

**POSTSECONDARY EDUCATION**  
**General**



<p>1. What is the College Reach-Out Program?</p>	<p>The College Reach-Out Program (CROP) is a statewide competitive grant program that was established to increase the number of low-income, educationally disadvantaged students who complete postsecondary education. CROP provides educational support and encouragement to disadvantaged students in grades 6 through 12.</p>
<p>2. Who is eligible to participate in the program?</p>	<p>Students who are in grades 6 through 12 who meet certain economic and academic criteria are eligible to participate. Participants are students who otherwise would be unlikely to seek admission to a community college, state university, or independent postsecondary institution without special support and recruitment efforts.</p>
<p>3. What types of services are provided to the participant?</p>	<p>CROP provides a student with academic enrichment activities from the time the student enters the program until he or she has completed high school and is enrolled in a postsecondary institution. Activities may include: career and personal counseling, tutoring, homework assistance, summer activities, and community involvement through partnerships with colleges, universities, and community agencies.</p>
<p>4. How is CROP funded?</p>	<p>Funding for CROP is provided in the General Appropriations Act. Funding for CROP in 2004-2005 is \$3,199,990.</p> <p>Postsecondary institutions and consortia submit proposals for CROP projects to an advisory council that is appointed by the Commissioner of Education. The advisory council uses statutory guidelines to evaluate the proposals and recommend to the State Board of Education an order of priority for funding the proposals.</p>
<p>5. What are the applicable statutes and rules?</p>	<p>Section 1007.34, F.S. -- College Reach-Out Program</p>
<p>6. Where can I get additional information?</p>	<p>Florida Department of Education Office of Equity &amp; Access (850) 245-0511</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>





Education Council  
**Commission for Independent  
Education**

**Fact  
Sheet**

January 2005

<p>1. What is the Commission for Independent Education?</p>	<p>The Commission for Independent Education (Commission) was created by the 2001 Legislature as a result of combining and transferring to a single board the powers and duties of the State Board of Independent Colleges and Universities and the State Board of Nonpublic Career Education. The Commission is responsible for all independent postsecondary education institutions with the exception of those independent nonprofit colleges or universities eligible to participate in the Florida Resident Access Grant (FRAG) program. (Refer to the Florida Resident Access Grant Fact Sheet.)</p>
<p>2. Who are members of the Commission?</p>	<p>The Commission is comprised of seven members who are residents of this state:</p> <ul style="list-style-type: none"><li>• Two representatives of independent colleges or universities licensed by the commission.</li><li>• Two representatives of independent, nondegree-granting schools licensed by the commission.</li><li>• One member from a public school district or community college who is an administrator of career and technical education.</li><li>• One representative of a religious college that meets the criteria of s. 1005.06(1)(f), F.S., and thus can operate without governmental oversight.</li><li>• One lay member who is not affiliated with an independent postsecondary educational institution.</li></ul> <p>The members are appointed by the Governor and subject to confirmation by the Senate.</p>
<p>3. What are the general responsibilities of the Commission?</p>	<p>For the independent postsecondary institutions under its jurisdiction, the Commission:</p> <ul style="list-style-type: none"><li>• sets licensure standards.</li><li>• reviews applications for and issues licenses.</li><li>• monitors the consumer practices of these institutions.</li><li>• serves as a central agency for collecting and distributing information regarding these institutions.</li></ul> <p>The Commission is authorized to appoint ad hoc committees as necessary to assist it in the performance of its duties.</p>
<p>4. What are the applicable statutes and rules?</p>	<p>Chapter 1005, F.S. -- Nonpublic Postsecondary Education</p> <p>Rule 6E-1.0032, F.A.C. -- Fair Consumer Practices</p>

<p>5. Where can I get additional information?</p>	<p>Florida Department of Education Commission for Independent Education <a href="http://www.firn.edu/doe/cie/">www.firn.edu/doe/cie/</a> (850) 245-3200 (888) 224-6684 [toll free]</p> <p>Florida House of Representatives Education Council (488-7451)</p>
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**Education Council**  
**Joint-use Facilities**

