



# Florida Department of Education Updates

FCS Councils

Thursday, February 11, 2021

11:00 a.m. - 12:30 p.m. EDT



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# Division of Florida Colleges Agenda

Welcome – Kathy Hebda, Chancellor

Special Topics – Dr. Carrie Henderson, Executive Vice Chancellor

Academic Affairs – Dr. Mike Sfiropoulos, Director, Academic Affairs

Student Affairs – Dr. Shanna Autry, Director, Student Affairs

Student Success Center – Abbey Ivey, Director, Student Success Center

Research/Analytics – Hayley Spencer, Director, Research & Analytics

## Instructional Delivery Method – Proposal for Definition Changes

- The current data elements related to the definitions of instructional modality (face-to-face, hybrid or distance learning) and technology delivery are outdated and may not represent the full breadth of how instruction is currently being delivered.
- To coincide with the federal definition of distance learning, the division formed a workgroup composed of CIA, CWE and MISATFOR membership to provide formative feedback on possibilities for new definitions.
- Minimally, we want to be able to capture asynchronous and synchronous instruction as well as course sections where students have the option to participate virtually or face to face.

# Instructional Delivery Method – Summary

## Current

Each section is assigned one value:

- On-campus
- Hybrid
- Distance learning

Additionally, a technology delivery indicator is assigned:

- Materials/correspondence
- Internet-based
- Lecture capture
- Web conferencing
- Video
- Mixed delivery
- None

## Proposed

Each section is assigned one value:

- On-campus
- Hybrid
- Distance learning
- Hybrid-flexible (new)

Additionally, a programming value is assigned: (new)

- Synchronous
- Asynchronous
- A combination of synchronous and asynchronous

# Instructional Delivery Methods – Current Reporting

## Data Element 4065

### Instructional Delivery Method

#### TABLE VALUES

- C** On-Campus Instruction. Face-to-face instruction where students are expected to attend classes regularly.
- HB** Hybrid Blend. 30-79% of the direct instruction of the course is facilitated and delivered using technology, where the student and instructor are separated by time, space, or both.
- D** Distance Learning. 80% or more of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both.

**NOTE:** Classroom instruction represents less than 30% of the course is facilitated and delivered using technology where the student and instructor are separated by time, space or both.

## Data Element 4070

### Technology Delivery Indicator

#### TABLE VALUES

- M** Materials/Correspondence. Primarily print-based materials for checkout or mail-out, which may be packaged with other materials including courses would fall into this category.
- I** Internet-based. Internet-based courses may use a blend of technology CD-ROM, DVD, and video tapes, and are not tele- courses. Correspondence formats, but the primary distinguishing characteristic is that these courses are primarily delivered using a learning management system.
- L** Lecture Capture. Describes the use of technology that allows instructors to record what happens in their classrooms and make it available digitally. In its simplest form, lecture capture might be an audio recording made with an iPod; alternatively, the term might refer to a software capture program that records full motion video, or cursor movement, typing, or other on-screen activity.
- W** Web conferencing, videoconferencing, compressed video. Instruction is delivered by two way audio and video that is synchronous and interactive between two or more locations. In this mode, students and instructors are not in the same place.
- V** Video. Pre-recorded courses which have been licensed or locally produced and are delivered asynchronously. Course videos may be checked out, broadcast, or delivered via the internet.
- H** Mixed Delivery. Those courses using a combination of technology. For example, a course requiring 40% class attendance, 30% Web, and 30% TV.
- N** None.

# Instructional Delivery Method – Draft Revisions

## Data Element 4065

### Instructional Delivery Method

- C Classroom (Face-to-Face). Less than 30% of the direct instruction of the course section is delivered using technology, where the student and instructor are separated by time, space, or both. There is a requirement for students in a classroom (face-to-face) course section to attend classes regularly in a physical location. This instructional method includes courses with technology-delivered components, such as online syllabi and online lecture notes, that supplement face-to-face instruction.
- HB Hybrid. 30-79% of the direct instruction of the course section is delivered using technology, where the student and instructor are separated by time, space, or both. There is a requirement for students in a hybrid course section to attend some classes in a physical location.
- D Distance Learning (Online). 80% or more of the direct instruction of the course section is delivered using technology, where the student and instructor are separated by time, space, or both. There is no requirement for students in a distance learning course section to attend classes in a physical location.
- FL Hybrid—Flexible. A hybrid—flexible course section makes all course content available for both classroom (face-to-face) and distance learning (online) experiences. Students in a hybrid—flexible course section may choose to participate using face-to-face methods, online methods, or a combination of both methods based on preference.

