

# FLORIDA DEPARTMENT OF EDUCATION



Jeanine Blomberg  
Commissioner of Education



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May 7, 2007

## MEMORANDUM

**TO:** District School Superintendents  
Community College Presidents

**FROM:** Jeanine Blomberg, Commissioner

**SUBJECT:** Updated Interinstitutional Articulation Agreements

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In support of Florida's goals to promote the highest student achievement, seamless articulation, and maximum access, school districts and community colleges are required to annually update their Articulation Agreements. Agreements must be "completed before high school registration for the fall term" and submitted to the Florida Department of Education, Office of Articulation, for review. (Section 1007.235(2)(5), Florida Statutes)

The Interinstitutional Articulation Agreement (IAA) provides evidence of cooperative and collaborative secondary to postsecondary partnerships and commitment to seamless K-20 education. This year, two resources are available to help guide the process of developing an effective Interinstitutional Articulation Agreement: the attached sample template and the *Community College Statement of Standards for Dual Enrollment/Early College*.

The sample template provides formatted information related to the required components of an agreement. This resource also serves as the Department review guide. Please remember to reference successful strategies and activities that have reduced the need for remediation at the postsecondary institution, as this represents one of the key elements identified as promising practice.

The Department of Education is urging joint school district and community college articulation committees to use the attached *Community College Statement of Standards for Dual Enrollment/Early College* in the process of revising the IAA. In February 2007, the *Statement of Standards* was approved by the Community College Council of Presidents and endorsed by the K-20 Articulation Coordinating Committee. This *Statement of Standards* was developed as a tool for communicating the Florida Community College System's commitment to ensure that Dual Enrollment/Early College courses are high-quality and rigorous postsecondary courses. This is consistent with the same accreditation standards and academic

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requirements for all postsecondary courses, irrespective of delivery location, as required by the standards of the Commission on Colleges of the Southern Association of Colleges and Schools and by Florida law. The *Statement of Standards* defines Dual Enrollment/Early College and summarizes the role of each community college in providing oversight for this acceleration option. We hope that this document will provide a better understanding for school districts, universities, and other constituent groups regarding the postsecondary criteria which serve as the framework for Dual Enrollment/Early College. We strongly encourage community colleges and school districts to fully incorporate this *Statement of Standards* into the local IAA.

These partnerships demonstrate a commitment to program quality and increased student access to a broad range of curricular options. The time and energy invested through the process of negotiation and collaboration is greatly appreciated.

District agreements should be electronically submitted to Dr. Pamela Kerouac at [Pamela.Kerouac@fldoe.org](mailto:Pamela.Kerouac@fldoe.org) by **Friday, August 17, 2007**. Agreements can be sent via fax or mail to:

Dr. Pamela Kerouac  
Florida Department of Education, Office of Articulation  
325 West Gaines Street, Suite 1401  
Tallahassee, Florida 32399-0400  
Fax: 850-245-9542

For additional assistance, please e-mail Dr. Kerouac or call (850) 245-9558.

HRS/pka

Attachments

c: Chancellor Cheri Yecke  
Chancellor J. David Armstrong, Jr.  
Chancellor Mark Rosenberg  
State University System Admissions Directors

## SAMPLE FORMAT

### Interinstitutional Articulation Agreements

The Interinstitutional Articulation Agreement, as required by Section 1007.235, Florida Statutes, should begin with an introductory section that clearly identifies the parties involved, the term (a beginning and ending date) of the agreement, the make-up of the Articulation Committee involved in negotiating and drafting the agreement, and a description of the process by which the agreement is renewed or terminated. Following the introductory information, consider these required components:

**1. Ratification of articulation agreements between the community college and school district.**

This section attests to the ratification and modifications of all other agreements between the community college and the school district. Such agreements might include plans involving career education center/community college transfers, Tech Prep, placement, testing, and dual enrollment agreements beyond the scope of this document (such as agreements unique to a specific magnet program, academy or school). As provided by law, this section should include a list of these agreements and any additional agreements with state universities or eligible independent colleges and universities.

