

# **FLORIDA ADULT HIGH SCHOOL TECHNICAL ASSISTANCE PAPER**

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FLORIDA DEPARTMENT OF  
**EDUCATION**  
CAREER AND ADULT EDUCATION

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## **I. Adult High School Program Overview**

The Adult High School (AHS) program enables an adult student, as defined in [section \(s.\)1004.02\(5\)](#), Florida Statutes (F.S.), to complete the required courses and state assessments to earn a standard high school diploma. Course requirements in adult high school programs are designed in accordance with core content standards per [s. 1003.41](#), F.S. A program of instruction for both traditional and co-enrolled AHS students shall be based on the Florida Department of Education (FDOE) adult education curriculum frameworks found in the [2023-2024 Adult General Education Curriculum Frameworks](#). Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency- and performance-based adult education, distance learning and computer-assisted instruction.

Adult general education programs are authorized by [s. 1004.93](#), F.S., and defined as 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), applied academics for adult education instruction, and instruction for adults with disabilities in [s. 1004.02\(3\)](#), F.S. The AHS curriculum framework is correlated to the Florida Standards, and courses offered are the same as those offered in the K-12 school system, as found in the [2023-2024 Course Code Directory](#) (Section 3 and secondary numbers identified in Section 5). The FDOE AHS curriculum frameworks, per [s. 1003.41](#), F.S., provide a minimum set of standards to be used by all facilitators delivering AHS education programs. AHS education includes both adult high school diploma programs and co-enrollment courses of study. Students in the AHS program must meet all state and local graduation requirements for a standard high school diploma per [s. 1003.4282](#), F.S., unless otherwise noted in this paper.

If you have any questions regarding this technical assistance paper, please contact the State Director of Adult Education Program Implementation, Dr. Debby Meyer, at 850-245-9906 or [deborah.meyer@fldoe.org](mailto:deborah.meyer@fldoe.org).

## **II. Adult High School Enrollment Criteria**

**Enrollment in an AHS program, with the exception of co-enrollment, is permissible if a student:**

1. Does not possess a high school or state-approved diploma but may have been issued a certificate of completion;
2. Is 16 years of age or older; and
3. Is officially withdrawn from an elementary or secondary program.

Students with a certificate of completion may enroll in an adult high school program to prepare or remediate for the English Language Assessment (ELA). Students may also enroll in AHS to prepare or remediate for the statewide grade 10 Algebra I End-of-Course (EOC) assessment through intensive courses and earn elective credits as needed.

### III. Criteria for Entering into an AHS Co-Enrolled Program

A co-enrolled student is one who is currently enrolled in a high school program as a K-12 student (has not withdrawn from K-12) and is simultaneously taking high school core credit courses in an adult high school program per [s. 1011.80\(10\)](#), F.S. Appropriate documentation, as specified by the institution, shall be obtained prior to enrollment.

K-12 students may enter a co-enrollment program offered through established operational district and college AHS programs. Courses offered through co-enrollment must also be offered for traditional AHS students. While programs are not limited by the number of courses in which a student can enroll, students may only be reported under the following circumstances:

- For co-enrolled students entering an adult high school program, the instructional hours from **two** core curricular courses per year are fundable.
- For the district workforce funding model, if more than two core curricula courses were reported, the two courses with the most instructional hours are used.
- The eligible course list for 2023-2024 is available at [2023-2024 Co-Enrolled Eligibility List](#) on the 2022-2023 Adult Education Curriculum Frameworks page, under the heading of “Adult High School.”

*(Note: Courses designated as Credit Recovery (cr) in the CCD are not included on the Co-Enrolled list as they are awarded as elective credits and do not apply toward core curricula requirements.)*

- Students may be co-enrolled in core curricula courses for credit recovery or dropout prevention.
- Students must not have a pattern of excessive absenteeism or habitual truancy, or a history of disruptive behavior in school.
- Agencies should maintain documentation of student eligibility to participate.

Students that are at risk of not graduating with their 9<sup>th</sup> grade cohort may enroll in the co-enrollment program. Students enrolled in the co-enrollment program are exempt from the payment of the block tuition for adult education programs.

Co-enrollment programs are state funded only as allocated by the Florida Legislature, and no federal Adult Education and Family Literacy Act (AEFLA) funds may be used to support instruction, or any activity, supplies or resources used in the delivery of the courses. Enrollments and completions may not be included in NRS reporting or AEFLA grant performance target estimates.