#### NOTES:

1. Pursuant to 34 CFR Part 600, technology to deliver distance learning includes: internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or other media.
2. For each course section, report the corresponding Programming Method (Personnel Database DE XXXX) to denote if the section is delivered synchronously, asynchronously, or via a combination of synchronous and asynchronous instruction.

# Instructional Delivery Method – Draft Revisions

## Data Element XXXX Programming Method (New)

- S Synchronous. Instructors and students gather at the same time and interact in “real time” with a very short or “near-real time” exchange between instructors and students. Required to take place on a specific day and time.
- A Asynchronous. Instructors prepare course materials for students in advance of students’ access. Students may access the course materials at a time of their choosing. Not required to take place on a specific day and time.
- C A combination of synchronous and asynchronous.

## Instructional Delivery Method – Next Steps

- |           |  |
|-----------|--|
| Late Feb. | Division will finalize data element revisions                            |
| Mar.-Apr. | Data element revisions undergo FDOE data governance process              |
| May       | Data elements presented at MISATFOR                                      |
| June      | Technical assistance re: implementation of revised and new data elements |

*Please email any feedback on the proposed changes to [Carrie.Henderson@fldoe.org](mailto:Carrie.Henderson@fldoe.org) by February 23.*

## Pell Eligibility for EPI Students

- The Florida Department of Education has recently been made aware of a provision in 34 CFR Part 690—Federal Pell Grant Program regarding Pell eligibility for students who are enrolled in Educator Preparation Institute (EPI) programs.
- Specifically, any student enrolled in an EPI program at a college that offers baccalaureate degrees in education is not eligible to receive Pell.
- We confirmed with the U.S. Department of Education that law and regulations do not make any distinction as to the focus or concentration of the bachelor's degree in education. In other words, a college offering any education baccalaureate degree would be subject to these provisions.
- If your institution is considering offering both program types, please keep this provision in mind.

# General Freshman

- Last year, the councils began to discuss the utility of the general freshman (GF) table value in the context of discussions around awaiting limited access (ALA) for Perkins funding.
- To better understand this value, DOE administered a survey to collect more information about its usage.

## Data Element 2005

### Program of Study – Level

#### Characteristics

Length:	1
Data Type:	Alphanumeric
Physical Description:	X (1)
Record Type(s):	4
Last Modified:	3/16/2020

#### Data Element is used in the Following Reports:

<input type="checkbox"/> AA-1A	<input type="checkbox"/> NRS
<input type="checkbox"/> AA-1B	<input type="checkbox"/> IPEDS (EF2, EP)
<input type="checkbox"/> Accountability Outcome Measures	<input type="checkbox"/> Ethnicity and Gender by Full/Part-Time and Enrollment Status
<input type="checkbox"/> Perkins Performance	

#### Description:

Code determined by the institution to describe the student's program of study level.

#### TABLE VALUES

0	Associate in Arts (AA) Degree	(Rule 6A-14.030(3), FAC)
1	Associate in Science (AS) Degree	(Rule 6A-14.030(4), FAC)
2	Career Certificate (Career Certificate Program)	(Rule 6A-14.030(10), FAC)
3	Awaiting Limited Access Program	
4	General Freshman	

#### NOTES:

1. **General Freshman.** Persons intending to achieve a degree or certificate but have not met the program enrollee criteria.