**Fact Sheet**

January 2005

<p>1. What is a joint-use facility?</p>	<p>A "joint-use facility" is an educational facility that is cooperatively developed and used by two or more educational entities. Most often, joint-use facilities are shared between a university and a community college or a school district and a community college.</p>
<p>2. Why are joint-use facilities useful?</p>	<p>Joint-use facilities enable the offering of cooperative educational programs at a single shared educational facility, thereby increasing access to such programs for students, in particular, access to baccalaureate degree programs. These types of agreements between institutions utilize existing educational infrastructure to expand access while often limiting the state's expenditures for new buildings.</p>
<p>3. What classes can I take at a joint-use facility?</p>	<p>A joint-use facility between a community college and public university may offer both lower and upper level courses that lead to the completion of a baccalaureate degree on the community college campus.</p>
<p>4. How are joint-use facilities formed?</p>	<p>Joint-use facilities must be jointly requested by two or more boards, including district school boards, community college boards of trustees, the Board of Trustees for the Florida School for the Deaf and the Blind, and university boards of trustees. Assessment and approval of the project must be provided by the State Board of Education or the Commissioner of Education as appropriate. Once the request is approved, the boards involved must submit a joint resolution to the commitment of utilizing the facility requested. Funding is then requested from the Legislature.</p>
<p>5. How are joint-use facilities funded?</p>	<p>Joint-use facilities are funded by the Legislature in the General Appropriations Act. In order for facilities to receive funds from the Public Education Capital Outlay and Debt Service Trust Fund, the project must appear on the 3-year capital outlay priority list for both community colleges and universities. The state has funded 49 projects totaling \$142.2 million since 1977. No district school board, community college, or state university may receive funding for more than one approved joint-use facility per campus in any 3-year period.</p>
<p>6. What are the applicable statutes and rules?</p>	<p>Section 1013.52, F.S. -- Cooperative development and use of facilities by two or more boards. Section 1013.75, F.S. -- Cooperative funding of career center facilities.</p>

<b>7. Where can I get additional information?</b>	Florida House of Representatives Education Council (850) 488-7451
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1. What is postsecondary "remedial" education?	Within Florida's postsecondary educational system, "remedial education" is synonymous with "college-preparatory" or "college-prep" instruction. Current law defines "college-preparatory instruction" as "courses through which a high school graduate who applies for an college credit program may attain the communication and computation skills necessary to enroll in college credit instruction."
2. Why is postsecondary remediation necessary?	Postsecondary remediation courses provide students the skills necessary to succeed in college level courses.
3. Who takes college-prep courses?	In 2002-2003, high school graduates enrolling within three years of high school graduation accounted for 38.8% of the FTE produced in college prep courses offered by community colleges. Other students enrolling in college-prep courses include returning adults in need of one or more refresher courses prior to enrolling in college credit courses.
4. How is student readiness tested?	Performance in reading, writing/language, or mathematics for each student is gauged by scores on the Florida College Placement Test (CPT), the SAT, or the ACT. Students are considered "ready" for college in each of the three areas if scores on one of those three exams meet the required score of competency for each given area. For example, if a student receives a verbal score of 450 and a math score of 400 on the SAT, the student would be considered "ready" for college in reading and writing/language (threshold is 440) but in need of remediation in math (threshold is 440).
5. Who offers postsecondary remedial education?	Current law requires Florida community college or state university students who score below standardized passing scores on the Common Placement Test (or other comparable exam) to enroll in college-preparatory or other adult education courses in community colleges to develop needed college-entry skills. Community colleges must, however, advise students of alternative methods of meeting remedial education needs, such as using instruction from private providers. Community colleges may provide the remedial instruction on state university campuses. (Additionally, any state university which offered remedial education prior to January 1, 1996 may continue to offer remedial education.)

