolled in courses that meet high school graduation requirements. If the student is enrolled in a Level 1 course, a written assessment of the need must be included in the student's individual educational plan (IEP) or in a student academic improvement plan (AIP) in order for that student to earn credit, pursuant to section 1003.43(7), Florida Statutes.
- Evidence of enrollment may include a copy of student's class or course schedules in accordance with the district pupil progression plan.
- Students must receive grades and report cards.
- Teacher records must reflect student performance standards for each course being taught.
- Curriculum must be designed to specifically meet student needs based on diagnostic testing.
- Curriculum must integrate GED Course Curriculum Frameworks and student performance standards.
- Remediation must be provided if the student fails any section of the GED Tests or the Florida Comprehensive Assessment Test (FCAT). Students may be allowed to work on individualized programs at their own pace that include strategies to prepare for passing the GED Tests.
- Students must earn acceptable scores on the official GED Practice Tests administered under standard testing conditions prior to being allowed to take the GED Tests.

Guideline 3: Curricula and instructional content must be at the high school level.

Students participating in the GED Exit Option Model must be enrolled in courses that meet high school graduation requirements. The content must be academic and may include workforce development instruction or activities. Participants must receive a full range of instruction that aligns with the Sunshine State Standards and the core content measured by the GED Tests.

Describe the instructional content of the GED Exit Option Model. Please address:

- the range of instruction and alignment with local high school core content
 - the different types of instructional materials
 - how the curriculum integrates GED Course Curriculum Frameworks and student performance standards
 - the integration of workforce education instruction (optional).
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Technical Assistance Notes for Guideline 4

Instruction for the GED Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a high school diploma in a reasonable period of time. Appropriate curriculum materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress are strongly recommended.

Describe the instructional delivery and instructional resources that students will receive. Please address all of the following issues:

- Students utilizing the GED Exit Option Model will receive their educational programs in a variety of program categories.
- Diverse instructional strategies will be used, including but not limited to small group, individualized instruction, computer-assisted instruction, competency-based instruction, or summer school
- Instructional personnel will be appropriately certified. The *Florida Course Code Directory and Instructional Personnel Assignments* provides teacher certification requirements, which include bachelor's degree or higher in the appropriate content area.
- Students must have access to 25 hours of instruction per week (full-time for grades 9-12). Flexible scheduling allows students to attend vocational training, on-the-job training, or be employed.
- Students may be offered individualized instruction that allows them to proceed at their own pace (e.g. computer-assisted instruction).
- Appropriate instructional materials must be available and the curriculum must be correlated to the Sunshine State Standards for each course in which the student is enrolled.
- Class size and classroom space must be reasonable, pursuant to State Board of Education Rules.
- Local school districts must determine specific staffing formulas. The Department of Education recommends no more than 15:1.
- Appropriate State Board of Education Rules and GED Preparatory Curriculum Frameworks must be complied with by all students and staff. The appropriate rules and frameworks are available as appendices E, F, and G in the *2003 GED Exit Option Procedure Manual*.
- It is recommended that teachers of this model participate in the staff development provided by the Adult Education Program and GED Testing Service to ensure that they are familiar with testing requirements, the content of GED Tests, and appropriate instructional activities that support student success on the GED Tests. The district adult education program director has access to the schedule of available training. The Florida Department of Education also serves as a source for information about training opportunities. An informative website on the GED Tests and links to ACE and Florida's GED site may be accessed at www.gedtest.org.

Guideline 4: To ensure effective instructional delivery, sufficient instructional resources and qualified staff must be allocated to the GED Exit Option Model.

Instruction for the GED Exit Option Model must be of sufficient intensity and duration to ensure that participating students have a fair opportunity to raise their skills to the level necessary to earn a high school diploma in a reasonable period of time. Appropriate instructional materials must be provided in adequate quantities and must be available when students need them. Instructional strategies that focus on individual student progress should be employed.