**2. Courses and programs available to students eligible for dual enrollment, including a plan for the community college to provide guidance services.**

A brief description of the dual enrollment program, including statutory requirements (such as exemption from the payment of tuition and fees) is an appropriate introduction to this section of the agreement. The following reference to the 2006 legislative changes can be addressed in this section. Beginning with students entering grade 9 in the 2006-07 school year, the revised language for Section 1007.271, F.S., requires school districts to:

“weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.”

a. **The process by which parents and students are notified of the option to participate.**

This is the section to delineate the district and postsecondary institutional responsibilities for promoting the dual enrollment program and notifying parents and students of the option to participate. When and how will this be handled? Be specific. (Section 1007.271(5), F.S.)

b. **The process by which students and parents exercise their option to participate.**

Procedures for participation, along with firmly established deadlines, are essential to the agreement. Explanations should address the application and associated forms for admission to the program, required recommendations/signatures, designated contacts to whom parents and/or students submit their paperwork, the process by which students register and withdraw from courses, maximum course loads, grade forgiveness, weighting of dual enrollment course grades, and the process by which grades are distributed. Confusion and frustration often occur when the high school and the college share conflicting information about procedures and deadlines. Provide information about differing college and district term schedules and start dates. Without an official resource, parents seek resolution with their school board, the college president, or the Department of Education; none of which has the individual authority to make these decisions. Having these components clearly documented saves considerable time and inconvenience.

c. **Eligibility criteria for student participation in dual enrollment courses and programs.**

Section 1007.271, F.S., establishes that students eligible for dual enrollment have an unweighted GPA of 3.0 and demonstrate readiness for college coursework through scores on college placement tests. List the specific cut scores required for enrollment (particularly if they vary by discipline). Participation in career and technical dual enrollment requires a 2.0 unweighted GPA. Additional requirements shall not arbitrarily prohibit students from participating in dual enrollment courses. Clearly delineate any exception to the GPA requirement and/or any additional community college admission requirements (such as high school grade level). In this section, include promising practices, such as college reach-out or pilot programs, that promote participation and increase underrepresented student access and address critical workforce needs.

d. **Institutional responsibilities for student screening prior to enrollment and monitoring enrolled students.**

Delineate the responsibility for the initial screening and ongoing monitoring of participants in this section or incorporate into "b" and/or "c" above. Point out the requirements for continued participation in the program. Clearly identify which GPA is being considered (the college or high school), and how often the GPAs are reviewed. This will help avoid potential dispute if a student is dismissed from the program. A key advising point to share with parents and students is that dual enrollment grades are calculated and recorded in the student's college GPA and transcript. This is a permanent record that four-year universities review, and can affect admission decisions.

In addition to outlining the academic criteria for continued enrollment in the program, this section is a good place to inform students about college campus expectations. Colleges often require that dual enrollment students obtain parking permits and college library cards. College orientation information provides a helpful introduction to the college campus experience. This section of the agreement should identify behavioral expectations in dual enrollment courses taught on college campuses and the code of conduct and consequences enforced. Maturity/discipline issues arise and addressing them in the agreement leaves less room for dispute when these incidences occur.

e. **Criteria by which the quality of dual enrollment courses and programs are to be judged and maintained.**

Dual enrollment courses are college courses with the identical content and learning outcomes expected of all other college courses identified with the same statewide course prefixes and numbers. Teachers of dual enrollment courses have college teaching credentials established by the Southern Association of Colleges and Schools (SACS). This agreement must outline the procedures for maintaining teacher quality and content integrity of courses, similar to the guidelines in the Council of President's Statement of Standards. Such procedures should include a plan for recruiting, selecting and evaluating faculty and monitoring dual enrollment course instruction taught on the high school and college campus.

f. **Institutional responsibilities for the cost of dual enrollment courses and programs.**

A strong agreement employs cost-sharing and cost-saving measures and considers the effectiveness of combining resources to cover costs associated with the program. An important point to remember is that school districts receive FTE funding for student participation in dual enrollment courses, even when students attend courses taught on the college campus.

Cost-sharing, although not required, is strongly encouraged, particularly for the cost of instruction. Though there are several variations of this model, a key cost-saver allows each entity to contribute half of each instructor's salary. The dollar figure, for example, can be calculated on a college adjunct's pay or the cost of a teacher overload. Whatever the rate decided, each entity is responsible for half that amount for each dual enrollment instructor. If the school district pays the instructor's salary, the community college would pay the school district half the agreed upon cost of an instructor. Conversely, if the community college pays the instructor's salary, the school district would pay to the community college half the agreed upon cost of an instructor. The opportunity for this financial balance provides incentive for both entities to actively recruit instructors qualified to teach dual enrollment. Another cost-saving incentive could include tuition free college coursework and professional development opportunities for district teachers to advance their teaching qualifications and credentials needed to teach dual enrollment courses on the high school campus.