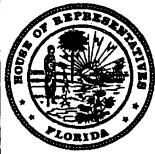


<p>6. What is the cost of remediation to the student?</p>	<p>The first two times a student enrolls in a remedial course, he or she pays the normal fee. If the course is taken a third time, the student must pay 100% of the cost of instruction. This policy is consistent with the policy for students enrolled in college credit courses.</p>
<p>7. What information is available regarding the preparedness of Florida's public high school graduates?</p>	<p>The Commissioner of Education is required to report to the State Board of Education, the Legislature, and the school districts on the performance of public high school students who enroll in public postsecondary institutions. The report produced by the Department of Education to fulfill this requirement is called the "Readiness For College Report". The report includes data for all students who graduate with a standard diploma from a Florida public high school and who enter a public postsecondary institution as a degree-seeking student. The report does <i>not</i> include graduates who do not go to college; graduates who attend private or out-of-state colleges; transfer students; casual or non-degree-seeking students; students who take time off between high school and college; GED or non-standard diploma recipients; or private high school graduates. The report is based on data provided by the state universities, public community colleges, and state supported postsecondary vocational-technical centers.</p> <p>Summary reports are prepared for the state as a whole, for each school district, and for each public high school. The summary reports must indicate the number of prior year graduates who enrolled in state-supported vocational-technical centers, community colleges, and state universities in Florida during the previous summer, fall, and spring terms and the number of those students whose scores on the entry-level placement tests indicate readiness for postsecondary education or the need for remediation through basic skills instruction or college-preparatory instruction. Each school district and high school must use the annual feedback report for developing school improvement plan strategies aimed at improving student readiness for the public postsecondary level.</p>
<p>8. How many students need postsecondary remedial education?</p>	<p>Of the 2002-2003 high school graduates tested in all three areas, 34,569 or 58.1% were considered "ready" in all three subject areas. This means 41.9% needed at least one remedial course in one or more areas.</p>

## Postsecondary Remediation

<p>9. What is the cost to the state to provide remedial instruction?</p>	<p>According to the Department of Education, the direct cost to the state for college-prep instruction at public community colleges was \$41.3 million in 2002-2003.</p>
<p>10. What are the applicable statutes and rules?</p>	<p>Section 1004.02(11), F.S. -- Definition of "college-preparatory instruction."            Section 1004.93, F.S. -- Adult general education.            Section 1008.30, F.S. -- Common placement testing for public postsecondary education.            Section 1008.37, F.S. -- Postsecondary feedback of information to high schools.            Section 1009.28, F.S. -- Fees for repeated enrollment in college-preparatory classes.</p> <p>Rule 6A-10.0315 -- College Preparatory Testing Placement and Instruction            Rule 6A-10.038 -- Postsecondary Feedback of Student Information to High Schools</p>
<p>11. Where can I get additional information?</p>	<p>Florida Department of Education            Division of Community Colleges            (850) 245-0407</p> <p>Florida Department of Education            K-16 Articulation            (850) 245-0427  <a href="http://www.firn.edu/doe/postsecondary/college.htm">www.firn.edu/doe/postsecondary/college.htm</a></p> <p>Florida House of Representatives            Education Council            (850) 488-7451</p>





**Education Council**

**Site-Determined Baccalaureate Degree Access Program**

**Fact Sheet**

January 2005

<p>1. What is the Site-Determined Baccalaureate Degree Access Program?</p>	<p>The Site-Determined Baccalaureate Degree Access (SDBA) Program is designed to increase access to baccalaureate degree programs through the use of community colleges.</p>
<p>2. How can a community college participate in the program?</p>	<p>A community college may offer limited baccalaureate degrees in one of two ways:</p> <ol style="list-style-type: none"> <li>1) enter into a formal agreement with other public postsecondary institutions and independent colleges and universities within its service area for the community college to deliver specified baccalaureate degree programs, and</li> <li>2) develop a proposal to deliver specified baccalaureate degree programs in its district to meet local workforce needs. The proposal must include the following information: <ul style="list-style-type: none"> <li>• document the demand for the requested baccalaureate degree program.</li> <li>• substantiate the unmet need for graduates of the proposed degree program.</li> <li>• document the adequacy of community college facilities and academic resources to deliver the program.</li> </ul> </li> </ol>
<p>3. What is the approval process for such agreements and proposals?</p>	<p>Each agreement or proposal must be submitted to the Council for Education Policy Research and Improvement for review and comment. The State Board of Education must provide final approval.</p>
<p>4. Are there additional accreditation requirements when offering specified baccalaureate degree programs?</p>	<p>Yes. Upon approval of the community college's proposal by the State Board of Education, the community college must pursue regional accreditation by the Commission of Colleges of the Southern Association of Colleges and Schools.</p>
<p>5. May a community college that receives State Board approval to offer baccalaureate degrees offer <i>any</i> baccalaureate degree programs?</p>	<p>No. Only baccalaureate degree programs specifically detailed in the approved proposal may be offered by the community college. Any additional baccalaureate degree programs the community college wishes to offer in the future must be approved by the State Board of Education.</p>