It is suggested that a co-enrolled form signed by the host school counselor, the principal, the student, and the student’s parent(s) or guardian be presented at the time of registration. **Co-enrolled students are not required to take a state-approved assessment before taking academic classes in adult education.**

Collaboration between the high school counselor, parents, and the adult high school representative can serve as a primary factor in recruitment and retention of students in both programs and ensure credits earned are properly recorded in the students' permanent records at their home schools.

**IV. Tuition**

All adult education programs (excluding co-enrolled) are required to charge the following tuition rates per [s. 1009.22](#), F.S.:

- \$45.00 block tuition rate for each half year in a program year
- \$30.00 block tuition rate for each term in a program year

Residency determinations are not made in any adult education program and therefore, there are no out-of-state fees associated with adult education. Institutions may vary these rates by 5% either above or below the tuition rate per [s.1009.22\(6\)\(a\)](#).

**V. Assessing Students for the National Reporting System (NRS)**

Students are not required to pretest before entering AHS programs as long as they can present a transcript showing previously earned credits.

- Placement in AHS of NRS Level 5 or Level 6 is determined by the number of credits the student has earned in the traditional high school previously attended.
- Students documented at NRS Level 5 have earned from 0-12 high school credits toward a traditional 24 credit diploma. Students who reach or complete ASE Level 6 have earned 13-24 credits toward a 24-credit diploma.
- Students documented at NRS Level 5 have earned from 0-9 high school credits toward a ACCEL 18-credit diploma. Students who reach or complete NRS Level 6 have earned 10-18 credits toward the 18-credit ACCEL option.
- Co-enrolled students are not eligible for NRS Reporting as stated in the above section, Criteria for Entering an AHS Co-Enrolled Program.

**Table 1 Level of Placement in Adult High School**

Diploma Option	# Credits at Entry	EFL
24-Credit	0-12	5
	13-24	6
18-Credit	0-9	5
	10-18	6

Students who have withdrawn from the K-12 system prior to earning any high school credits in grades 9-12 will need to be assessed via [Rule 6A-6.014](#), Florida Administrative Code (F.A.C.), and placed accordingly.

## VI. Accountability and Reporting

Starting on July 1, 2023, the FDOE will no longer use Literacy Completion Points (LCP) as a method for Measurable Skills Gains in data collection. In its place, there will be a more appropriate program-specific data collection that more adequately collects information related to the expected outcomes for the students in the program. The purpose of the new collection of assessment data is to determine validated learning gains.

For a student who enrolled in adult high school in 2022-23 and who is continuing their enrollment in the 2023-24 reporting year, the Adult High School Credits at Entry data element should reflect the number of credits which are being applied to the adult high school diploma attainment as of the 2023-24 reporting year. These credits will be used to establish the functioning level of the student for the 2023-24 reporting year. After this initial assignment, the value reported on this data element should not change. Adult credits earned in a course will be added to this number to determine if there is a functioning level change.

**Table 2 AHS EFL Placement and Gain**

Diploma Option	# Credits at Entry	EFL	Calculation to Determine EFL after Entry	Measurable Skills Gains based on Credits
24-Credit	0-12	5	# of Credits at Entry plus # Earned Credits in Courses	If calculation shows a value of 13 or higher, EFL Gain occurs
	13-24	6	N/A	N/A
18-Credit	0-9	5	# of Credits at Entry plus # Earned Credits in Courses	If calculation shows a value of 10 or higher, EFL Gain occurs
	10-18	6	N/A	N/A

### Reporting Program Numbers for Adult High School and Co-Enrolled Students

Students who have formally separated from the K-12 system and are solely enrolled in a district AHS Program must be reported under the adult education program number **9900010** for the adult education course(s), and the secondary course number for each course as found in the Florida Course Code Directory found at <https://www.fldoe.org/policy/articulation/ccd/2023-2024-course-directory.stml>.

Under Section 6 – Adult General Education Courses. College adult education programs reporting AHS students should use the Classification of Instructional Program (CIP) number **1532010500** and the corresponding high school course number as well.