## General Freshman

- The GF category is primarily being used to indicate that a certificate or degree seeking student has not yet reached 20-25% of the credits needed toward the degree.
- No institutions are using the table value as it is defined in the student data dictionary (e.g., “who have not met the program enrollee criteria”).
- No institutions are using the table value exclusively for limited access programs.
- The division would like to remove table value 4 – general freshman from data element 2005 for future reporting years. This change will coincide with any changes made to the ALA table value.
- This does not preclude institutions from tracking credit threshold milestones locally in their SIS.

## Postsecondary Essential Learning Services

- Northwest Regional Data Center (NWRDC) is the host of library and distance learning student services for the state of Florida.
- The first invoices for this fiscal year were disseminated in January; the second invoice will be sent in May 2021.
- NWRDC is currently working to establish a governance structure that will communicate with and provide evidence to leadership in both the SUS and FCS that services are being managed in a transparent, cost-effective manner.

## **New Team Member – Academic & Student Affairs**

- Casey Ponder has joined the Division of Florida Colleges team as Program Analyst for Academic and Student Affairs.



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## Academic Affairs

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# 2021 CIP-to-CIP and CIP-to-SOC Updates

Timeline	Activity
<b>Late 2019</b>	NCES released the 2020 Classification of Instructional Programs (CIP) codes.
<b>Summer 2020</b>	The Division of Florida Colleges (Division) engaged key stakeholders at Florida College System (FCS) institutions regarding CIP alignment and SOC preferences.
<b>Fall 2020</b>	The Division conducted internal review of the survey results.
<b>Jan.-Feb. 2021</b>	<p>The Division is working in conjunction with:</p> <ul style="list-style-type: none"> <li>• The Office of Articulation and the BOG for transfer-related implications in the Common Prerequisite Manual.</li> <li>• The DCAE to compare lower-division CIPs to upper-division baccalaureate CIPs for consistency.</li> </ul>
<b>Spring 2021</b>	The Division to present updates regarding 2021 CIP codes and the 2021 CIP to SOC crosswalk, in conjunction with the DCAE updates to lower-division CIPs and SOCs.
<b>Reporting Year 2021-2022</b>	Implementation of new CIP codes.

# Baccalaureate Program Review

- The Division of Florida Colleges (Division) is currently in the process of preparing the materials for the 2019-2020 Annual Baccalaureate Accountability Reports. In accordance with updates to Rule 6A-14.095, Site Determined Baccalaureate Access, which became effective October 20, 2020, Florida College System institutions will use new report forms and the reporting and submission processes will be different as well.
- Our goal is for the reports and the submission process to be as simple and streamlined as possible. As such, in preparation for this year's report, the Division is currently in the process of prepopulating the forms with data for each college's individual baccalaureate programs, including three years of market demand indicators, program enrollment, retention, completion and employment student outcomes.
- Once completed, the Division will send out the materials along with guidance regarding the new reporting and submission processes and colleges will have 75 days to complete their portions of the reports.



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# Student Affairs

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# FAFSA Simplification Act – Title VII of CRRSA

## Key Provisions

- Majority of changes effective for the 2023-24 award year.
- Free Application for Federal Student Aid (FAFSA) application and processing
  - Decreases from 108 items to 33 items, and eliminates questions pertaining to drugs and selective service.
  - Has the number of questions depend on family resources and dependency categories, which apply to the student.
  - Imports data directly from the IRS.
- FAFSA need analysis and eligibility
  - Eliminates “Expected Family Contribution” (EFC).
  - Simplifies need analysis and creates "Student Aid Index."

## Key Provisions (continued)

- Pell Grant impact
  - Makes Pell Grant eligibility known earlier.
  - Only requires income and family size to determine eligibility.
  - Increases number of students to receive grants.
  - Increases program cost.
  - Links eligibility explicitly to federal poverty standards, which will be updated annually.
- Second Chance Pell
  - Reinstates title IV eligibility for non-profit institutions that offer federal and state prison education programs.