While school districts are responsible for the purchase of students' textbooks, the two entities can come to an agreement on a reasonable length of time for the use of "class sets" of dual enrollment textbooks. If, for example, there can be a guaranteed use of a set of textbooks for 3 years from the time of purchase, the costs associated with textbooks can be greatly diminished. Many districts have cost-saving procedures that require students to return used dual enrollment textbooks to the college bookstore at the end of the term, whereby the district receives textbook reimbursement for the resale of used books. With the exception of those areas with rapidly changing technology (which can be specified in the agreement), most academic texts can be used effectively for much longer than they typically are used. Though this may involve compromise on the part of the instructors, it should not compromise the quality or integrity of the course.

New instructional costs that colleges and districts should consider are the costs of licensing fees for electronic media access. Today, many students are required to pay a fee for electronic media access. Textbooks may continue to be re-used, but in contrast, the student may need to obtain an updated CD-ROM or license fee for each course, that is generally not re-usable. Electronic access is often password protected and does not become the property of the district or college. If the e-access fee is a required component of the textbook purchase, the district and college must address and delineate who will assume responsibility for these costs.

As required by law, students with disabilities must receive appropriate accommodations. Issues related to this topic must be negotiated and delineated. Which entity covers the cost of accommodations? Whose criteria determine the need for accommodations (school district or community college)? Providing these details in the agreement helps avoid difficult situations that, while rare, occasionally do arise.

**g. Responsibility for providing student transportation.**

This section should clearly outline who is responsible for the cost of transportation for courses taught at locations other than the high school campus. If it is the student's responsibility to provide his/her own transportation, this should be stated in the agreement. A number of districts have outstanding promising practices in terms of providing bus transportation to sites off campus.

**3. Mechanisms and strategies for reducing the incidence of postsecondary remediation in math, reading, and writing for first-time-enrolled recent high school graduates.**

Though most districts have partnership activities between the community college and school district that serve to lessen the need for remediation when students enter postsecondary education, few interinstitutional agreements adequately address this topic. This section should specify the process by which the local Articulation Committee will: analyze the unique problems that have been identified in the district and develop corrective actions; measure and communicate outcomes; collaborate, develop and implement strategies that will better prepare students for college course enrollment upon graduation from high school; analyze the costs associated with the implementation of postsecondary remedial education and secondary-level corrective actions; and identify and implement the strategies for reducing such costs.

The results of the Articulation Committee's analysis/assessment should be annually reported to the district school board and community college board of trustees. It is worthwhile to describe a realistic action plan in this section of the agreement. Examples of activities and strategies described in this section include: federal, state, or local grant programs focused on remediation, CPT testing agreements, co-sponsored after-school or summer tutoring/remediation programs, and collaborative teacher-faculty initiatives.

**4. Mechanisms and strategies for promoting "tech prep" programs of study.**

Many districts have a separate "tech prep" articulation agreement in place that thoroughly addresses a plan to make students aware of the program, promotes enrollment, and articulates a sequential program of study leading to a postsecondary career and/or technical education degree or certificate. If such an agreement exists, reference in this section and provide a copy as an appendix to this agreement. Districts that do not have a separate "tech prep" agreement must address the components discussed in the previous paragraph at this point in the interinstitutional agreement.

**5. A plan that outlines the mechanisms and strategies for improving the preparation of elementary, middle, and high school teachers.**

Another opportunity to enhance articulation outcomes and document promising practices is to outline the strategies and activities that address ongoing professional development of district teachers. The plan should address both pre-service and in-service activities developed with the intent of improving teacher preparation at all levels and addressing local critical teacher shortages. Pursuant to s. 1007.235(3), F.S., professional development programs should include curriculum content and the utilization of new technologies that respond to local, state and national priorities.

**The final section of this agreement is the execution, which includes the appropriate signatures of school district and community college representatives.**

**Reminders:**

- ✓ The district school superintendent is responsible for incorporating, either directly or by reference, all dual enrollment courses contained within the district interinstitutional articulation agreement within the district school board's student progression plan.
- ✓ This is the opportunity to provide assistance to districts; suggesting additional dual enrollment courses that districts should propose for Department approval as courses that will count toward "Major Areas of Interest" offered at the high schools. Dual enrollment courses can advance the program of study for MAIs, enhance students' Bright Futures scholarship eligibility, and increase acceleration options.
- ✓ Districts and Community Colleges are encouraged to include representatives from local universities to participate in the development of articulation agreements.
- ✓ Districts are responsible for annually submitting updated copies of Interinstitutional Articulation Agreements to the Florida Department of Education, Office of Articulation, by the start date of the fall term.
- ✓ All agreements are reviewed in accordance with the provisions of the law. Evidence of promising practice will be recognized. Compliance reports will be publicly reported and areas of confirmed non-compliance will be addressed.