The instruction should be consistent with the secondary course descriptions found at <http://www.cpalms.org/Public/>. The course descriptions define content standards for all subject areas for grades 9-12. Students who are co-enrolled in a district program must be reported under the program “Adult High School for Co-Enrolled Students” using the program number **9900099**, and must report the appropriate secondary course number. College adult education programs reporting AHS Co-Enrolled students should use the CIP number **1532019900** and the

corresponding adult secondary program number. The credit from the adult education course(s) can be transferred to grades 9-12 secondary programs for a particular course of instruction for the co-enrolled student. School districts should refer to Appendix R of the [Workforce Development Information Services \(WDIS\) Data Base Handbook](#) and colleges should refer to Appendix A in the College Data Dictionaries for specific reporting procedures found on the [Bureau of Community College and Technical Center Management Information Systems \(CCTCMIS\)](#) website.

**Table 3 Adult High School Course and Program Numbers**

High School Credit Program	Course/Program Number
Adult High School (School Districts)	Adult Education AHS program number 9900010 and the appropriate secondary course number
Adult High School (State Colleges)	CIP program number 1532010500 and the appropriate secondary course number
Adult High School for Co-enrolled Program (School Districts)	Adult Education Co-enrolled program number 9900099 and the appropriate secondary course number
Adult High School for Co-Enrolled Program (State Colleges)	CIP program number 1532019900 and the appropriate secondary course number

## VII. Graduation Requirements

The AHS program provides courses of study leading to completion of credits and passing state-mandated assessments necessary to qualify for a standard high school diploma.

For AHS programs, some exemptions to the requirements are present under [s. 1003.4282\(6\)\(b\)](#), F.S.:

- The one credit in physical education required for graduation is not required for graduation and may be substituted with an elective credit, keeping the total credits needed for graduation.
- Each district school board may waive the requirement that two of the science credits include a laboratory component.
- Any course listed within the FDOE course code directory in the areas of art, dance, drama or music may be undertaken by adult secondary education students. The one credit in performing fine arts required for high school graduation is not required for graduation and may be substituted with an elective credit that is consistent with the total credits needed for graduation.

To obtain a standard adult high school diploma, a student has three options: 24-credit, the 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option, or the 18-credit Career Pathways Diploma option. Requirements for the standard 24-credit option are outlined in [s. 1003.4282](#), F.S., and the 18-credit ACCEL option is outlined in [s. 1002.3105](#), F.S. Students must successfully complete all statewide, grade level assessments, or attain a recognized concordant score as specified in [s. 1008.22\(9\)](#), F.S., or a recognized comparative

score as specified in [s. 1008.22\(10\)](#), F.S. A cumulative GPA of 2.0 on a 4.0 scale is required for all adult education students. Students in the 24-credit option are required to complete the one-credit on-line course requirement as per [s. 1003.4282\(4\)](#), F.S.

The ACCEL option allows the student to earn a high school diploma by completing 18 credits, of which 14 are core courses and 4 are elective credits. Students must meet the criteria established as per [s. 1002.3105](#), F.S., and may not be required to complete the one-credit on-line course requirement as per [s. 1003.4282\(4\)](#), F.S. The same is true for the Career Pathways Diploma option. Please visit [Standard Diploma Requirements](#) for specific requirements.

The Credit Acceleration Program (CAP) allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects: Algebra I, Geometry, U.S. History and Biology I. (Note: A student is allowed to earn high school credit in courses required for high school graduation through the passage of an AP examination or College Level Examination Program (CLEP) test). If a student attains a passing score on an AP or CLEP examination, then the school district is required to award credit to the student who is not enrolled in the course or who has not completed the course. Students in AHS programs seeking to obtain course credits through CAP must adhere to guidelines set forth by [s. 1003.4295](#), F.S.

AHS should follow the same course requirements and state assessments as those required in the K-12 system as per [s. 1003.4282](#), F.S. (24 credit option and Career Pathways Diploma option) and [s. 1002.3105](#), F.S. (ACCEL option). However, some exceptions apply:

- Students who enter AHS may not be required to take the EOC assessment for Algebra 1, if credit for this course was earned and documented on their transcripts prior to 2010–2011.
- Students who enter AHS may not be required to take the EOC assessment for Biology 1 and or Geometry, if credit for these courses was earned and documented on their transcripts prior to 2011-2012.
- The Florida Statewide Assessment Testing Schedules are available at [Florida Statewide Assessment Schedules](#).
- All students taking U.S. History beginning 2012-13 should take the U.S. History EOC assessment regardless of cohort year.