## SB 646: Intercollegiate Athlete Compensation and Rights

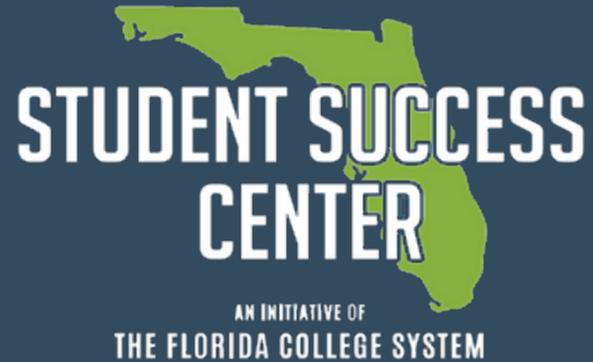
- The BOG and SBOE will implement the provisions to comply with the effective date of July 1, 2021.
  - Intercollegiate student athletes may earn compensation for the use of their name, image and likeness (NIL) if it is provided by a third party, unaffiliated with the institution. Provisions for contracts are established.
  - Postsecondary educational institutions may not prevent or restrict a student athlete from earning compensation for their NIL or from obtaining professional representation. Compensation may not affect the athlete's athletic eligibility or grant-in-aid.
  - **Additionally, the institution must conduct financial literacy and life skills workshops as specified in the legislation.**

# Rule Development Timeline

ACTIVITY	DATE
<b>Athletic Director Discussion</b>	August 4, 2020
<b>NJCAA Discussion</b>	August 11, 2020
<b>Anticipated Rule Workshop</b>	March 5, 2021, at 11:00 AM EDT  Register for workshop at <a href="https://attendee.gotowebinar.com/register/5953381987487233550">https://attendee.gotowebinar.com/register/5953381987487233550</a>
<b>Anticipated SBOE Meeting</b>	May 19, 2021
<b>Effective Date</b>	July 1, 2021

## 2021 Equity and Civil Rights Compliance Site Visits

- Division staff will conduct site visits at three colleges this year:
  - Hillsborough Community College: January 27 – 28
  - Florida SouthWestern State College: March 8 – 10
  - Tallahassee Community College: April 19 – 21
- Interviews are virtual.
- Facilities inspections will still be on-site.



# Florida Student Success Center

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# Statewide Mathematics Council

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- The Statewide Mathematics Council is continuing the work of the Florida Mathematics Re-Design Initiative and will develop an implementation plan for the 11 policy and practice recommendations that resulted from that work.
- Steering committee has been established to provide leadership and direction for the council.
  - Chairs:
    - Dr. Julie Phelps, Valencia College
    - Dr. Tommy Minton, Seminole State College of Florida

# Florida Pathways Institute (FPI)

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- Florida Pathways Institute II: Mapping Pathways to Student Success was held on February 9-10, 2021.
- The convening gathered core pathways teams from the 12 FPI colleges around topics related to supporting colleges in mapping student pathways that successfully lead to transfer and the workforce.
- Participants heard from national experts in the field including Dr. Tia Brown McNair, President Michael Baston, Dr. Davis Jenkins, Dr. Gretchen Schmidt, Dr. Rob Johnstone and representatives from The Aspen Institute and Achieving the Dream.
- Materials and session recordings available at:  
<https://www.floridacollegesystemfoundation.org/fssc-fpi>.

# ACUE Partnership

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- The center is sponsoring two cohorts of FCS faculty to participate in professional development courses offered by the Association of College and University Educators (ACUE).
  - Effective Teaching Practices full credential (FPI colleges)
    - Pillar 4 of the Guided Pathways framework: Ensure that students are learning
  - Promoting Active Learning microcredential (math faculty from all FCS colleges)
    - Extension of the Florida Mathematics Re-Design Initiative
- Courses launch this month.

# A.S. General Education Workgroup

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- A.S. General Education Workgroup policy recommendations:
  - *Recognizing the diversity of A.S. programs offered across the FCS, the strong outcomes demonstrated by these programs, and the need for flexibility to generate these outcomes, FCS institutions should **maintain authority to determine the number of general education subject areas represented in A.S. programs locally.***
  - *FCS institutions should **consider aligning their A.S. general education course requirements with those courses included in the state general education core.** Consideration could also be given to **expanding the state general education core course options to include courses more commonly found in A.S. programs or establishing a separate list of A.S. general education course options that are guaranteed to transfer.***

# A.S. General Education Workgroup

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- FLDOE is deeply appreciative of the work of the A.S. General Education Workgroup and remains committed to ensuring A.S. students receive both technical instruction and broad general education exposure.