**Site-Determined Baccalaureate Degree Access Program**

<p>6. Does the primary mission of a community college participating in the SDBA program change?</p>	<p>No. The primary mission of the community college, including community colleges that offer baccalaureate degree programs, continues to be the provision of associate degrees that provide access to a university. A community college may not terminate its associate in arts or associate in science degree programs as a result of being authorized to offer selected baccalaureate programs.</p>
<p>7. What are the applicable statutes and rules?</p>	<p>Section 1007.22, F.S. -- Articulation; postsecondary institution coordination and collaboration. Section 1007.33, F.S. -- Site-determined baccalaureate degree access.</p>
<p>8. Where can I get additional information?</p>	<p>Council for Education Policy Research and Improvement (850) 488-7894 <a href="http://www.cepri.state.fl.us">www.cepri.state.fl.us</a></p> <p>Florida Board of Education Division of Community Colleges (850) 245-0407 <a href="http://www.fldoe.org/cc/">www.fldoe.org/cc/</a></p> <p>Florida Board of Education Division of Colleges and Universities (850) 245-0466 <a href="http://www.fldcu.org">www.fldcu.org</a></p> <p>Florida House of Representatives Education Council (488-7451)</p>



**Education Council**  
**Time-to-Degree**

**Fact Sheet**

January 2005

<p>1. What does "Time-To-Degree" mean?</p>	<p>"Time To Degree" refers to a bill passed by the 1995 Legislature related to the amount of time it takes for students to complete associate degree and baccalaureate degree programs (See Ch. 95-243, L.O.F.). The main goal of the legislation was to decrease the amount of time it takes a student to complete a postsecondary degree program. Another goal of the legislation was to create a system where students would have an easier time transferring credits across educational sectors and between institutions.</p>
<p>2. What did the "Time-To-Degree" bill do?</p>	<p>The bill made three main changes to postsecondary education in Florida: (1) limited the number of credit hours required for an Associate in Arts (AA) degree to 60 semester hours and a baccalaureate degree, with some exceptions, to 120 semester hours; (2) required the identification of common general education core requirements; and (3) required the identification of common prerequisites across programs.</p>
<p>3. What is a "common prerequisite" and why is it important?</p>	<p>Common prerequisites are required components of the degree programs within state universities. With limited exceptions, common prerequisites must be the same at all institutions to facilitate efficient transfer among all 39 public postsecondary institutions.</p> <p>In 1996, the higher education institutions in the state established a list of common prerequisites for every degree program. The list provides students with information regarding the courses they need to take to be admitted into upper division programs.</p> <p>The Common Prerequisites Counseling Manual is a centralized compilation of program prerequisites that can be referenced by counselors and students in their academic planning. The manual is compiled annually in a format that is accessible by all institutions. Each program of study listed in the Common Prerequisite Manual includes information regarding the required and/or suggested common prerequisites for that program.</p>

<p>4. Who is responsible for the continued implementation of "Time-To-Degree" efforts?</p>	<p>The State Board of Education has responsibility for reviewing and approving exceptions to the prerequisite and degree-length requirements for baccalaureate degree programs.</p>
<p>5. What is the status of "Time-To-Degree" efforts?</p>	<p>Community colleges now have a 60 hour limit for AA degrees and standard program lengths for all Associate in Science (AS) degrees. All community colleges and state universities now have a 36 hour general education requirement. All 600+ majors at state universities now have common pre-requisites. Baccalaureate programs at state universities are capped at 120 hours (with a few approved exceptions).</p>
<p>6. Is Workforce Education affected by similar efforts?</p>	<p>The "Time-To-Degree" bill focused attention on the transfer of credit between community colleges and state universities. Attention has also been focused on the transfer of workforce education credit between school districts, community colleges, and state universities. Florida law requires the State Board of Education to establish standard program lengths for AS degree and vocational certificate programs. Faculty discipline groups from community colleges and school district vocational schools meet to determine curricular and accountability requirements. Efforts to strengthen articulation between AS degrees and Baccalaureate in Science (BS) degrees continue.</p>
<p>7. What are the applicable statutes and rules?</p>	<p>Section 1007.22, F.S. -- Articulation; postsecondary institution coordination and collaboration.          Section 1007.23, F.S. -- Statewide articulation agreement.          Section 1007.24, F.S. -- Statewide course numbering system.          Section 1007.25, F.S. -- General education courses; common prerequisites; and other degree requirements.          Section 1008.38, F.S. -- Articulation accountability process.</p>
<p>8. Where can I get additional information?</p>	<p>Florida Department of Education          Division of Colleges and Universities          (850) 245-0466  <a href="http://www.fldcu.org">www.fldcu.org</a></p> <p>Florida Academic Counseling and Tracking for Students (FACTS)  <a href="http://www.facts.org">www.facts.org</a></p> <p>Florida House of Representatives          Education Council          (488-7451)</p>