It is best to review the student’s transcript to determine whether the student qualifies for exceptions to the 24-credit or 18-credit ACCEL option.

### **VIII. Granting High School Credits and Diplomas to Adults**

[Rule 6A-6.020, F.A.C.](#), provides for the award of high school credits and diplomas to adults and was revised as of January 2013. Students already enrolled prior to this date may follow the educational plan in place prior to adoption of the rule. Students enrolled after this date should follow the requirements listed below. To determine graduation requirements for AHS students who are not enrolled in the K-12 educational system, the following shall apply:



1. Students entering AHS whose 9<sup>th</sup> grade cohort group has not graduated must meet the graduation requirements based on the year that the student entered the 9<sup>th</sup> grade.
2. Students entering AHS after their 9<sup>th</sup> grade cohort has graduated, or who are not a part of a 9<sup>th</sup> grade cohort (from another country, never entered high school, etc.) must meet the current 12<sup>th</sup> grade cohort graduation requirements that are in effect for the year they enter AHS. A chart follows listing graduation requirements for these students.
3. Reporting codes for all diploma types eligible for Adult High School graduation requirements can be found at <https://www.fldoe.org/core/fileparse.php/20077/urlt/2223-114025.pdf>.

Note: For students that are continuously enrolled from the time that they withdraw from the K-12 system and enroll in adult education, they will follow the requirements of their 9<sup>th</sup> grade cohort. This also applies to students who may have previously enrolled in an adult high school program and were not continuously enrolled. The student would be required to meet the criteria of their original cohort based on the initial year of enrollment in AHS. Current EOC assessments would be required if the student did not meet the required statewide assessment exam(s) at the time of their withdrawal from either K-12 or AHS. More information on graduation requirements for Florida Statewide Assessments can be found at <https://www.fldoe.org/core/fileparse.php/7764/urlt/gradrequirefsa.pdf>.

**Table 4 Adult High School Graduation Options**

<b>Adult High School Graduation Options</b>
<b>24 Credit Standard High School Diploma (<a href="#">s. 1003.4282, F.S.</a>)</b>
Please refer to <a href="#">s. 1003.4282, F.S.</a> for allowable course substitutions
<b>4 Credits English Language Arts (ELA)</b>
Pass the statewide Grade 10 ELA assessment or earn a concordant score to graduate with a standard diploma.
<b>4 Credits Mathematics</b>
One of which must be Algebra I and one of which must be Geometry. A student who takes Algebra I must pass the Algebra I EOC assessment, or earn a comparative score, to earn a standard high school diploma. The EOC results constitute 30 percent of a student’s final course grade. A student who takes Geometry must take the EOC assessment. The EOC results constitute 30 percent of a student’s final course grade.
<b>3 Credits Science</b>
One of which must be Biology I, two of which must have a laboratory component; however, institutions may waive the laboratory component of the science requirements. All students who enroll in Biology I must take the EOC assessment, and the EOC results constitute 30 percent of a student’s final course grade.
<b>3 Credits Social Studies</b>
One credit in World History. One credit in U.S. History. One-half credit in U.S. Government. One-half credit in Economics which must include financial literacy. All students who enroll in U.S. History must take the EOC, and the EOC results constitute 30 percent of the student’s final course grade.
<b>Fine and Performing Arts, Speech and Debate, or Practical Arts</b>
Not required but must be substituted with electives.
<b>Physical Education</b>
Not required but must substitute with an elective.
<b>10 Elective Credits</b>
<b>1 Online Course</b>
All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a-e), F.S.).
<b>18 Credit (ACCEL) Standard High School Diploma Option (<a href="#">s. 1002.3105, F.S.</a>)</b>
14 core courses required for standard high school diploma (see above). 4 Elective Credits. Elective Online course is not required.
<b>18 Credit Career and Technical Education (CTE) Pathway Option (<a href="#">s. 1003.4282, F.S. (11)</a>)</b>
Four Credits in ELA. Four Credits in Mathematics. Three Credits in Science. Three Credits in Social Studies. Two credits in career and technical education; Two credits in work-based learning programs. Physical Education is not required. Fine and Performing Arts, Speech and Debate or Practical Arts is not required Online Course is not required.