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## Research & Analytics

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## Ad Hoc Data Collection

- Several colleges have opted into the data collection, which involves submitting student-level records to CCTCMIS regarding alternative placement methods.
  - Six colleges are participating in the dual enrollment.
  - Four colleges are participating in the developmental education.
- FCS institutions participating in the Ad Hoc Data Collection for dual enrollment and/or developmental education will submit the data during the January 22 - February 26, 2021, submission window.
- Spring 2021 is the target date for dissemination of findings.

## Reverse Transfer Data Element

- In anticipation of the implementation of statewide reverse transfer following HB 7071, the division partnered with CCTCMIS to create a data element to capture when AA degrees are awarded through the statewide reverse transfer provision.
- The Office of Articulation is actively working to finalize the statewide reverse transfer MOU. Once the MOU is executed, the Office of Articulation will be providing technical assistance to both SUS and FCS institutions about processes and roles/responsibilities for each institution.
- The division does not expect that FCS institutions will begin using the reverse transfer code until after the statewide reverse transfer MOU is executed and technical assistance is provided for both SUS and FCS institutions. In the meantime, we encourage you to begin discussions about modifying your SIS to capture this data element.

# Reverse Transfer Data Element

## Data Element 2122

### Reverse Transfer Code

#### Description:

Identifies whether or not the Florida College System institution awarded the student an associate in arts (AA) degree under the statewide reverse transfer articulation agreement established in section § 1007.23, Florida Statutes.

#### TABLE VALUES

- |   |  |
|---|--|
| A | The AA was earned through standard means. The AA was not earned through the Statewide Reverse Transfer Articulation Agreement. |
| B | The AA was earned under the Statewide Reverse Transfer Articulation Agreement.   |
| Z | Not applicable, the degree earned was not an AA.   |

**NOTE:** *This data element will be implemented during term 3E of the 2020-21 reporting year.*

# Reporting Calendar

Date	Report Name	Legal Reference
3/1/2021	Collegiate High School Programs/ Charter School Data Update Request	s. 1007.273, F.S.
5/1/2021	College Annual Equity Update	s. 1000.05, F.S.
5/14/2021	Annual Baccalaureate Accountability Reports	s. 1007.33, F.S.
6/30/2021	Required Annual Calendar for Colleges	Rule 6A- 10.019, F.A.C.

## Division of Florida Colleges Contacts

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Reminder: If you or staff need to be added or removed from any DOE-managed listserv, contact any staff member or [FCSInfo@fldoe.org](mailto:FCSInfo@fldoe.org)



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## Division of Career and Adult Education

Welcome – Henry Mack, Chancellor

CTE Updates – Kathleen Taylor, Bureau Chief

Adult Education – Tara Goodman, Vice Chancellor

Articulation – Elizabeth Moya, Vice Chancellor

## Perkins Application Reminders

- ShareFile System is used for notification of award (DOE 200) and all future notifications (program and budget amendments).
- For questions about allowable expenditures, please consult with your assigned grant manager for specific technical assistance.

# Perkins Entrepreneurship Education and Training (EET) Grant Program

- The 2020-2021 awarded projects have been announced. View the funding list [here](#).
- Congratulations to the following FCS institutions awarded EET funding:

Broward College	Pasco-Hernando State College
Daytona State College	Seminole State College of Florida
Florida State College at Jacksonville	St. Petersburg College
Hillsborough Community College	South Florida State College
Indian River State College	Tallahassee Community College

## Perkins – Looking ahead

- Neither the state nor local agencies were held accountable for the new Perkins V performance targets for the 2019-2020 program year.
- However, both the state and local agencies will be held accountable in the 2020-2021 program year.
- The RFAs for the 2021-2022 program year are currently under development with a planned late March release.
- The required local agency biannual Comprehensive Local Needs Assessments were conducted in 2019-2020 and are required to be conducted again in the 2021-2022 program year.