*For additional information or assistance in completing your interinstitutional articulation agreement, contact Dr. Pamela Kerouac at [Pamela.kerouac@fldoe.org](mailto:Pamela.kerouac@fldoe.org) or 850-245-9558.*

# STATEMENT OF STANDARDS

## DUAL ENROLLMENT/EARLY COLLEGE PROGRAMS IN THE FLORIDA COMMUNITY COLLEGE SYSTEM

**ADOPTED BY THE COUNCIL OF PRESIDENTS**  
**February 23, 2007**

*Endorsed by the Articulation Coordinating Committee on February 28, 2007*

<b>Introduction</b>	As required by the Southern Association of Colleges and Schools (SACS), each of our community colleges “ <b>must ensure appropriate levels of student achievement and equivalent quality of programs regardless of method of instruction or location of program.</b> ” To that end, the following Standards provide a statement of community college commitment to ensuring that Early College/Dual Enrollment programs demonstrate the level of academic rigor expected of all college courses and programs.
<b>Definition</b>	Section 1007.271, F.S., defines Dual Enrollment as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. Dual Enrollment does not include remedial or physical education courses. In addition to the common placement examination, student <b>qualifications for enrollment in college credit dual enrollment courses must include a 3.0 unweighted grade point average, and student qualifications for enrollment in career certificate dual enrollment courses must include a 2.0 unweighted grade point average.</b> Early College/Dual Enrollment students are exempt from the payment of registration, tuition, and laboratory fees.
<b>Rigor</b>	<b><i>In contrast to other accelerated programs available in Florida, Early College/Dual Enrollment allows students who meet program admission eligibility criteria to take and earn credit in actual postsecondary courses offered by a regionally accredited postsecondary institution and taught by faculty credentialed per SACS Commission on Colleges guidelines. Therefore, satisfactory completion of the course fulfills the requirement for earning postsecondary credit. This postsecondary credit is transferable to any public postsecondary institution in Florida via the Statewide Course Numbering System as provided in Section 1007.24, F.S.</i></b>
<b>Role of the Community Colleges</b>	The Florida Community College System works with local school districts, private secondary schools and home school families to provide Dual Enrollment or “Early College” postsecondary options to over 30,000 eligible students annually. The term <b>Early College</b> is synonymous with “Dual Enrollment” in the Florida Community College System.
<b>Purpose of the Standards</b>	The Standards are measurable criteria of Early College/Dual Enrollment elements that are the basis of quality programs. Community Colleges are required to submit evidence of implementation of these Standards through periodic program reviews conducted by the Division of Community Colleges, Florida Department of Education.
<b>Categories of Standards</b>	<ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Faculty</li> <li>▪ Curriculum</li> <li>▪ Environment</li> <li>▪ Assessment</li> <li>▪ Strategic Planning</li> </ul>



## Students: Standards for Early College Eligibility

<b>S1-Grade Point Average (GPA)</b>	In order to participate in Early College/Dual Enrollment, <b>students must meet the GPA requirements, as specified in Florida Statute, (1007.271 F.S.)</b> for the degree/certificate program selected. Any exceptions to the GPA requirements must be noted in the Interinstitutional Articulation Agreement.
<b>S2-Assessment for Placement Purposes</b>	In order to participate in Early College/Dual Enrollment, students must complete the required assessment tests (CPT, SAT/ACT, or TABE). Students seeking to enroll in college credit coursework must <b>meet the same placement test score requirements as all postsecondary students.</b>
<b>S3-Joint AP/Early College-Dual Enrollment</b>	For joint Dual Enrollment and Advanced Placement courses, as authorized in Section 1007.272, F.S., students must comply with the add/drop policies and deadlines of the postsecondary institution. <b>Under no circumstances will an Advanced Placement student who does not take or pass the AP examination be permitted to earn postsecondary credit for that course through Dual Enrollment.</b> (Credit earned will be posted to the student transcript as either college credit with a grade, or AP credit, but not both.)