Describe how resources, including qualified staff, will be allocated to meet the following implementation requirements for the GED Exit Option Model:

- teacher qualifications;
 - expectations for the number of hours that students will participate in an instructional program;
 - expectations pertaining to instructional delivery strategies (e.g., individual direct instruction, group instruction, use of computer assisted instruction);
 - expectations pertaining to the student/teacher ratio;
 - expectations pertaining to instructional materials (e.g., print materials; electronic materials); and
 - stipulations related to professional staff development.
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Technical Assistance Notes for Guideline 5

Students utilizing the GED Exit Option Model who pass the GED Tests and the FCAT must be awarded a standard high school diploma in addition to the State of Florida diploma.

Describe the procedures for awarding diplomas. Please address all of the following issues:

- Students who pass the GED Tests and the FCAT must be awarded a standard high school diploma in addition to the State of Florida high school diploma.
- If a student passes the GED Tests but does not pass the FCAT, the school district may choose to award only the State of Florida high school diploma.
- It is recommended that students who are trying to graduate with their class take the GED Tests in March in order to meet the timelines to participate in graduation activities with their class.
- Students whose class has already graduated may take the GED Tests when ready following successful completion of the FCAT.
- Rule 6A-1.0995, F.A.C., provides the allowable formats for Florida diplomas.

Technical Assistance Notes for Guideline 6

Students utilizing the GED Exit Option Model are enrolled in courses that meet high school graduation requirements and are eligible to participate in all high school activities, including extracurricular activities and graduation ceremonies.

Describe the opportunities that students in the GED Exit Option Model will receive for official recognition, including participation in all standard high school activities, extracurricular activities, and graduation ceremonies.

Guideline 5: Successful students must be awarded a diploma.

Students who utilize the GED Exit Option Model and pass the GED Test and the FCAT must be awarded a standard high school diploma in addition to the State of Florida diploma. If the student passes the GED Test but does not pass the FCAT, the school district may choose to award only the State of Florida diploma.

Describe the procedures the school district will implement to ensure that:

- students are awarded a standard high school diploma, and
 - students are awarded a State of Florida diploma.
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Guideline 6: GED Exit Option Model graduates must receive official recognition.

Students utilizing the GED Exit Option Model are enrolled in courses that meet high school graduation requirements and are eligible to participate in all high school activities, including extracurricular activities and graduation ceremonies.

Describe how the school district will ensure that students have access to all of the school's activities, and the process for recognizing students' accomplishments.

Technical Assistance Notes for Guideline 7

The collaboration among appropriate units within the Florida Department of Education serves as a model for local school districts. The GED Exit Option Model must be integrated into the structure of the relevant offices at the local level to ensure appropriate planning for development, implementation, and evaluation of this strategy. This includes coordination among different programs to ensure appropriate selection of students, adequate instructional support, monitoring of testing procedures, staff development, and application procedures.

Describe the coordination among different programs such as dropout prevention programs, teenage parent programs, exceptional student education, English for speakers of other languages, educational programs in Department of Juvenile Justice facilities, supplemental academic instruction, adult education, and vocational education.

Guideline 7: Planning and oversight of the implementation of the GED Exit Option Model will be the responsibility of the Florida Department of Education and will necessitate collaboration of different organizational units of the department.

To ensure effective management, planning, and oversight, the GED Exit Option Model must be integrated into the structure of the local school district. The local school district must provide appropriate planning for development, implementation, and evaluation of this exit strategy. This includes coordination among different program areas to ensure appropriate selection of students, adequate instructional support, monitoring of testing procedures, staff development, and application procedures.

Describe how the school district will ensure appropriate planning and coordination across program areas, including both the instructional and the testing components.

Guideline 8: Each year, the state education agency will submit documentation to GEDTS describing procedures for contributing a portion of the support needed to administer the GED Exit Option Model.

This guideline only relates to the state level administration. No response from the district is required.