## Awaiting Limited Access

- The Department has developed a plan for implementation of the work identified in the September 2020 workgroup.
  - Currently, consultation with US Department of Education is occurring to ensure there are no financial aid implications.
    - Under financial aid provisions, students cannot be in an eligible program of study based on a provisional or conditional admittance.
  - FLDOE is proposing naming the program of study value for reporting these students "CTE Pathway Student."

# Pathways to Career Opportunities Grant Program

- The 2020-2021 awarded projects have been announced. View the funding list [here](#).
- The 2020 State of Florida General Appropriations Act (Appropriation Number 127 – Aid to Local Governments – Grant Aids) establishes new or expand existing registered apprenticeship or preapprenticeship programs. High schools, school district career centers or colleges, school district charter technical career colleges, Florida College System institutions, and other entities authorized to sponsor an apprenticeship or preapprenticeship were eligible to apply.
- A statewide workgroup of education and industry representatives met to discuss scaling college-connected registered apprenticeship programs across the FCS. Recommendations are forthcoming. Please stand by.

# Pathways to Career Opportunities Grant Program

- Congratulations to the following FCS institutions awarded PCOG funding:

Broward College	Indian River State College
College of the Florida Keys	Pasco-Hernando State College
Daytona State College	South Florida State College
Hillsborough Community College	Tallahassee Community College

# Status of COVID-19 Waivers for Clock Hour Programs

- The flexibility afforded to school districts, technical colleges and Florida College System institutions around the kinds of assessments used to determine basic skills functioning levels, pursuant to section [1004.91](#) Florida Statute (F.S.) and [Rule 6A-10.040](#) Florida Administrative Code (F.A.C.), was effective **through the 2020 fall semester only**. This flexibility provided authorization for local programs to assess basic skills by any reasonable means and was not limited to the assessments listed in Rule 6A-10.040, F.A.C., or bound by the time limits set forth in order to exit a student who meets all other criteria for completion of a clock hour certificate program that is 450 hours or greater.
- This is an important reminder that the [aforementioned flexibility is no longer effective for the 2021 spring semester](#). Unless otherwise exempt, in accordance with section 1004.91 F.S., students must be evaluated utilizing an assessment identified in Rule 6A-10.040 F.A.C.

Additional guidance will be sent from Chancellor Mack's office. For questions or additional information, please contact Kathleen Taylor, Bureau Chief for Career and Adult Education, at [Kathleen.taylor@fldoe.org](mailto:Kathleen.taylor@fldoe.org).

# EO-20-02 Continued Flexibility for CTE Curriculum Framework Requirements

- Rule 6A-6.0571, F.A.C., incorporates the state curriculum frameworks by reference. The state inventory of career and technical education program frameworks specify program length and instructional standards (student learning outcomes).
- Currently, subsection 2 of the rule allows the Commissioner of Education to approve a school's waiver request submitted by a district school board or the Florida College System institution's board of trustees to allow the school or institution to substitute locally approved intended outcomes for State Board approved outcomes provided the program is unregulated.
- Subsection 2 of this rule is waived to allow flexibility to locally waive certain instructional requirements in the frameworks such as required work/field experience for unregulated programs. (List of unregulated programs requiring field experiences is posted at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.shtml> ).

# EO-20-02 Continued Flexibility for CTE Curriculum Framework Requirements

- This provision does not apply to regulated programs and the remaining provisions (standard program length, teacher certification requirements, basic skills requirements (if applicable)) of the rule remain in place.
- The following is an example of how the waiver may be used:
  - Medical Assisting program requires the completion of 40 field hours in a clinical setting. This waiver allows districts the authority to locally waive this requirement and substitute other locally-developed outcomes without Commissioner approval.
- *For questions or additional information please contact Kathleen Taylor at [Kathleen.taylor@fldoe.org](mailto:Kathleen.taylor@fldoe.org)*
- **This waiver runs consecutively with the Governor’s Emergency Order 20-52 and is currently effective through February 27, 2021.**