## Faculty: Standards for Early College Faculty

<b>F1-Faculty Credentials</b>	All full-time or adjunct faculty teaching Early College/Dual Enrollment must meet SACS requirements/guidelines for postsecondary instructors in the course/discipline. <b>Criteria are the same for all faculty teaching postsecondary courses regardless of the location of the class (i.e., college campus, high school campus, or satellite site). The college is responsible for ensuring that all Dual Enrollment/Early College courses are taught by qualified faculty.</b>
<b>F2-Faculty Transcripts</b>	For SACS accreditation purposes, postsecondary transcripts of all full-time or adjunct faculty teaching Dual Enrollment/Early College courses <b>must</b> be on file with the community college, regardless of who (school district/college or both) actually employs or pays their salary.
<b>F3-Faculty Handbook</b>	All full-time and adjunct faculty teaching Dual Enrollment/Early College classes <b>shall be provided with a copy of the current faculty and/or adjunct faculty handbook, and are expected to adhere to the professional guidelines, rules, and expectations therein.</b> Exceptions must be noted in the Interinstitutional Articulation Agreement.
<b>F4-Student Handbook</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes <b>shall be provided with a current student handbook</b> detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, etc., and are expected to adhere to the guidelines, rules, and expectations therein. Exceptions must be noted in the Interinstitutional Articulation Agreement.
<b>F5-Faculty Liaison/Mentor</b>	All adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a full-time faculty contact or liaison in the same discipline.
<b>F6-Observation/Evaluation of Instruction</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be observed by a community college faculty member or administrator for evaluation purposes <b>using the same criteria</b> as for all other full-time and/or adjunct faculty.

## Curriculum: Standards for Content/Syllabi/Exams/Grades

<b>C1-Course Content</b>	All courses taught as a part of Early College/Dual Enrollment <b>must meet the postsecondary course content requirements</b> as specified in the Statewide Course Numbering System.
<b>C2-Course Plan and Objectives</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall be provided with a copy of course plans/objectives for the college course they are teaching. In addition, they will be provided with additional requirements for Gordon Rule courses, if applicable. All course objectives must be included in the instructional plan and “covered” per the syllabus during the term.
<b>C3-Syllabus Requirement</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall file a copy of their current course syllabus with the discipline/department chair prior to the start of each term. Content of the syllabus must meet the same criteria as required for all college courses.
<b>C4-Final Exam</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes shall file a copy of their course final exam with the college discipline/department chair each term. The Vice President for Academic Affairs will assign the responsibility for reviewing the exams for comprehensiveness in assessing expected learning outcomes. Feedback will be provided as appropriate to the instructor and the high school principal.
<b>C5-Textbooks and Instructional Materials</b>	Textbooks/instructional materials used in Early College/Dual Enrollment classes must be the same as or comparable to those used other postsecondary courses at the college with the same course prefix and number. The college will advise the school district of instructional material requirements as soon as that information becomes available, but no later than one term prior to a course being offered.
<b>C6-Tests and Assignments</b>	Course requirements in terms of tests, papers, or other assignments for Early College/Dual Enrollment students shall be at the same level, rigor or depth as those for all non-Early College/Dual Enrollment postsecondary students.
<b>C7-Grades</b>	All full-time and adjunct faculty teaching Early College/Dual Enrollment classes must observe college procedures/deadlines for submission of grades in appropriate format. All faculty will be advised of college-wide grading expectations/guidelines prior to teaching an EC/DE course.

## Environment: Early College Class/Course Expectations

<b>E1-Classroom Atmosphere</b>	Early College/Dual Enrollment courses taught on a high school campus are expected to maintain a college-like atmosphere with minimal interruptions of instructional time. Student behavior which is disruptive to the learning environment may result in that student’s loss of EC/DE eligibility.
<b>E2-Early College Course Expectations</b>	<p>Students and parents/guardians of students enrolled in Dual Enrollment/Early College courses will be advised of college course-level expectations, including, but not limited to the following:</p> <ul style="list-style-type: none"> <li>▪ Expectation of 2-3 hours of homework for each hour spent in class.</li> <li>▪ Firm assignment deadlines.</li> <li>▪ <b>Any letter grade below a “C” will not count as credit toward satisfaction of the Gordon Rule requirement; however, all grades are calculated in a student’s GPA and will appear on their college transcript.</b></li> <li>▪ All grades, including “W” for withdrawal, become a part of the student’s permanent college transcript and may affect subsequent postsecondary</li> </ul>

	<p>admission.</p> <ul style="list-style-type: none"> <li>While appropriate for college-level study, course materials/class discussions may reflect topics not typically included in secondary courses which some parents may object to for “minors.” Courses are not “brought down” to high school level to accommodate variations in student age and/or maturity.</li> <li>Students/parents should <b>consult a community college counselor and/or advisor</b> regarding the selection of courses to meet degree requirements or for transfer to a specific course of study at another institution.</li> </ul>
<b>E3-Educational Planning</b>	All Early College/Dual Enrollment students are encouraged to work with a community college advisor to <b>develop a postsecondary Educational Plan</b> rather than enrolling in a random selection of college courses.