Technical Assistance Notes for Guideline 9

Describe the procedures for managing data collection. Please address the following:

- Procedures to ensure that all required forms are completed and submitted, including:
 - ⇒ *District Application, part A*, submitted to DOE
 - ⇒ *Annual School Report Forms, part B* (one for each site implementing the GED Exit Option Model), submitted to DOE
 - ⇒ *Site Self-Evaluation Checklist, part C*, maintained at the district office
 - ⇒ *Student Self-Evaluation Checklist, part D*, maintained at each site.
- Procedures for collecting and reporting student outcome data to the district office to be transmitted to DOE during Survey 5 (GED Exit Option Test Results and appropriate withdrawal codes).

Guideline 9: The Florida Department of Education will annually collect data and information about the GED Exit Option Model from the local school systems and will submit the data to GEDTS

The Department of Education must ensure that a standardized data collection form developed by General Education Development Testing Service is distributed to the school districts that implement the GED Exit Option Model, that the completed forms are collected, and that the forms are submitted to GEDTS on an annual basis. The Department facilitates this process using the school district GED Exit Option Application and the Department's Automated Student Information System.

Describe the procedures for managing data collection. Please address the following:

- procedures for collecting completed forms (part B, the Annual School Report)
 - procedures for collecting the student outcome data and transmitting required information to the Department of Education (GED Exit Option Test Results and appropriate withdrawal codes).
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Technical Assistance Notes for Guideline 10

Test administration and any special accommodations are coordinated with the adult education program. Describe how the district will ensure the following conditions are met:

- The district will adhere to the prescribed procedures for using the GED Exit Option Testing Authorization Form for all students taking the GED Tests.
- All GED candidates requesting to take the tests must provide valid Florida identification when they appear at the test center. Acceptable forms are:
 - ⇒ Florida drivers license;
 - ⇒ Government ID, provided that the identification includes date of birth, photograph, address, and signature;
 - ⇒ passport; or
 - ⇒ birth certificate.
- All potential GED candidates must be made aware of the availability of accommodations to the standard administration procedures of the GED Tests. Accommodations include:
 - ⇒ extended time;
 - ⇒ private room;
 - ⇒ frequent breaks;
 - ⇒ interpreter (sign language only);
 - ⇒ scribe; and
 - ⇒ calculator.
- The district will adhere to the prescribed procedures for obtaining approval for students with learning disabilities, physical disabilities, mental disabilities, or attention-deficit/hyperactivity disorder (ADHD) to use either the nonstandard GED Tests or modifications of the standard administration procedures. Nonstandard GED Tests include:
 - ⇒ audiocassette;
 - ⇒ Braille; and
 - ⇒ large print.
- The district will adhere to the prescribed procedures for limited English proficient students to use the Spanish version of the GED Tests.

Guideline 10: GED test administration for the GED Exit Option Model must conform to all regulations protecting the integrity of the tests.

Test administration and any special accommodations are coordinated with the Department's Office of Workforce Education (Adult Education Services Office), to ensure compliance with proper protocol and testing procedures. All GED testing must conform to the policies in the GED examiner's manual. Local school districts must work directly with their adult education program to ensure that testing dates and times are conducive to the students enrolled in the GED Exit Option Model.

Describe how the district will ensure the following conditions are met:

- Adherence to the prescribed procedures for using the GED Exit Option Authorization Form for all students taking the GED Tests.
 - Provision of appropriate identification by GED candidates at the time of the test.
 - Provision of appropriate accommodations to the standard administration procedures of the GED Tests.
 - Adherence to the prescribed procedures for obtaining approval for students with learning disabilities, physical disabilities, mental disabilities, or attention-deficit/hyperactivity disorder (ADHD) to either test with the use of nonstandard GED Tests or modifications of the standard administration procedures.
 - Adherence to the prescribed procedures for providing limited English proficient students access to Spanish version GED Tests.
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