**Education Council**  
**Workforce Education**

**Fact Sheet**

January 2005

<p>1. What is workforce education?</p>	<p>"Workforce education" means adult general education or career education and may consist of a continuing workforce education course or a program of study leading to an occupational completion point, a career certificate, an applied technology diploma, or a career degree.</p>
<p>2. What is adult general education?</p>	<p>"Adult general education" means comprehensive instructional programs designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages (ESOL), vocational-preparatory instruction, and instruction for adults with disabilities.</p>
<p>3. What is adult basic education?</p>	<p>"Adult basic education" means courses of instruction designed to improve the employability of the state's workforce through instruction in mathematics, reading, language, and workforce readiness skills at grade level equivalency 0 - 8.9.</p>
<p>4. What is adult secondary education?</p>	<p>"Adult secondary education" means courses through which a person receives high school credit that leads to the award of a high school diploma or courses of instruction through which a student prepares to take the General Educational Development test.</p>
<p>5. What is vocational-preparatory education?</p>	<p>"Vocational-preparatory instruction" means adult general education through which persons attain academic and workforce readiness skills at the level of functional literacy (grade levels 6.0 - 8.9) or higher so that such persons may pursue technical certificate education or higher-level technical education.</p>
<p>6. What is a career program?</p>	<p>A "career program" is a group of identified competencies leading to occupations identified by a Classification of Instructional Programs number.</p>
<p>7. What is continuing workforce education?</p>	<p>"Continuing workforce education" means instruction that does not result in a technical certificate, diploma, associate in applied science degree, or associate in science degree. Continuing workforce education is for:</p> <ul style="list-style-type: none"> <li>• Individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body</li> <li>• New or expanding businesses as described in Ch. 288, F.S.</li> <li>• Business, industry, and government agencies whose products or services are changing so that retraining of employees is necessary or whose employees need training</li> </ul>



## Workforce Education

	<p>in specific skills to increase efficiency and productivity</p> <ul style="list-style-type: none"> <li>• Individuals who are enhancing occupational skills necessary to maintain current employment, to cross train, or to upgrade employment</li> </ul>
8. What is an occupational completion point?	"Occupational completion point" means the occupational competencies that qualify a person to enter an occupation that is linked to a career and technical program.
9. What is a career certificate program?	A "career certificate program" is a course of study that leads to at least one occupational completion point. The program may also confer credit that may articulate with a diploma or career degree education program if authorized by the State Board of Education. The term is interchangeable with the term "certificate career education program".
10. What is an applied technology diploma program?	An "applied technology diploma program" is a course of study that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An applied technology diploma program may consist of either technical credit or college credit. A public school district may offer an applied technology diploma program only as technical credit, with college credit awarded to a student upon articulation to a community college.
11. What is a technical degree program?	A "technical degree education program" is a course of study that leads to an associate in applied science degree or an associate in science degree. A technical degree program may contain within it one or more program progression points and may lead to certificates or diplomas within the course of study. The term is interchangeable with the term "degree career education program". For licensure purposes, the term "associate in science degree" is interchangeable with "associate in applied science degree".
12. Why is workforce education important?	Multiple economic development surveys have consistently cited workforce education as one of the top three factors in attracting new business and retaining or expanding existing business.
13. Who can offer workforce education?	Both school district technical centers and community colleges can offer workforce education; however, only community colleges can offer college-credit programs.
14. What are the applicable statutes and rules?	<p>Section 1004.02, F.S. -- Definitions.</p> <p>Section 1004.91, F.S. -- Career-preparatory instruction.</p> <p>Section 1004.92, F.S. -- Purpose and responsibilities for career education.</p> <p>Section 1004.93, F.S. -- Adult General Education.</p> <p>Section 1009.22, F.S. -- Workforce education postsecondary student fees.</p> <p>Section 1011.80, F.S. -- Funds for operation of workforce</p>

	education programs.
15. Where can I get additional information?	Florida Department of Education Division of Community Colleges and Workforce Education (850) 245-0446  Florida House of Representatives Education Council (850) 488-7451