## Assessment/Accountability

<b>A1-Grade Analysis of Subsequent Course Success</b>	Colleges <b>shall conduct follow-up analysis on grades</b> of Early College/Dual Enrollment students in subsequent college courses taken at their institution to ensure that level of preparation and future success is comparable with non-EC/DE postsecondary students. Reports shall be shared/reviewed with the principal and local school district and the Division of Community Colleges.
<b>A2-Course/Instructor Evaluation</b>	Institutions <b>shall conduct course/instructor evaluations</b> for Early College/Dual Enrollment classes on the high school campus, consistent with those used in all other community college classes.
<b>A3-Consistency in Standard Assessments</b>	Any course-, discipline-, college-, or system-wide assessments that a postsecondary institution <b>requires</b> in non-Early College/Dual Enrollment sections of a course shall also be used in all EC/DE sections of the course.
<b>A4-Grade Comparison of Early College and “Regular” Student Grades</b>	Institutions shall conduct follow-up on Early College/Dual Enrollment course offerings to ensure that <b>grading standards and outcomes</b> are comparable to non-EC/DE sections. Results will be shared with the principal, local school district and the Division.
<b>A5-Periodic Program Review</b>	<p>Every three years the Division of Community Colleges will conduct a thorough program review of all Early College/Dual Enrollment programs that will include evidence of institutional implementation of the aforementioned Standards, including the areas of assessment. This program review will provide, but not be limited to, system-wide information on the performance of Early College/Dual Enrollment students in subsequent courses in both the Florida Community College System and the State University System. Measures will include: participation and success rates of all students (also disaggregated by ethnicity and gender), as well as subsequent postsecondary enrollment and/or employment. The results of the program review will be shared with the local school districts, the Commissioner and the State Board of Education.</p> <p><b>Minimum Performance Measure Summary:</b></p> <ol style="list-style-type: none"> <li>1. Annual Participation Rate</li> <li>2. Annual Participation Rate by gender/ethnicity</li> <li>3. Grade Distribution for EC/DE students</li> <li>4. Comparison of Grade Distribution for “regular” community college students and EC/DE students</li> <li>5. Postsecondary enrollment rate by prior year high school graduates</li> </ol>

	<p>(both CC and SUS) by EC/DE students and non-EC/DE students; (also disaggregated by ethnicity and gender)</p> <p>6. Student success rate (grades) in postsecondary courses subsequent to community college Early College/Dual Enrollment.</p> <p>7. Comparison of student success rate in SUS courses for non-EC/DE students with EC/DE students</p>
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### **Strategic Planning: Interinstitutional Articulation Agreements**

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<b>S1-Shared Vision</b>	Per statute, school districts and community colleges <b>must</b> annually develop/revise and submit the Interinstitutional Articulation Agreement (IAA) aligned with the district Student Progression Plan. Interinstitutional Articulation Agreements <b>should</b> involve collaborative strategic planning and promote effective management of resources. The agreements <b>must</b> delineate institutional responsibilities to inform students and parents about articulated acceleration program options, eligibility criteria to ensure college readiness, the process for monitoring student performance, and the criteria by which the quality of Early College/Dual Enrollment programs are to be judged. (Section 1007.235, F.S.)
<b>S2-Articulation and Partnership Implementation</b>	Public schools and postsecondary institutions are <b>encouraged</b> to share resources, form partnerships with private industries, and implement innovative strategies, student and faculty workshops, and parental involvement activities that serve the local needs of the educational community. Strategic partnerships promote integrated and inclusive involvement that focus on a shared return on the investment.
<b>S3-Continuous Improvement</b>	The IAA <b>should</b> outline strategies for collaborative professional development to improve instructional efficacy, encouraging teacher utilization of instructional technologies, addressing critical needs, and supporting in-service initiatives.