## 2020 Lower Division CIP Transition and Deployment

<b>Timeline</b>	<b>Activity</b>
<b>Late 2019</b>	NCES released the 2020 Classification of Instructional Programs (CIP) codes.
<b>Nov.-Dec. 2020</b>	The Division of Career and Adult Education (DCAE) engaged key stakeholders at Florida College System (FCS) institutions and school district technical colleges regarding federal CIP code recommendations.
<b>January 2021</b>	DCAE conducted internal review of the survey results.
<b>Jan.-Feb. 2021</b>	DCAE is nearing completion of this extensive review and plans to release a draft 2010 to 2020 CIP code crosswalk.
<b>May 2021</b>	DCAE will present the 2021-2022 curriculum frameworks with new CIP codes to the State Board of Education for approval.
<b>Reporting Year 2021-2022</b>	Implementation of new CIP codes.
<b>Late Spring 2021</b>	Utilizing the NCES federal CIP to SOC Crosswalk as a foundation, DCAE will launch an internal and external review of existing CIP to SOC linkages in late spring.

## WIOA – Looking ahead

- FDOE will host a competition for WIOA's Adult Education and Family Literacy Act (AEFLA).
- 2-Year Competitive period for 2021-2023.
- Anticipated Request for Proposal (RFP) release in March.
- Aligned with new strategic priorities identified by the Department.
- A series of webinars will be launched in conjunction with the release of the RFP focused on quality components of adult education programs (i.e., integrated education and training needs assessment).



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# Office of Articulation

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## Reverse Transfer MOU Update

- Section 1007.23, F.S. requires the statewide articulation agreement between the Florida College System (FCS) and State University System (SUS) institutions include a provision for reverse transfer. **The Agreement applies to SUS students who have completed more than 30 credits at an FCS institution, but who transferred to an SUS institution before earning an A.A. degree.**
- All SUS and FCS are required to participate in reverse transfer under this Agreement. Participation under the reverse transfer statewide articulation agreement **supersedes existing local, regional or consortia arrangements.**
- The reverse transfer workgroup is continuing to engage in dialogue to discuss the various process options, concerns surrounding reverse transfer and a path toward an agreement between the FCS and SUS institutions, in order to facilitate reverse transfer.

## Reverse Transfer: Student Eligibility Requirements

In order to participate in the reverse transfer process, a student must meet the following:

- Be currently enrolled in a state university;
- Earned more than 30 hours of college credit at a single FCS institution;
- Transferred to a state university before earning an A.A. degree;
- Not previously earned an A.A. degree from the state university;
- Completed a minimum of 60 hours of college credit;
- Completed general education requirements of either the home FCS institution or the SUS institution;
- Not earned a baccalaureate degree;
- Be in good academic standing and be current with financial obligations at the SUS institution;
- Be in good academic standing and be current with financial obligations at the awarding FCS institution;
- Have met the civic literacy requirement per section 1007.25(4), Florida Statutes;
- Have met college-level communication and computation competency per SBOE Rule 6A-10.030, Florida Administrative Code;
- Demonstrate competency in a foreign language per s. 1007.25(8);
- Consent to allowing the SUS institution to transmit the necessary information to the FCS institution; and
- Meet any other Associate of Arts degree graduation institutional requirement of the degree-granting FCS institution.

# Update: Uniform Award of Postsecondary Credit for Military Service

- A framework was adopted by the State Board of Education and Board of Governors to analyze prior military training, courses and occupations.
- To view the framework please  
Visit <http://www.fldoe.org/policy/articulation/ps-credit-military.stml>.
- The next step in this process is to survey all Florida public postsecondary institutions in order to **identify the most common military courses and trainings for which students receive postsecondary credit or clock hours**, and the specific course number and credit or clock hours awarded for these trainings.
- In order to facilitate the collection of this information we will be **asking institutions** to detail any military courses or trainings that their institution has awarded postsecondary credit or clock hours.



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# Q&A