\*Note: If the student, whose 9<sup>th</sup> grade cohort has already graduated or who does not belong to a cohort and enrolls in adult high school for the first time in 2023-2024, the student will follow the requirements of the current K-12 graduating class which entered the 9<sup>th</sup> grade in 2020-2021. Students entering AHS whose 9<sup>th</sup> grade cohort group has not graduated must meet the graduation requirements based on the year that the student entered the 9<sup>th</sup> grade. Students with Algebra I on their transcript prior to 2010-2011 and Biology I, Geometry, and U.S. History on their transcript prior to 2011-2012 are not required to take the EOC when enrolling in AHS. See Section VIII for further information.

## **IX. Statewide Assessments**

The passing score for statewide assessments required for adult high school graduation or for course credit is the minimum scale score in achievement level three. Beginning in 2014-2015, students should pass the Grade 10 ELA assessment to earn a standard adult high school diploma. A student can also substitute a concordant score to meet the Grade 10 ELA assessment graduation requirement as specified in [Rule 6A-1.09422, F.A.C.](#)

Students must take the Algebra I EOC assessment to earn an adult high school credit without taking the Algebra I course. If the student is enrolled and completes the Algebra I course, passing scores for statewide assessments and acceptable concordant and comparative scores as required to meet the statewide assessment requirements, can be found in [Rule 6A-1.09422, F.A.C.](#), and the publication, [Graduation Requirements for Florida's Statewide Assessments](#). Please visit this publication for additional updates regarding graduation options and clarification on concordant scores, links to a variety of helpful resources and contact information.

The Postsecondary Education Readiness Test (PERT) score will no longer be an option as a replacement for the Algebra I end of course exam for both Adult High School students and K-12 students who enter the 9<sup>th</sup> grade in 2018-2019 and beyond, effective June 28, 2018. This falls within the guidelines of [s. 1008.22\(10\), F.S.](#), which gives the State Board of Education the authority to set comparative and concordant scores.

When reviewing this information, please note that if a student enrolls in AHS and his or her 9<sup>th</sup> grade cohort group has graduated, the graduation requirements will be determined by the passing scores in effect for the current graduating class as per [Rule 6A-6.020, F.A.C.](#)

**Retaking the Statewide Assessments** — Students can retake the Grade 10 ELA assessment or Algebra I EOC assessment each time the assessment is administered until a passing score is achieved. Section [1008.22, F.S.](#), does not impose any requirements regarding the number of attempts, if any, on the statewide assessment, before a concordant score may be applied. If a student enrolls in AHS and his or her 9<sup>th</sup> grade cohort group has graduated, the graduation requirements will be determined by the passing scores in effect for the current graduating class.

## **X. Assessment Requirements for Students with Disabilities**

Students with disabilities who have withdrawn from the K-12 system and possess a statewide, standardized assessment waiver, may now transfer this waiver to the Adult High School program upon enrollment.

The extension of the waiver to the AHS program only applies to students who received waivers as part of [s. 1008.22\(3\)\(d\)\(2\)](#), F.S. Additional information can be found at: [Waiver of Statewide, Standardized Assessment Results for Students with Disabilities TA Paper](#).

Statutory authority prohibits adult education programs from issuing waivers; however, for students without a waiver but self-identify as having a disability, every effort should be made by the program to provide accommodations and necessary support services to assist the students in meeting their goals to complete their high school diploma.

Students with a self-identified disability should provide their documentation of the disability. Documentation may include a variety of records, including a diagnostic assessment by a licensed medical professional (e.g., psychologist, psychiatrist, and neurologist), other relevant records that confirm the diagnosis, a diagnostic evaluation by the [Division of Vocational Rehabilitation](#), or records from the [Division of Blind Services](#). It is recommended that staff work closely with students with disabilities to develop current education plans and monitor their progress, interests, and abilities, see the [Rehabilitation Act of 1973, Section 504 and 34 C.F.R. Part 104](#).

As part of a system that promotes open communication of available services, including providing contacts to service agencies, Adult High Schools should provide ongoing counseling to all students with disabilities. It is also important to encourage students who may require accommodation to seek out the type of assistance that will aid in academic success.

## **XI. Transfer of Credit Guidelines**

[Rule 6A-1.09941\(2\)\(a\), F.A.C.](#), establishes uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools effective August 20, 2017. The rule increases consistency in the credit transfer process and fulfills the State Board's responsibility to prescribe "procedures relating to the acceptance of transfer work and credit for students" as required by [s. 1003.25](#), F.S. The rule cited above specifies that credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The rule does not require that the transferring school be accredited in order for the credits to be accepted at face value. Assessment requirements for transfer students under [s. 1003.4282\(7\)](#), F.S., must be satisfied.

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, the student does not possess an official transcript, or the student is a home

education student, credits shall be validated through performance during the first grading period. A student transferring into a school shall be placed at the appropriate sequential course level; to receive credit, a student should have a minimum grade point average of 2.0 at the end of the student's first grading period. Alternative validation procedures are also specified in [Rule 6A-1.09941\(1\)\(c\), F.A.C.](#)

## **XII. Diploma/Completion Options**

The following completion options are suggested for students enrolled in the AHS program. Programs should select the appropriate options for their area in accordance with [ss. 1003.4282](#) and [1002.3105](#), F.S.

### **Adult High School Standard Diploma**

- Meet state credit requirements, with exceptions noted in the “Graduation Requirements” section of this guide.
- Meet state GPA requirements.
- Pass state of Florida required assessments.
- Credits may be earned by demonstration of competencies (competency-based) and passage of required state exams.

### **Certificate of Completion**

- Meet state credit requirements.
- Has not met state GPA requirements; or
- Has not passed state required assessments.

*\*Note: Per [s. 1003.433\(2\)\(b\)](#), F.S., upon receipt of a certificate of completion, students must be allowed to take the College Placement Test and be admitted to developmental education or credit courses at a Florida College System institution, as appropriate.*

## **XIII. Course Code Directory**

Course numbers and titles must be taken from the [Florida Course Code Directory](#) (CCD). The state assigns and recognizes only the first seven digits of the course number. The eighth digit is used by the district for purposes of tracking and reporting data. The state maintains course descriptions for each course listed in the CCD. State Colleges should follow the information provided through the Statewide Course Numbering System found at <https://flscns.fldoe.org/TaxonomyList.aspx>.

Districts and colleges select or develop curriculum for each of these courses based on standards included in the state's official standards site, CPalms, found at <http://www.cpalms.org/Public/>. Students are expected to demonstrate mastery of these standards in order to receive credit for each course.

**X. Adult Education Instructor Certification Requirements**

As per [s. 1012.39\(1\)\(b\)](#), F.S., each school district shall establish the minimum qualifications for part-time and full-time teachers in adult education programs.

*\*Note: In order to meet most secondary accrediting agency requirements, please refer to the certification requirements listed in Sections 3 and 5 of the CCD as appropriate for each specific course being offered as part of the Adult High School program.*

**Appendix A**  
**Acronyms and Definitions**

<b>ACRONYMS and DEFINITIONS</b>	
ACCEL	Academically Challenging Curriculum to Enhance Learning: An 18-credit graduation option available to Adult High School Students. (Defined in this document and s. 1002.3105, F.S.).
AEFLA	Adult Education and Family Literacy Act of 2014: Federal Workforce Innovation and Opportunity Act of 2014 guides the administration and reporting of federal adult education funds. These funds are allocated to the State Department of Education, which in turn is responsible for the administration of funds to local providers and statewide initiatives under the provisions of the act.
AIEP	Adult Individual Education Plan: Used to document students who self-identify and need special services to accommodate learning processes.
ASE	Adult Secondary Education: Adult education courses offered at the 9-12 grade equivalent levels. It includes AHS and GED® Preparation courses.
Blind Services	The <a href="#">Division of Blind Services</a> serves the blind and visually impaired. They offer Employer Services, the Braille and Talking Books Library and the Business Enterprise Program.
Bright Futures Scholarships	Scholarships awarded by the State of Florida to eligible students provided they meet certain academic, GPA and test score criteria. See <a href="http://www.floridastudentfinancialaid.org">www.floridastudentfinancialaid.org</a> for more information.
Career Shines	Florida’s Career Exploration and Planning System.
CASAS	State approved assessment for documenting educational functioning levels in adult general education programs.
CBO	Community-Based Organization.
CCD	Florida Course Code Directory: Programs and courses funded by the state and courses or programs for which students earn credits toward high school graduation are listed in the Course Code Directory. (Rule 6A-109441, F.A.C.)
Co-enrolled Student	A co-enrolled student is defined as one who is currently enrolled in a K-12 secondary school program and is taking additional credit courses through adult education to earn a standard High School diploma and graduate with his or her cohort group.
Competency-Based Education	An educational approach based on a predetermined set of knowledge, skills and abilities that the student is expected to accomplish.
CPALMS	Collaborate, Plan, Align, Learn, Motivate, Share: Florida’s official standards database that includes course descriptions, standards and resources for educators.
EFL	Educational Functioning Level: Measure used to assess progress from one student literacy level to the next utilizing an approved standardized test.
ELA Assessment	English Language Arts Assessment that replaces the 10 <sup>th</sup> grade Reading Assessment beginning in 2015.
ELL	English Language Learner: Used in conjunction with ESOL or ESL programs.
EOC	End-of-Course Assessment.
FAC	Florida Administrative Code (Florida Department of Education rules found at <a href="https://www.flrules.org/gateway/Department.asp?DeptID=6">https://www.flrules.org/gateway/Department.asp?DeptID=6</a> ).

FEFP	Florida Education Finance Program: The FEFP is the funding formula used to allocate funds appropriated by the Legislature each year to school districts for K-12 school operation. See <a href="#">s. 1011.62, F.S.</a>
FAST	Florida Assessment of Student Thinking: Replaced the FSA in 2022 as a graduation requirement.
FSA	Florida Standards Assessment: Replaced the FCAT in 2014 as a graduation requirement.
Florida State Standards	These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in entry-level, credit-bearing academic college courses, and in workforce training programs.
GPA	Grade Point Average.
IEP	Individual Education Plan.
LEA	Local Education Agency: Public school districts, community colleges, state colleges and state universities.
LCP	Literacy Completion Point - This is no longer a measurement of growth for adult education programs.
LEP	Limited English Proficient.
NRS	National Reporting System: The accountability system for the federally funded, State administered adult education program.
SACS	Southern Association of Colleges and Schools: An accrediting agency for colleges and schools.
TABE	Tests of Adult Basic Education: State-approved assessment for documenting educational functioning levels in adult general education programs.
WIOA	Workforce Innovation and Opportunity Act of 2014: Replaces the Workforce Investment Act (WIA) of 1998 and provides for continued funding for states through the federal Adult Education and Family Literacy Act of 2014 funds. As part of the new Act, agencies are required to work with core partners in the provision of the activities and services to support both literacy and workforce readiness skills.
VOCATIONAL REHABILITATION	The <a href="#">Division of Vocational Rehabilitation</a> serves as an employment resource for businesses and people with disabilities. It is designed to enable individuals with disabilities to obtain and keep employment.



## **Appendix B Resource Links**

Florida Department of Education, Division of Career and Adult Education:  
<http://fldoe.org/academics/career-adult-edu>

Florida Administrative Register and Florida Administrative Code (State Board of Education Rules): <https://www.flrules.org/gateway/Department.asp?DeptID=6>

Florida Adult Education Curriculum Frameworks (2023-2024):  
<https://www.fldoe.org/academics/career-adult-edu/adult-edu/2023-2024-adult-edu-curriculum-frameworko.shtml>

Florida Department of Education Course Code Directory (2023-2024):  
<https://www.fldoe.org/policy/articulation/ccd/2023-2024-course-directory.shtml>

Florida Department of Education, Statewide Assessment Schedules:  
[www.fldoe.org/asp/schedule.asp](http://www.fldoe.org/asp/schedule.asp)

Florida Department of Education, Bureau of Exceptional Education and Services (BEES), Resource and Information Services: <http://fldoe.org/academics/exceptional-student-edu/>

Florida Department of Education Office of School Choice:  
[www.fldoe.org/schools/school-choice](http://www.fldoe.org/schools/school-choice)

Florida Standards Assessments Online Portal: <http://www.fsassessments.org>

Florida Division of Blind Services: <https://dbs.fldoe.org/>

Florida Division of Vocational Rehabilitation: <https://www.rehabworks.org/>

Online Sunshine (Official site of the Florida Legislature): [www.leg.state.fl.us](http://www.leg.state.fl.us)

Florida Shines Career Planning System: [www.floridashines.org/find-a-career](http://www.floridashines.org/find-a-career)

Statewide Course Numbering System: <https://flscns.fldoe.org/>

ACE of Florida: <https://aceofflorida.org/>

Florida Literacy Coalition: <https://floridaliteracy.org/>

IPDAE: <https://www.floridaipdae.org/>